Development of Cultural Literacy Based Learning Design with Successive Approximation Model

Nadia Putri Kharismawati*, Cepi Riyana

Curriculum Development, Faculty of Education, Universitas Pendidikan Indonesia.
*Corresponding Author. Email: nadiakharismawati@upi.edu

Abstract: This study aims to develop a culture-based learning design by applying the Successive Approximation Model (SAM) as an iterative approach that can create an inclusive and adaptive learning experience according to the cultural context of the learners. The SAM model was chosen for its ability to facilitate the flexible development of teaching materials through continuous cycles of evaluation and revision, ensuring the content's relevance to local cultural values, such as traditional wisdom, arts, and social practices closely tied to students' lives. The research method used was a mixed-methods approach, involving arts and culture teachers in Sumedang Regency as the primary respondents. Data was collected through closed questionnaires, and interviews. This study analyzes quantitative data from questionnaires using descriptive statistics, and qualitative data from interviews, observations, and documentation through the stages of data reduction, presentation, and conclusion drawing. The results showed that the application of the SAM model could enhance students' understanding of both local and other cultures, while also developing their awareness of the importance of cultural diversity. The iterative process in SAM allows for the development of more flexible and responsive teaching materials that meet students' needs, thus creating more meaningful learning experiences. This study contributes to the design of culture-based learning that is more relevant to the social and cultural developments in the global society.
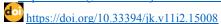
Introduction

The rapid development of globalization and cultural diversity demands innovation. Globalization, accompanied by advancements in communication technology, can be seen as a threat that risks eroding and reducing the sustainability of national cultures. There is a possibility that national culture may be replaced by global culture, considering the increasing interdependence between societies across different parts of the world in spreading uniform cultures (Iskandar et al., 2024). The impact of this globalization also significantly affects the education system, particularly in the context of teaching that is responsive to students' cultural differences. Globalization is a policy or system that encourages global interaction, interdependence, and connectivity between countries through advanced technology.

Several recent studies have highlighted the importance of education in preserving local culture amid the rapid flow of globalization. According to Matei in Rahman (2024), the impact of globalization on local culture is still difficult to avoid, emphasizing the urgency for educational policies that support the integration of cultural literacy into the curriculum. Therefore, concrete efforts are needed to revive the interest of the younger generation in understanding, learning, and preserving Indonesian culture to maintain it amidst the overwhelming influence of globalization (Hamdani et al., 2023; Puspaningrum et al., 2024).

In Indonesia, the education system plays an important role in introducing cultural values and local wisdom to the younger generation. However, the rapid impact of globalization and modernization has gradually eroded Indonesia's cultural identity. Without a balanced understanding of academics and culture, students will struggle to develop creative, critical, and adaptive skills (Kusmayana et al., 2024). The influence of foreign cultures, especially among teenagers, is becoming stronger, leading them to be more attracted to global trends through social media. As a result, elements of local culture, such as regional languages, traditional arts, and cultural ceremonies, are being forgotten or seen as outdated. This presents a significant challenge in preserving Indonesian culture, including the declining interest in traditional dance as modern dance becomes more popular (Cipta, 2019; Dewi et al., 2024; Fauziah et al., 2018). To address this issue, educational policies must prioritize cultural literacy alongside academic learning (Maleki, 2021). This is essential for enabling students to develop cultural intelligence and intercultural sensitivity, with teachers playing a vital role in guiding and nurturing these skills (Basman & Bayram, 2024).

An effective approach to developing and preserving cultural identity, especially among the younger generation, is through education (Rahmawati et al., 2020). Various studies show that incorporating cultural literacy into the curriculum can strengthen students' ability to adapt to diverse environments, engage in cultural exchange, and contribute to a knowledge-focused society. This is essential to address the diversity of students' cultural backgrounds (Abdulahi et al., 2024; Arani, 2021). One approach that can be applied to meet this need is cultural literacy-based learning design. Cultural literacy is a vital skill that encompasses more than just the ability to read and write; it also includes the ability to understand, appreciate, and interact with the cultural diversity around us (Ulfa, 2022). Cultural literacy is the ability of individuals and communities to communicate within ethnic groups, countries, religions, or national traditions to preserve culture (Gumono, 2021). As an essential part of education, cultural literacy plays a role in shaping a deeper understanding of a nation's cultural heritage. Cultural literacy also includes the ability to recognize and appreciate various forms of cultural expression, such as arts, music, dance, and language (Mahardika et al., 2023). Cultural literacy, which refers to the ability to understand, appreciate, and interact with different cultures, becomes crucial in creating inclusive and relevant learning experiences.

Cultural literacy has become an important focus within the educational framework that integrates heritage, history, and artistic expression. With the rapid globalization of educational systems, the need to preserve and convey cultural heritage in innovative ways is increasingly important (Li J, 2024; Goldberg, 2021; Sonkoly & Vahtikari, 2018). Students need to develop cultural literacy as a basic aspect to understand various sources of information about global cultural diversity (Anjarwati et al., 2022; Djumadi et al., 2023; Mahardhani et al., 2021). Cultural literacy is vital for students as it helps build understanding and appreciation for cultural diversity (Ahsani & Azizah, 2021; Haniifah et al., 2024; Sutrisno et al., 2024). By learning about cultural richness through cultural literacy, students can feel closer to the history and values that form the foundation of national identity (Ruslan & Irham, 2022; Wati et al., 2024). Integrating local wisdom values into learning aims to enhance students' cultural literacy skills (Handane et al., 2024).

Culture-based learning plays a crucial role in shaping the character and identity of the younger generation. A deep understanding of culture can stimulate students' creativity and expression (Hidayatullah et al., 2020). With an understanding of their culture, students will be more capable of drawing inspiration from the traditions and cultural heritage around them. This also opens opportunities for them to express themselves through various forms of art and

work that reflect the uniqueness of their own culture, while also enriching their worldview. Research shows that using traditional art forms in education provides students with a medium to explore their cultural heritage while developing critical thinking and broader artistic skills (Kuttner, 2020; Pan et al., 2024). Cultural literacy also plays a role in helping children develop critical thinking skills by analyzing stereotypes and prejudices, as well as shaping their perspectives on various cultural issues (Arifin et al., 2023; Iskandar et al., 2024; Wati et al., 2024). Cultural literacy involves cognitive and emotional engagement as learners interpret the meanings of artistic forms while developing deeper connections with their cultural heritage (Lopatovska et al., 2016; Peter, 2017). In the context of cultural literacy, it is essential to recognize that an approach that values differences and fosters empathy is key to creating an inclusive and diverse learning environment (Johnson, 2014).

This study proposes using the Successive Approximation Model (SAM) as an approach in culture-based learning design. SAM offers an iterative process that allows teaching materials to be more responsive and relevant to students' needs, particularly in understanding cultural diversity. Unlike other models, SAM provides flexibility in developing materials integrated with local cultural values and allows for continuous improvements based on feedback. However, although the application of SAM in culture-based learning is considered effective (Asmarajaya, et.al. 2023; Maarif. 2024) the main challenge faced is how to integrate local cultural aspects in a relevant and in-depth way within an education curriculum that is increasingly influenced by globalization. Therefore, it is important to continue exploring and developing learning design models that can accommodate cultural diversity without diminishing the local cultural values that are an integral part of national identity.

This research aims to develop a cultural literacy-based learning design using the Successive Approximation Model. It will discuss how the iterative steps in SAM can be implemented to design and adapt learning materials related to local and global cultural values, and how this model can support the more effective and engaging development of students' cultural literacy skills. This approach is expected to make a significant contribution to improving the quality of learning, particularly in the context of understanding and appreciating culture.

Research Method

This research used a mixed-methods approach. Mixed methods is an approach in research that combines or links quantitative and qualitative research methods, Creswell (2014). This includes the philosophical foundation, the use of both qualitative and quantitative approaches, and combining the two approaches in the research. This research was conducted by distributing questionnaires to 110 cultural arts teachers in Sumedang Regency. Data collection was carried out using two main methods: questionnaires and interviews. A questionnaire is a data collection method conducted by giving a set of written questions or statements to respondents to be answered (Sugiyono, 2017). The questionnaires were distributed using Google Forms. In this study, the researcher used a Likert scale to answer the questionnaire questions.

To obtain representative data, a random sampling method was used, where 43 teachers were selected as research samples. The sample size was calculated using a formula developed by Isaac and Michael, which allows for determining the appropriate sample size based on the population while considering the desired level of accuracy or sampling error (Amin et al., 2023). Through this method, the research results are expected to provide an accurate picture of the needs for culturally-based literacy learning design among cultural arts

teachers in the area. The second method used was interviews. Interviews as an interaction between two individuals to exchange ideas and information through a question-and-answer process, ultimately constructing meaning about a particular topic (Sugiyono, 2021). Interviews were conducted with curriculum experts, art education lecturers, and cultural arts teachers to obtain information regarding the problems and possible solutions.

The data analysis technique in this study involved quantitative data obtained from questionnaires, which were analyzed using descriptive statistics by calculating percentages through response distribution, total scores, and the percentage of each statement (Alhayat, 2023). Meanwhile, qualitative data were collected through interviews, observations, and documentation, and analyzed descriptively in three stages: data reduction, data display, and verification or conclusion drawing.

Results and Discussion

Based on the research results from the questionnaire, it was found that 51.2% of teachers strongly agree, and 48.8% agree that culture-based learning design is necessary to support students in their social development stage, which requires a deeper understanding of culture. This phenomenon indicates that the majority of teachers recognize the importance of strengthening cultural understanding in students' social development, which can influence their attitudes and social interactions. This aligns with the findings of Abdulahi et al. (2024), who state that culture-based education can help students better appreciate cultural differences, which in turn encourages more inclusive social interactions.

This phenomenon can also be explained by the social development theory proposed by Vygotsky (1978), which states that social interaction plays a crucial role in the formation of individual identity. Students who have a deeper cultural understanding will be better able to adapt to diverse social environments. Therefore, this trend suggests that a deeper understanding of local culture not only enhances cultural knowledge but also enriches students' social development as they go through the process of adapting to a globalized world. Furthermore, the survey results showed that 58.1% of respondents strongly agreed, and 41.9% agreed that culture-based learning design should ensure that each learning activity can motivate students to contribute to the preservation and development of local culture. This trend reflects the importance of learning that encourages students not only to understand but also to actively participate in preserving and developing their local culture. This finding aligns with research by Li J (2024), who found that students who are taught to engage in cultural preservation are more likely to feel responsible for the continuity of their cultural heritage. This approach is expected to foster a sense of responsibility and love for their own culture, which, in turn, will produce a generation that is more concerned with the cultural heritage they possess. From these results, it can be concluded that the integration of cultural literacy in learning has a significant impact not only on enhancing cultural understanding but also on the development of students' proactive attitudes toward cultural preservation. Therefore, the application of culture-based learning design through the Successive Approximation Model (SAM) can be an extremely effective approach in supporting the development of deeper cultural attitudes and understanding among students.

In the process of developing the learning design, cultural literacy indicators are needed to help achieve a needs analysis that aligns with the research objectives. The cultural literacy indicators developed are based on the cultural literacy competence indicators developed by the Duke University Cultural Literacy Team, USA (Mahanani et al., 2023), which include:

1) Awareness of Culture : The ability to recognize and understand various cultures, including customs, traditions, values, and norms that shape individuals and communities.
2) Awareness of History and Its Impact : Understanding how historical events, contexts, and past experiences affect and continue to shape cultures, societies, and individuals.
3) Stereotyping and Bias : The ability to identify and challenge stereotypes and biases that may arise from misunderstandings of particular cultural groups, as well as engage in critical thinking to avoid oversimplification.
4) Tolerance : The ability to accept and respect differences in cultural practices, beliefs, and perspectives, while creating an inclusive and open environment.
5) Language Proficiency : The ability to understand and use language effectively, including recognizing how language shapes communication and cultural expression.
6) Interactions with Individuals from Different Cultures : The ability to interact meaningfully and respectfully with people from different cultural backgrounds, promoting intercultural communication and understanding.
7) Awareness of the Way Technology Influences Worldviews : Understanding how technology shapes and influences perspectives, worldviews, and access to information, and how technology can act as a bridge or create cultural divides.
8) Use of Resources from Different Cultures : The ability to utilize resources, materials, and knowledge from diverse cultural backgrounds to enrich learning and broaden perspectives. The integration of cultural literacy indicators into learning plays a crucial role in shaping students who are not only academically intelligent but also capable of understanding and appreciating the cultural diversity around them.

The Successive Approximations Model (SAM) is an effective and adaptive learning design approach that focuses on students' needs through an iterative process. By using this model, designers can create learning experiences that are more relevant, engaging, and of high quality. This approach is particularly useful in rapidly changing contexts, where responding to feedback and adapting to evolving needs is critical. SAM is an instructional design model introduced by Michael Allen, a pioneer in e-learning, in 2012 in the United States. As it developed, the SAM model has several advantages that enhance the quality of learning design, including:

1) Responsive to Changes: With a focus on iterative design, the SAM model allows for quick responses to changes in learning needs or objectives.
2) Stakeholder Involvement: The SAM model encourages stakeholder involvement throughout the development process. This helps ensure that the final results meet their expectations and needs.
3) Improvement of Instruction Quality: With iterative cycles and repeated evaluations, the SAM model helps enhance the quality of instruction through continuous improvements.
4) Development Efficiency: Prototyping and iteration allow for more efficient and effective instructional development, reducing the likelihood of major revisions at the final stage.
5) Support for Innovation: The SAM model provides flexibility to integrate innovative ideas and new technologies into the instruction. (Magdalena, et al., 2024)

The SAM model consists of eight small steps that are carried out iteratively and are divided into three phases: the preparation phase, the iterative design phase, and the iterative development phase (Jung H et al., 2019). Below are the phases of the SAM model:

1) Preparation Phase

Jurnal Kependidikan:
Jurnal Hasil Penelitian dan Kajian Kepustakaan
di Bidang Pendidikan, Pengajaran dan Pembelajaran
https://e-journal.undikma.ac.id/index.php/jurnalkependidikan/index

Vol. 11, No. 2 : June 2025
E-ISSN: 2442-7667
pp. 691-701
Email: jklppm@undikma.ac.id

In this phase, Information Gathering is conducted to collect data on students' needs, learning context, and objectives through observations, interviews, and curriculum analysis. This ensures the design aligns with learners' characteristics. It is followed by the SAVVY Start stage, where the design team maps out initial ideas, learning goals, and strategies to create engaging and relevant learning experiences.

2) Iterative Design

After the preparation phase, the Iterative Design phase begins with creating learning materials and activities based on the collected information, considering students' cognitive, affective, and psychomotor aspects. A prototype is then developed as an initial model to test the design's practicality and identify potential weaknesses. This is followed by a review involving feedback from teachers, students, and experts, which is used to refine and improve the learning design for better effectiveness.

3) Iterative Development

The Iterative Development phase consists of Develop, Implement, and Evaluate steps. In Develop, the prototype is refined by adjusting content and learning tools. During Implement, the materials are tested in the classroom to observe their effectiveness. Finally, the Evaluate step collects feedback through observations, tests, and interviews to assess goal achievement and guide further improvements.

The next stage in developing a culture-based literacy learning design is integrating cultural literacy into the learning process using the Successive Approximation Model (SAM). At this stage, local cultural elements that have been previously explored are thoroughly embedded into the learning materials and activities. The goal is for students to not only understand their own cultural values but also appreciate the cultural diversity around them. In implementing cultural literacy, each step of the learning process should incorporate cultural aspects in a holistic way. For instance, at the beginning of a lesson, teachers can assess students' cultural awareness through discussions or reflections on local culture. Teachers might also introduce the lesson by presenting folk tales, regional songs, or traditional artworks as an entry point to explore the cultural concepts that will be discussed. This approach not only enriches the context of learning but also fosters students' pride and sense of responsibility in preserving local culture. Therefore, learning that integrates cultural literacy nurtures not only knowledge but also students' attitudes and appreciation toward cultural diversity. This also supports students in developing critical awareness of global cultural influences. Here is the integration of cultural literacy aspects using the Successive Approximation Model (SAM) :

Table 1. The Integration of Cultural Literacy Aspects Using the Successive Approximation Model (SAM)

Preparation Phase	
Information Gathering	This process involves data collection through observation, interviews with teachers, students, and local cultural figures, as well as a study of the existing curriculum. This information serves as the foundation for designing culture-based learning that is relevant to the local context and can spark students' interest in their culture. Additionally, at this stage, it is important to identify available resources, such as cultural communities, artifacts, and local traditions, that can be utilized in the learning process. At this stage, the elements of Awareness of Cultures and Awareness of History and Its Impact are integrated, as it is crucial to understand the cultural background of students and the history that influences their worldview in the context of learning. Moreover, the element of Stereotyping and Bias is also identified at this stage to ensure that the materials collected do not contain prejudices or stereotypes that could affect students' perceptions of other cultures.
SAVVY Start	At this stage, the development team and teachers plan culture-based learning by setting clear objectives and creating strategies to build students' cultural awareness and

|696

	appreciation, while integrating local cultural values into the materials. At this stage, the development of inclusive learning objectives needs to incorporate the elements of Tolerance and Interactions with Individuals from Different Cultures to encourage appreciation for the cultural diversity present. The formulation of these learning objectives will also take into account Language Proficiency, ensuring that the designed learning can be accessed by all students, including those from different linguistic backgrounds.
Iterative Design	
Design	This design includes planning learning activities that not only teach cultural knowledge but also involve students' social and emotional skills in appreciating differences. At this stage, teachers design activities that connect local culture with the lessons being taught, such as using folklore, arts, or local traditions to enrich students' understanding of the concepts being taught. At this stage, the element of Awareness of Cultures is crucial because teachers need to design learning materials that accommodate students' cultural diversity. The element of Awareness of History and Its Impact is also considered when designing relevant teaching materials that are sensitive to the historical differences that affect student.
Prototype	This prototype is an initial model of the culture-based literacy learning design, which can include teaching materials, learning media, or teaching methods that have been selected. The purpose of this prototype is to test whether the design created can be effectively implemented in the classroom and provide an engaging learning experience for students. The element of *Use of Resources from Different Cultures* is applied by integrating resources or teaching materials from various cultures to enrich students' learning experience.
Review	At this stage, teachers, students, and subject matter experts provide feedback on the prototype. This feedback is crucial for improving and refining the design to better align with the learning objectives and students' needs. The review process not only evaluates whether the prototype functions well but also assesses if local cultural elements can be effectively integrated into the learning process. This process aims to ensure that the design is free from bias or stereotypes and reflects elements of *Tolerance* and *Stereotyping and Bias*
Iterative Development	
Develop	This stage involves the development of teaching materials and learning media based on feedback from the review stage. This development includes adjustments and improvements to the materials, making them easier to understand and more engaging for students. Teachers can also incorporate local cultural elements that were not included in the first prototype, such as regional songs, traditional dances, or relevant cultural objects. The *Language Proficiency* element is integrated during the development to ensure that the teaching materials can be accessed by students with various language proficiency levels.
Implement	In this stage, the culture-based literacy learning begins to be implemented and tested in front of students. Educators observe how students interact with the materials and activities provided, and how they respond to the cultural values being taught. This implementation offers an opportunity to see how effective the learning process is in enhancing students' understanding of local culture and increasing their engagement in the learning process. At this stage, interactions among students from different cultural backgrounds occur, making the elements of *Interactions with Individuals from Different Cultures* and *Tolerance* highly relevant to ensure that the learning process is conducted with mutual respect and support.
Evaluate	Evaluation is carried out by collecting data through observation, tests, interviews, or surveys to assess the extent to which the learning objectives are achieved. Based on the evaluation results, the teacher and development team can make improvements and revisions to the learning design to make it more effective in integrating local culture and more responsive to the needs of students. This evaluation ensures that the learning process continues to evolve and has a positive impact on students in appreciating and understanding their own culture.

	The evaluation results may also reveal whether the teaching materials are sensitive enough to *Stereotyping and Bias* and whether the technology used has supported a more inclusive worldview, in line with the element of *Awareness of the Way Technology Influences Worldviews*

The integration of cultural literacy through the application of the Successive Approximation Model (SAM) in learning provides a comprehensive and responsive approach to the cultural diversity surrounding students. With this approach, each stage of the learning development process, from Preparation to Iterative Development, aims to build a profound, holistic, and contextually relevant learning experience with the local cultural context. The iterative process allows for more targeted development of learning materials that align with students' needs, while ensuring that cultural values are preserved and respected. Therefore, the application of the SAM model in culturally-based learning not only enhances students' understanding of their own culture but also fosters their awareness of the importance of diversity in society (Ahsani & Azizah, 2021; Ulfa, 2022; Haniifah et al., 2024; Sutrisno et al., 2024). Thus, culture-based learning rooted in local cultural values can create a generation that is more sensitive to the richness of culture and capable of preserving and maintaining it in daily life (Ruslan & Irham, 2022; Wati et al., 2024).

The stages of the cultural literacy integration process into learning using the Successive Approximation Model (SAM) offer high flexibility, making it applicable to various subjects and topics, as well as regions with diverse cultural contexts. One of the main strengths of this approach is its ability to tailor and target learning according to local needs, prioritizing cultural values that are integral to regional and national cultural identity (Asmarajaya, et al. 2023; Maarif, 2024). Through the iterative approach in SAM, each stage of material development will accommodate and enrich students' experiences by introducing them to local cultures, while also fostering critical awareness of the influence of global culture. The process of integrating cultural literacy through SAM can be effectively applied in various subjects and regions, while maintaining cultural diversity as part of efforts to preserve and strengthen cultural identity at both local and national levels, in line with the flexible nature of SAM for innovation (Magdalena, et al., 2024).

The results of this study indicate that the integration of cultural literacy through the Successive Approximation Model (SAM) has conceptual implications for strengthening cultural understanding as an essential part of learning in the era of globalization. Practically, this model enables teachers to design adaptive and contextual learning, encouraging students to actively recognize and preserve local culture. Thus, this design not only enriches students' cultural knowledge but also fosters an appreciative attitude toward diversity.

Conclusion

The development of culture-based learning design using the Successive Approximation Model (SAM) offers an effective approach to integrating local cultural values into the learning process. SAM, with its iterative characteristics and flexibility, allows for the continuous development of teaching materials that evolve according to the needs and responses of students. The implementation of SAM in culture-based literacy learning not only enhances students' understanding of their culture but also enriches the learning experience by considering the background and cultural diversity of the students. This ongoing and reflective process ensures that every element of learning, from objectives to evaluation, remains relevant to the local cultural context while being responsive to student development. Thus, the development of culture-based learning designs using SAM creates a more inclusive learning environment, fosters pride in local culture, and strengthens students' character to face the challenges of an increasingly complex global world.

Recommendation

Based on the findings of this study, it is recommended to expand the application of the Successive Approximation Model (SAM) to various educational contexts, including testing its flexibility in different cultural environments. Additionally, teachers are encouraged to collaborate with local cultural communities, join ongoing training on cultural literacy, and continuously evaluate learning practices. This ensures that teaching remains relevant, culturally rich, and responsive to students' needs in facing global challenges.

References

Abdulahi, A., Andishmand, V., Bahreinizadeh, A., & Meymand, Z. Z. (2024). Examining the Components of a Curriculum Based on Cultural Literacy in Education. July.

Ahsani, E. luthfi F., & Azizah, N. R. (2021). Implementasi Literasi Budaya Dan Kewargaan Untuk Mengembangkan Keterampilan Sosial Siswa Madrasah Ibtidaiyah Di Tengah Pandemi. Jurnal Pendidikan Kewarganegaraan, 11(01), 7. https://doi.org/10.20527/kewarganegaraan.v11i01.10317

Alhayat, A. (2024) Pengembangan Perencanaan Pembelajaran Ipa Berbasis Steam melalui Backward Design pada Kurikulum Merdeka di SMP. S2 thesis, Universitas Pendidikan Indonesia.

Amin, Nur Fadilah., Garancang, Sabaruddin., Abunawas, Kamaluddin. (2023). Konsep Umum Populasi dan Sampel Dalam Penelitia. Jurnal Pilar: Jurnal Kajian Islam Kontemporer,14(1),15-31

Anjarwati, L., Pratiwi, D. R., & Rizaldy, D. R. (2022). Implementasi Literasi Digital dalam Upaya Menguatkan Pendidikan Karakter Siswa. Buletin Pengembangan Perangkat Pembelajaran, 3(2). https://doi.org/10.23917/bppp.v4i2.19420

Arifin, A., Santoso, G., Masngud, M., Kudori, K., & Tugiman, T. (2023). Peran Budaya dan Bahasa dalam Membentuk Identitas Diri Melalui Berkebhinekaan Global , Kreatif dan Kritis di Kelas 5. Jurnal Pendidikan Transformatif (JPT), 02(04), 438–463. https://jupetra.org/index.php/jpt/article/view/620%0Ahttps://jupetra.org/index.php/jpt/article/download/620/374

Asmarajaya, I. K. A., & Mahendra, G. S. (2023). Konservasi Wayang Kamasan dengan Permainan Jigsaw Puzzle pada Smartphone Android Menggunakan Successive Approximation Model. Teknomatika, 13(02), 17-27. https://doi.org/10.61423/teknomatika.v13i02.627

Basman, M., & Bayram, D. (2024). Cultural Intelligence and Attitudes Towards Multicultural Education: Mediating Role of Intercultural Sensitivity. Educational Process: International Journal, 13(3), 177–189. https://doi.org/10.22521/edupij.2024.133.10

Cipta, E. G. E. (2019). Minat Belajar Siswa pada Pembelajaran Seni Tari Tradisional di Sekolah Dasar. Peran Pendidikan Dasar Dalam Menyiapkan Generasi Unggul Di Era Revolusi Industri 4.0, 1(April), 127–137.

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage.

Dewi, N. K. S. Y., Dewi, N. M. L. A., & Adipurwa, A. A. T. A. (2024). Pembelajaran Tari Puspawresti Dengan Model Kooperatif Tipe Learning Together Di Smp Negeri 3 Bangli. PENSI: Jurnal Ilmiah Pendidikan Seni, 4(1), 54–64. https://doi.org/10.59997/pensi.v4i1.3110

Djumadi, D., Sulistyanto, H., Narimo, S., Prayitno, H. J., Suleha, S., Rosita, E., Fitriyani, N., & Shohenuddin, S. (2023). Penguatan Literasi Budaya Indonesia pada Siswa Sanggar

Belajar Sentul Kuala Lumpur dengan Permainan Tradisional. Buletin KKN Pendidikan, 5(2), 180–190. https://doi.org/10.23917/bkkndik.v5i2.23177

Fauziah, D. A., Supraptono, E., & Kartono, R. (2018). Pengembangan Ensiklopedi Digital Tari Daerah Jawa Tengah Berbasis Android Dengan Metode Linear Sequential Model (The Development of Android Based Digital Encyclopedia of Central Java Traditional Dance Using Linear Sequential Model). JURNAL IPTEKKOM : Jurnal Ilmu Pengetahuan & Teknologi Informasi, 20(1), 77.

Goldberg, M. (2021). Arts integration: Teaching subject matter through the arts in multicultural settings. Routledge. https://doi.org/10.4324/9780367809805

Gumono, Kasiyah, Endina Putri Purwandari, Desi Andreswari, & Sarwit Sarwono. (2021). Mobile Kaganga Language as Cultural Literacy and Learning Media for Elementary Schools. Elementary Education Online, 20(1), 1494–1501. Retrieved from https://ilkogretim-online.org/index.php/pub/article/view/3491

Hamdani A.D, Dinie Anggraeni Dewi, & Rizky Saeful Hayat. (2023). Minimnya Literasi Budaya dan Kewargaan Dapat Mereduksi Nilai Karakter Kebangsaan. CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan, 4(1), 140–147. https://doi.org/10.55606/cendikia.v4i1.2348

Handane, F., Adi, B. S., Apriani, S., & Cahayani, N. (2024). E-Module Based on local Minangkabau Wisdom: Analysis of Learning Resource Needs to Improve Cultural Literacy Skills. Library Progress International, 44(3), 6082–6093.

Haniifah, A., Harsan, T., & Murtiningsih, I. (2024). Efektivitas Literasi Budaya dan Kewargaan dalam Meningkatkan Kebhinekaan Global di SMP. Edukatif : Jurnal Ilmu Pendidikan, 6(5), 5792–5803. https://doi.org/10.31004/edukatif.v6i5.7529

Hidayatullah, A., Su'ad, S., & Kanzunnudin, M. (2020). Analisis Struktur, Fungsi, Dan Nilai Pada Folklor Nawangsih Untuk Pendidikan Karakter Siswa Sekolah Dasar. KREDO : Jurnal Ilmiah Bahasa Dan Sastra, 4(1), 148–167. https://doi.org/10.24176/kredo.v4i1.4845

Iskandar, M. F., Dewi, D. A., & Hayat, R. S. (2024). Pentingnya Literasi Budaya dalam Pendidikan Anak SD: Sebuah Kajian Literatur. Indo-MathEdu Intellectuals Journal, 5(1), 785–794. https://doi.org/10.54373/imeij.v5i1.723

Johnson, P. C. (2014). Cultural literacy, cosmopolitanism and tourism research. Annals of Tourism Research, 44(1), 255–269. https://doi.org/10.1016/j.annals.2013.10.006

Jung H., Kim Y. R., Lee H. And Shin Y. (2019). Advanced Instructional Design For Successive E-Learning: Based On The Successive Approximation Model (Sam). Int. J. E-Learning Corp. Gov. Heal. High. Educ.18(2); 191-204

Kurniawati Mahardika, E., Sevi Nurmanita, T., Anam, K., & Aditya Prasetyo, M. (2023). Strategi Literasi Budaya Anak Usia Dini melalui Pengembangan Game Edukatif. Murhum : Jurnal Pendidikan Anak Usia Dini, 4(2), 80–93. https://doi.org/10.37985/murhum.v4i2.287

Kusmayana, N., Murdiono, M., & Hendrawati, H. (2024). Impact Of Integrative Learning On Critical Reasoning And Civic Cultural Literacy. Edunity Kajian Ilmu Sosial Dan Pendidikan, 3(7), 584–602. https://doi.org/10.57096/edunity.v3i7.271

Kuttner, P. J. (2020). Educating for cultural citizenship: Reframing the goals of arts education. In Cultural Production and Participatory Politics (pp. 69-92). Routledge. https://doi.org/10.4324/9780429294358-5.

Li, J., & Wechkama, T. (2024). Cultural Art Literacy through Peony Porcelain in Educational Applications. International Journal of Education and Literacy Studies, 12(4), 269-275. doi:https://doi.org/10.7575/aiac.ijels.v.12n.4p.269

Lopatovska, I., Hatoum, S., Waterstraut, S., Novak, L., & Sheer, S. (2016). Not just a pretty picture: Visual literacy education through art for young children. Journal of Documentation, 72(6), 1197-1227. https://doi. org/10.1108/JD-02-2016-0017

Maarif. M. (2024) Pengembangan Model Pembelajaran Membatik Berbasis Aplikasi Smart Batik Class Di Sanggar Batik Cikadu. Doktor Thesis, Universitas Negeri Jakarta.

Magdalena, Hasan, Dani. (2024). Model-Model Desain Pembelajaran. Sindoro: Cendikia Pendidikan, 3(5), 81–90. https://doi.org/10.9644/sindoro.v3i5.2210

Mahanani, A. S., Suprijono, A., & Harianto, S. (2023). Modul Ajar Projek Penguatan Profil Pelajar Pancasila Berbasis Tema Kearifan Lokal untuk Meningkatkan Kemampuan Literasi Budaya di SMA Negeri 1 Babat, Lamongan. EDUKASIA: Jurnal Pendidikan Dan Pembelajaran, 4(1), 407–416. https://doi.org/10.62775/edukasia.v4i1.273

Mahardhani, A. J., Prayitno, H. J., Huda, M., Fauziati, E., Aisah, N., & Prasetiyo, A. D. (2021). Pemberdayaan Siswa SD dalam Literasi Membaca melalui Media Bergambar di Magetan. Buletin KKN Pendidikan, 3(1), 11–22. https://doi.org/10.23917/bkkndik.v3i1.14664

Maleki, H. (2021). Curriculum Planning (A Practical Guide). Madreseh Publications.

Pan, Y., Luo, Q., & Xu, Z. (2024). The diversified influence of Ming and Qing porcelain symbols on modern clothing patterns and cultural and artistic connotations from the perspective of intangible cultural heritage. Mediterranean Archaeology and Archaeometry, 24(3), 148-162

Peter, M. (2017). Art and design. In B. Carpenter, R. Ashdown & K. Bovair (Eds.). Enabling Access (pp. 112-135). Routledge. https://doi.org/10.4324/9781315099484-8

Puspaningrum, D. S., Febrinda Wijaya Kusuma, A., Salma Durrotul Husna, S., Fitriyani, A., Sufiya Najwa, S., Bella Agritya, L., Novalinda, P., & Cahya Maulana Putri, I. (2024). Pemertahanan Nilai-nilai Budaya Jawa di Era Meluasnya Budaya Asin saat ini, Studi Kasus pada Gen Z dan Mahasiswa UNNES. 3(2), 210–220.

Rahman, E. Y., & Abdulkarim, A. (2024). Increasing cultural literacy in social studies learning through an inquiry reflective thinking approach. Jurnal Pendidikan Indonesia, 14(1), 1-12. https://doi.org/10.37630/jpi.v14i1.1631

Rahmawati, Y., Ridwan, A., Faustine, S., & Mawarni, P. C. (2020). Pengembangan Soft Skills Siswa Melalui Penerapan Culturally Responsive Transformative Teaching (CRTT) dalam Pembelajaran Kimia. Jurnal Penelitian Pendidikan IPA, 6(1), 86–96. https://doi.org/10.29303/jppipa.v6i1.317

Ruslan, I., & Irham, M. A. (2022). The Role of Cultural Literacy and Peace Education in Harmonization of Religious Communities. Journal of Social Studies Education Research, 13(3), 174–204.

Sonkoly, G., & Vahtikari, T. (2018). Innovation in cultural heritage: For an integrated European research policy. European Commission, Publications Office.

Sugiyono. (2021). Metode Penelitian pendidikan. Bandung: Alfabeta.

Sutrisno, R. D. A., Tika, A., Mujilah, M., & Artharina, F. P. (2024). Penerapan Literasi Budaya melalui Media Peta Keberagaman. Jurnal Basicedu, 8(4), 2808–2818. https://doi.org/10.31004/basicedu.v8i4.8266

Ulfa, M. (2022). Implementasi Literasi Budaya Melalui Lagu Dolanan Anak Pada Pembelajaran Bahasa Jawa di MINU Pendidikan Islam Gondangmanis Bae Kudus. Repository.Iainkudus.Ac.Id/, 20–21.

Wati, M. L. K., Rokhman, F., Pristiwati, R., & Isayah, K. (2024). Cultural Literacy on the Myth of Seni Barongan Kudus as a Local Wisdom Value. KREDO : Jurnal Ilmiah Bahasa Dan Sastra, 7(2), 307–323. https://doi.org/10.24176/kredo.v7i2.12156