



Integrating Ethnopedagogy into Learning Media to Foster Positive Discipline among Elementary School Students: A Systematic Literature Review

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Abstract: This study aims to explore the integration of ethnopedagogy in the development of learning media to strengthen positive discipline among elementary school students. The study employed a systematic literature review following PRISMA guidelines. A total of 18 empirical articles published between 2023 and 2025 were retrieved from the Scopus, Google Scholar, and DOAJ databases. The data were synthesized using thematic analysis, focusing on ethnopedagogy-based learning media, the effectiveness of pop-up books, and positive discipline practices in inclusive classrooms. The results indicate that ethnopedagogy-based learning media—including interactive videos, digital modules, traditional arts, and augmented reality applications—effectively enhance character values such as cooperation, environmental awareness, integrity, and discipline. Pop-up books demonstrate considerable potential in fostering positive behavior, self-confidence, and learning motivation, although limited studies specifically address discipline and prosocial behavior. Furthermore, positive discipline practices that incorporate local cultural values, indigenous learning approaches, and restorative practices show promising outcomes in creating inclusive classroom environments and reducing exclusionary discipline. The integration of local cultural wisdom through ethnopedagogical approaches provides culturally relevant contexts that enhance student engagement and the internalization of positive discipline values. This review contributes novel insights by proposing a multimodal integration framework that combines indigenous values with diverse learning media formats, addressing a gap in the literature where ethnopedagogy and positive discipline have rarely been examined together. However, challenges remain regarding scalability, teacher training, and the need for longitudinal impact evaluation.

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Introduction

The contemporary educational landscape increasingly recognizes the critical role of culturally responsive pedagogies in fostering holistic student development and positive behavioral outcomes. Elementary education serves as a foundational stage where character formation and discipline practices significantly influence long-term academic and social trajectories (Hasanov & Brandišauskienė, 2025). Traditional disciplinary approaches often emphasize punitive measures that may not align with diverse cultural contexts and can lead to exclusionary practices, particularly in inclusive classroom settings. The integration of cultural values and local wisdom through ethnopedagogical frameworks offers alternative pathways for developing positive discipline while respecting students' cultural identities and promoting social-emotional competencies (Sakti et al., 2024). Learning media designed with ethnopedagogical principles can bridge the gap between cultural heritage preservation and



modern educational objectives, creating meaningful connections between students' lived experiences and school-based learning. This systematic literature review aims to explore how ethnopedagogy-informed learning media contribute to strengthening positive discipline practices in elementary education contexts (Fitri et al., 2025).

Ethnopedagogy represents a pedagogical approach that integrates local cultural values, indigenous knowledge systems, and community wisdom into formal educational processes (Sakti et al., 2024). Research has demonstrated that ethnopedagogical approaches enhance students' cultural identity, promote deeper learning engagement, and facilitate the internalization of values that support positive social behaviors. The application of ethnopedagogy in learning media development allows educators to contextualize abstract behavioral concepts within familiar cultural frameworks, making discipline education more relatable and meaningful for students (Fitri et al., 2025). Digital technologies have expanded opportunities for creating interactive, culturally embedded learning resources that can effectively convey traditional values in contemporary formats (Sunaryati et al., 2025). Studies indicate that when learning media incorporate local cultural elements, students demonstrate increased motivation, improved attitudes toward learning, and stronger connections to their heritage (Yusnan et al., 2025). The intersection of ethnopedagogy and media-based learning thus presents a promising avenue for reimagining discipline education in ways that honor cultural diversity while promoting universal values of respect, responsibility, and cooperation.

Positive discipline emerges as a paradigm shift from traditional punitive approaches toward practices that emphasize teaching, guidance, and relationship-building rather than punishment and control (Hasanov & Brandišauskienė, 2025). A concrete illustration of this alignment can be found in the Indonesian concept of *Gotong Royong* (mutual cooperation), which inherently embodies positive discipline values such as collective responsibility, respect, and harmonious social conduct. Such indigenous values are deeply aligned with positive discipline as a cultural expression, demonstrating that ethnopedagogy and positive discipline share a common pedagogical foundation. The positive discipline framework focuses on developing students' internal motivation for appropriate behavior, fostering problem-solving skills, and creating classroom communities characterized by mutual respect and democratic participation (Paller, 2025). Implementation of positive discipline requires comprehensive strategies that address both individual student needs and systemic classroom management approaches (Eden et al., 2024). Culturally responsive positive discipline practices recognize that behavioral expectations and disciplinary interventions must align with students' cultural backgrounds and community values to be effective and equitable (Kurian, 2024). Research has shown that when discipline practices incorporate cultural relevance, they reduce disproportionate disciplinary outcomes and enhance students' sense of belonging and engagement (Naitili et al., 2025).

Learning media serve as essential tools for conveying educational content, facilitating student engagement, and supporting diverse learning needs in contemporary classrooms (Alfiyah et al., 2025). The design and selection of learning media significantly influence instructional effectiveness and student outcomes across cognitive, affective, and behavioral domains. In the context of character and discipline education, learning media must go beyond information transmission to create experiences that engage students emotionally, cognitively, and socially in ways that promote internalization of values and behavioral change (Arofah et al., 2023). Ethnopedagogy-based learning media incorporate cultural artifacts, traditional stories, local art forms, and community practices as content and pedagogical tools, creating



authentic connections between school learning and students' cultural identities (Sari et al., 2024). Studies have documented the effectiveness of various media formats, including interactive videos, digital applications, pop-up books, and augmented reality tools, in supporting character development and positive behavior outcomes (Sudrajat et al., 2024).

Despite growing interest in ethnopedagogy and positive discipline, significant gaps remain in understanding how learning media can effectively integrate these approaches in elementary education settings (Sakti et al., 2024). Previous studies have failed to integrate these two aspects largely because prior research on learning media tended to prioritize technological innovation without grounding them in a coherent theoretical framework that unites cultural identity with behavioral pedagogy. Similarly, ethnopedagogy research has concentrated on cultural preservation and identity, without systematically connecting its findings to classroom discipline practices. Systematic synthesis of empirical evidence across different types of ethnopedagogy-based learning media and their effects on discipline-related outcomes is needed to inform evidence-based practice (Alfiyah et al., 2025). Understanding the current state of research can guide future investigations and practical applications that strengthen the evidence base for culturally responsive discipline education approaches. This systematic literature review therefore aims to explore how ethnopedagogy-based learning media can be developed to foster positive discipline among elementary school students, while synthesizing existing evidence on implementation challenges and recommendations for future research and practice.

Research Method

This systematic literature review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure rigorous and transparent synthesis of empirical research. The review focused on peer-reviewed journal articles published between 2023 and 2025, examining ethnopedagogy-based learning media and their applications in elementary education contexts related to discipline and character development. Three main thematic areas were identified for synthesis: (1) ethnopedagogy-based learning media in elementary education and their effects on character development, (2) effectiveness of pop-up books in enhancing discipline, prosocial behavior, and character education, and (3) positive discipline practices in inclusive elementary classrooms that integrate cultural values, local wisdom, or ethnopedagogical approaches. The search strategy employed multiple databases including Scopus, Web of Science, Google Scholar, and DOAJ. Search strings used included: ("ethnopedagogy" OR "local wisdom" OR "indigenous education") AND ("learning media" OR "instructional media") AND ("positive discipline" OR "character education") AND ("elementary school" OR "primary education"). Studies were included if they reported empirical findings on learning media incorporating cultural values or ethnopedagogical principles in elementary education settings, with outcomes related to character, discipline, or social behavior.

A total of 21 studies were identified and included in this review through systematic searching and screening processes (consistent with the total reflected in Table 1 below). The included studies comprised quantitative research designs, qualitative investigations, mixed-methods approaches, and design-based research across various elementary education contexts. Data extraction focused on study objectives, research methods, main findings, strengths, limitations, and recommendations for future research (Creswell, 2014). The analysis employed thematic synthesis to identify patterns, convergences, and gaps across the included studies. Each study was coded according to type of learning media, theoretical



framework, target outcomes, cultural elements incorporated, and reported effectiveness. Quality appraisal considered methodological rigor, validity of instruments, sample characteristics, and appropriateness of data analysis techniques. The synthesis process involved comparing findings across different media types and implementation contexts to identify common themes and unique contributions of various ethnopedagogical approaches to positive discipline development.

The included studies were categorized into three main groups based on their primary focus and the type of learning media investigated. Table 1 presents the classification framework and distribution of studies across categories. This framework guided the organization of findings and enabled systematic comparison of different approaches to integrating ethnopedagogy in learning media for discipline-related outcomes.

Table 1. Classification Framework of Included Studies

Category	Focus Area	Number of Studies	Key Media Types
Category 1	Ethnopedagogy-based learning media and character development	8	Interactive videos, digital modules, traditional arts, AR applications, mobile apps
Category 2	Pop-up book effectiveness in character and behavior development	5	Physical pop-up books, digital pop-up books, interactive illustrated media
Category 3	Positive discipline practices with cultural integration	8	Cultural narratives, traditional practices, restorative approaches, indigenous learning

Note: Studies were classified based on primary focus; some studies addressed multiple themes

Results and Discussion

This section presents the findings from each of the three thematic categories, reporting what the studies found regarding ethnopedagogy-based learning media, pop-up book effectiveness, and positive discipline practices.

Ethnopedagogy-Based Learning Media for Character Development

Eight studies investigated learning media explicitly incorporating ethnopedagogical principles and local cultural values in elementary education settings. Interactive videos based on local cultural values demonstrated significant improvements in cooperation, environmental awareness, and integrity among elementary students (Yusnan et al., 2025). Electronic ethno-edutainment modules developed for Android platforms proved effective in improving learning outcomes and strengthening local cultural character, with highly positive student responses (Sunaryati et al., 2025). Culture-based learning media in early childhood settings enhanced empathy, appreciation for diversity, and self-identity (Sari et al., 2024).

Traditional dance forms served as effective media for character education, with the “Manten Tebu” traditional dance implementation successfully internalizing values of religiosity, discipline, mutual cooperation, and responsibility through ethnographic methods and active student participation integrated into curriculum (Fitri et al., 2025). Sustainable pedagogy models incorporating Banyuwangi local arts achieved high student engagement and enhanced empathy, social identity, and learning motivation (Martadi & Sampurno, 2025). Ethnopedagogy studies in early childhood education demonstrated increased cultural awareness and community engagement (Sakti et al., 2024). Mobile application-based media received highly positive validation and practicality ratings, while augmented reality technology combining local cultural values proved effective for teaching collaboration,



environmental awareness, and honesty (Ariusnita & Bayu, 2023; Sudrajat et al., 2024). Table 2 presents a synthesis of these studies.

Table 2. Synthesis of Ethnopedagogy-Based Learning Media Studies

Study	Media Type	Cultural Integration	Target Values	Key Findings	Implementation Context
(Yusnan et al., 2025)	Interactive video	Local cultural values	Cooperation, environmental awareness, integrity	Significant improvement in character values	Elementary school, quantitative evaluation
(Sunaryati et al., 2025)	Electronic module (Android)	Ethno-edutainment	Local cultural character	Improved learning outcomes, highly positive responses	Single elementary school, expert validation
(Sari et al., 2024)	Culture-based media	Cultural diversity	Empathy, identity, appreciation	Enhanced empathy and self-identity	Kindergarten, qualitative approach
(Fitri et al., 2025)	Traditional dance	“Manten Tebu” dance	Religiosity, discipline, cooperation	Successful value internalization	Elementary school, ethnographic method
(Martadi & Sampurno, 2025)	Arts integration	Banyuwangi arts	Empathy, social identity, motivation	High engagement, multiple positive outcomes	Elementary school, design-based research
(Sakti et al., 2024)	Ethnopedagogical approach	Local wisdom	Cultural awareness, character	Increased awareness and community engagement	Preschool, community involvement
(Ariusnita & Bayu, 2023)	Mobile application	Local culture	Pancasila profile values	Highly valid and practical ratings	Elementary school, limited sample
(Sudrajat et al., 2024)	Augmented reality	Local cultural values	Collaboration, honesty, environmental care	Effective value transmission through AR	Elementary social studies, small sample

Note: All studies published 2023-2025; outcomes measured through various quantitative and qualitative methods

Pop-Up Book Effectiveness in Character and Behavior Development

Five studies examined pop-up books as learning media for supporting literacy, character formation, and behavioral development in elementary settings. A systematic review of 15 articles found that pop-up books effectively improved vocabulary, self-confidence, cooperation, and character development (Alfiyah et al., 2025). Digital pop-up books incorporating metacognitive approaches enhanced student independence and learning mindset, with a sample of 13 students (Arofah et al., 2023). Quantitative investigation using total sampling demonstrated that pop-up books significantly increased learning motivation ($p=0.001<0.05$) (Nasution et al., 2025). Digital pop-up books for art education improved fine motor skills, cognitive abilities, and motivation (Primadianti & Nurharini, 2025).



Furthermore, pop-up books based on local wisdom significantly improved the mutual cooperation character of elementary school students (Puspita & Setyaningtyas, 2022). Table 3 summarizes these findings.

Table 3. Pop-Up Book Studies and Character Development Outcomes

Study	Pop-Up Book Type	Research Design	Sample Size	Primary Outcomes	Character-Related Findings
(Alfiyah et al., 2025)	Physical and digital	Systematic review	15 articles	Vocabulary, confidence, cooperation	Enhanced character development and engagement
(Wulandari, 2024)	Digital with metacognitive design	Experimental (ADDIE)	13 students	Independence, learning mindset	Significant improvement in autonomy
(Arofah et al., 2023)	Physical pop-up books	Systematic review	6 articles	Interest, value understanding	Increased national values awareness
(Nasution et al., 2025)	Physical pop-up books	Quantitative	Total sampling	Learning motivation	Moderate motivation increase (p<0.05)
(Primadianti & Nurharini, 2025)	Digital interactive	Development study	Limited sample	Skills, cognition, motivation	Positive responses and skill development

Note: Studies demonstrate pop-up book potential for character development but limited specific focus on discipline outcomes

Positive Discipline Practices with Cultural Integration

Eight studies examined positive discipline approaches incorporating cultural values and ethnopedagogical frameworks. Culturally responsive ethic of care strategies using cultural narratives and folktales effectively rejected exclusionary discipline and built classroom identity in multicultural settings (Kurian, 2024). Indigenous learning approaches in elementary schools improved learning outcomes, justice, and community engagement (Syafiulia et al., 2025). Restorative practices improved positive behavior in elementary schools, though requiring teacher training and institutional support (Paller, 2025). Positive discipline implementation in one elementary school reduced negative behaviors and increased student engagement (Hasanov & Brandišauskienė, 2025). Integration of East Manggarai Leles cultural values with mindful learning created inclusive and collaborative classrooms (Naitili et al., 2025). Table 4 summarizes these studies.

Table 4. Positive Discipline Practices with Cultural Integration

Study	Cultural Framework	Discipline Approach	Key Practices	Implementation Context	Main Outcomes
(Kurian, 2024)	Multicultural ethic of care	Inclusive, anti-exclusionary	Cultural narratives, folktales, collaboration	Early years, India	Rejected exclusionary discipline, built identity
(Sakti et al., 2024)	Ethnopedagogy, local wisdom	Community-engaged	Cultural practices integration	Preschool, Indonesia	Enhanced cultural awareness



(Fitri et al., 2025)	Traditional dance (Manten Tebu)	Value internalization	Ethnographic curriculum integration	Elementary, Indonesia	and character Internalized discipline and cooperation values
(Syafiulia et al., 2025)	Indigenous learning	Justice-oriented	Community involvement	Elementary, systematic review	Improved outcomes and justice
(Eden et al., 2024)	Cultural competence	Restorative, responsive	Policy and practice strategies	Global review	Enhanced justice and relationships
(Paller, 2025)	Restorative practices	Relationship-building	Teacher-implemented strategies	Elementary, Philippines	Improved positive behavior
(Hasanov & Brandišauskienė, 2025)	Positive discipline framework	Non-punitive teaching	Guidance and respect	Elementary, case study	Reduced negative behaviors
(Naitili et al., 2025)	Leles values, mindful learning	Collaborative, inclusive	Cultural value integration with mindfulness	Elementary, Indonesia	Created inclusive classrooms

Note: Studies vary in explicitness of cultural integration and specificity to elementary inclusive contexts

Discussion

The consistent effectiveness of ethnopedagogy-based learning media across diverse formats can be explained through several theoretical lenses. From a Vygotskian Social Constructivist perspective, the More Knowledgeable Other (MKO) in ethnopedagogical contexts is embodied by cultural elders, community members, and traditional practices that guide children's moral and behavioral development within their Zone of Proximal Development. Cultural content provides the social scaffolding through which values are internalized, giving learners a meaningful framework for understanding behavioral expectations. Additionally, Self-Determination Theory (Ryan & Deci, 2017) explains why students respond more positively to culturally embedded media: when students perceive cultural relatedness and see their identity reflected in learning materials, their intrinsic motivation to internalize discipline values is substantially enhanced. This theoretical explanation helps account for why media formats as different as augmented reality and traditional dance can both yield positive character outcomes: the shared mechanism is not the medium itself, but the cultural authenticity embedded within it.

Pop-up books demonstrate clear benefits for engagement and motivation, yet their application to positive discipline specifically remains underdeveloped. The gap likely exists because pop-up book research has followed a general literacy and skills-development trajectory, without being theoretically anchored in character education frameworks. The implication for educational theory is significant: there is an untapped opportunity to design pop-up books that explicitly integrate ethnopedagogical narratives around discipline, conflict resolution, and social harmony. The three-dimensional, tactile quality of pop-up books may



be particularly well-suited for conveying behavioral modeling, as the physicality of the medium can create embodied, memorable associations with prosocial behavior scenarios.

Positive discipline approaches incorporating cultural values consistently outperform conventional discipline systems in creating inclusive classrooms. The underlying reason is that culturally responsive discipline frames behavioral expectations as expressions of community identity, which strengthens students' motivation to adopt positive behaviors through genuine internalization. When students recognize that classroom norms are extensions of values they already hold, such as Gotong Royong or Leles cultural values, they engage with discipline as an act of cultural affirmation and shared identity. This has important implications for educational theory: the effectiveness of positive discipline is substantially shaped by cultural resonance, and schools that achieve deep cultural integration in their discipline frameworks are likely to produce more sustainable behavioral outcomes than those applying culturally neutral approaches.

Despite demonstrated effectiveness, scalability challenges persist across all three categories of studies. The root cause is structural: ethnopedagogical approaches require deep localization, including knowledge of specific cultural practices, community relationships, and contextual wisdom, which is difficult to standardize across diverse settings. This creates a persistent tension between the universalizing demands of educational policy and the contextualizing nature of ethnopedagogy. The implication for theory and practice is that scaling must be reconceptualized around the processes and frameworks for engaging local communities in media co-development, given that specific cultural content will always vary by context. The Multimodal Ethnopedagogical Positive Discipline (MEPD) Framework proposed in this review offers one such scalable process framework.

Based on the synthesis of research findings, this review proposes the Multimodal Ethnopedagogical Positive Discipline (MEPD) Framework for developing and implementing culturally responsive learning media for positive discipline in elementary education. The framework begins with authentic cultural engagement involving collaboration with cultural knowledge holders and community organizations. Pedagogical design translates cultural content into learning experiences aligned with developmental characteristics of elementary students and positive discipline principles. Media format selection considers accessibility, engagement potential, and alignment between cultural content and medium characteristics. Teacher support systems provide professional development in cultural competence and ethnopedagogical strategies. Community partnerships create ongoing connections between school-based learning and community cultural practices. Assessment approaches evaluate both learning outcomes and cultural identity development using culturally appropriate measures.

Conclusion

This systematic literature review provides comprehensive evidence that ethnopedagogy-based learning media effectively support positive discipline development and character education in elementary school contexts. The synthesis of empirical studies reveals that diverse media formats including interactive videos, digital modules, traditional arts, augmented reality applications, and pop-up books can successfully convey cultural values and promote behavioral outcomes when designed with authentic cultural integration. Cultural relevance emerges as a critical factor enhancing student engagement, motivation, and internalization of positive discipline values through emotional connection, identity validation, authentic contexts, and experiential learning. The research demonstrates that positive



discipline practices incorporating local wisdom and community values create more inclusive, relationship-based classroom environments that honor student dignity while supporting behavioral development.

Significant challenges remain in scaling and sustaining ethnopedagogical approaches, including teacher capacity limitations, resource requirements, and curriculum integration complexities. Future research should prioritize longitudinal investigations, comparative studies across diverse contexts, and development of scalable implementation models. The MEPD Framework proposed in this review offers a structured yet flexible approach for practitioners seeking to integrate cultural responsiveness into positive discipline media design.

Recommendation

Longitudinal studies tracking sustained impacts on character development over multiple years are urgently needed. Future research should employ larger samples, rigorous comparison conditions, and standardized outcome measures. Comparative studies across different cultural contexts would help distinguish generalizable principles from context-specific practices. Process-oriented research investigating the mechanisms underlying ethnopedagogical media effectiveness would identify critical design features and implementation factors that optimize outcomes.

Professional development models preparing teachers to implement culturally responsive positive discipline media should be developed and empirically tested. Strategies for inclusive ethnopedagogical approaches in culturally diverse classrooms, where students represent multiple cultural backgrounds, require dedicated investigation. Family and community engagement strategies that extend culturally embedded learning beyond classroom boundaries should be systematically designed and studied. Pop-up book formats explicitly integrating local cultural narratives around discipline and social harmony represent an underdeveloped but promising area for media development.

Policymakers should incorporate cultural competence standards into teacher certification requirements and provide dedicated funding for culturally embedded learning materials. Curriculum frameworks should be revised to explicitly accommodate locally specific cultural content, reducing tensions between standardized requirements and ethnopedagogical implementation. Community-school partnerships should be formalized through policy to ensure authenticity and sustainability of culturally responsive approaches. Recognition of cultural diversity as an educational asset should be embedded in national education policy frameworks.

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