

Project-Based Learning Based on Relief Shibi Jataka to Develop Illustrated Story Products for Elementary School Students

Project-Based Learning Berbasis Cerita Shibi Jataka untuk Mengembangkan Produk Cerita Bergambar bagi Siswa Sekolah Dasar

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Elisabeth Lis^{1*}, Akbar Al Masjid², Elyas Djufri³, Ana Fitrotun Nisa⁴, Berliana Henu Cahyani⁵

*E-mail: elisabethlis35@gmail.com

Abstract

The potential of Jataka reliefs at Borobudur Temple as a source of moral and historical learning has not been optimally utilized in elementary school learning, which tends to remain textual. This study aims to describe the implementation of the Project-Based Learning (PjBL) model based on Jataka relief stories to develop illustrated story products, visual creativity, and students' internalization of moral values. This study employed a qualitative approach with a case study design on elementary school students. Data collection was carried out through participant observation, in-depth interviews, and analysis of product documentation. The data analysis technique used the Miles and Huberman interactive model, which includes reduction, display, and verification. The results showed that relief exploration, discussion, and role-playing activities increased students' active participation. The illustrated story products presented original visual creativity and a deep understanding of the plot and moral messages. Students were able to connect values such as honesty, mutual cooperation, and persistence with the context of daily life. In conclusion, Jataka story-based PjBL is effective as a character-learning strategy and for cultural literacy. This research contributes to the development of a contextual learning model based on local wisdom that supports student character development through the integration of arts and education.

Keywords: *Project-based learning, jataka relief, illustrated story, moral values, creativity.*

Abstrak

Potensi relief Jataka Candi Borobudur sebagai sumber belajar moral dan sejarah belum dimanfaatkan secara optimal dalam pembelajaran di sekolah dasar, yang cenderung masih bersifat tekstual. Penelitian ini bertujuan untuk mendeskripsikan implementasi model *Project-Based Learning* (PjBL) berbasis cerita relief Jataka untuk mengembangkan produk cerita bergambar, kreativitas visual, dan internalisasi nilai-nilai moral siswa. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus pada siswa sekolah dasar. Pengumpulan data dilakukan melalui observasi partisipan, wawancara mendalam, dan analisis dokumentasi produk. Teknik analisis data menggunakan model interaktif Miles dan Huberman yang meliputi reduksi, penyajian, dan verifikasi data. Hasil penelitian menunjukkan bahwa kegiatan eksplorasi relief, diskusi, dan bermain peran meningkatkan partisipasi aktif siswa. Produk cerita bergambar yang dihasilkan mempresentasikan kreativitas visual yang orisinal serta pemahaman mendalam terhadap alur cerita dan pesan moral. Siswa mampu menghubungkan nilai-nilai seperti kejujuran, gotong royong, dan kegigihan dengan konteks kehidupan sehari-hari. Dengan demikian, PjBL berbasis cerita Jataka terbukti efektif sebagai strategi pembelajaran karakter sekaligus penguatan literasi budaya lokal di sekolah dasar. Penelitian ini berkontribusi dalam menawarkan model pembelajaran kontekstual berbasis kearifan lokal yang mengintegrasikan aspek seni dan pendidikan karakter bagi siswa.

Kata Kunci: *Project-based learning, relief jataka, cerita bergambar, nilai moral, kreativitas.*

1. Introduction

Borobudur Temple, as a World Cultural Heritage site, stands not only as a magnificent architectural monument but also embodies a wealth of profound moral values and philosophies of life, particularly through the Jataka reliefs. These reliefs depict the past lives of the Bodhisattva, which are rich in universal teachings such as sacrifice, honesty, compassion, and social awareness (Utomo et al., 2024). An analysis of these reliefs reveals that the ancient sculptors intentionally immortalized these noble values as moral guidelines for future generations (Lee & Munandar, 2022). Ideally, the richness of the Jataka reliefs' visual narratives should be integrated into elementary school curricula as an authentic and meaningful learning resource, given Borobudur Temple's geographical and cultural proximity to the local community. However, the great potential of these visual narratives has not yet been optimally utilized in the context of elementary education. Field observations indicate that instruction often remains text-based and has yet to provide authentic experiences that empower students to explore this local wisdom.

The gap between this wealth of cultural material and conventional teaching methods calls for an effective pedagogical bridge. The Project-Based Learning (PjBL) model emerges as a relevant approach because it offers students the opportunity to learn through real-world, contextual projects. The characteristics of PjBL, which emphasize the production of tangible work and authentic exploration, align with the potential of the Jataka reliefs as a visually rich and meaningful learning resource. Thus, these reliefs are not merely historical objects but can serve as catalysts for meaningful projects that encourage students to construct knowledge actively. Research conducted by Amriani et al. (2024) shows that the implementation of PjBL has been proven to significantly enhance the creativity of elementary school students compared to conventional methods. Furthermore, PjBL enables students to engage in authentic tasks that transform rote memorization into meaningful activities relevant to daily life, in line with the spirit of the Merdeka Curriculum, which emphasizes holistic learning (Amaliya & Kubro, 2025; Fajri et al., 2024).

In this study, the integration of PjBL focused on utilizing Jataka reliefs to create picture books. The choice of picture books as a medium was based on the argument that visual literacy is crucial during elementary school years. The use of picture books can significantly improve reading skills, including fluency and intonation, because visual elements aid in the simultaneous decoding of text and comprehension of meaning (Indarini & Rahmadani, 2024). Furthermore, visual literacy through picture books has been proven effective in stimulating creative thinking, expanding vocabulary, and serving as a strategic tool for engaging character education (Wulandari et al., 2023; Dwiyasari et al., 2023).

Although many studies have examined PjBL and the Borobudur reliefs separately, there is a gap that needs to be filled. Previous studies by Novitasari et al. (2022) and Utomo et al. (2024) have primarily highlighted the historical, iconographic, and philosophical aspects of the Jataka reliefs, but have not yet explored their integration into a PjBL model for elementary school students. On the other hand, research on PjBL often focuses on science or mathematics (Wafiyah et al., 2025) and has not extensively addressed the transformation of cultural heritage into students' creative products. More specifically, these previous studies have not developed picture storybooks based on Jataka reliefs nor directly tested the PjBL learning process. The novelty of this study lies in the synthesis of a project-based learning model, the utilization of local cultural artifacts (Jataka reliefs), and the production of visual literacy (picture storybooks) for the internalization of moral values.

Given these urgent needs and gaps, this study aims to describe how the application of the PjBL model in utilizing Jataka relief replicas can help students produce meaningful picture stories. This

study is expected to provide theoretical and practical contributions to the development of a learning model based on local wisdom that strengthens the profile of creative and character-driven learners in the future. Specifically, the urgency of this study lies in the scarcity of learning models that connect local cultural heritage with the development of students' visual literacy and character at the elementary school level. If this gap is not addressed, the potential of Jataka reliefs as a learning resource will continue to be neglected. Therefore, this study is expected to yield practical implications in the form of a learning model that can be adapted by other educators in the context of local wisdom-based education, while also providing an empirical basis for the development of a curriculum that integrates culture and character.

2. Literature Review

Constructivism in Project-Based Learning (PjBL) The main theoretical foundation of this study is constructivism. According to Vygotsky (in Chunhong, 2020), constructivism holds that knowledge is actively constructed by students through interaction with their social environment and direct experience, rather than merely being passively received. The key concepts that serve as research variables in this study include: (1) learning models, specifically Project-Based Learning (PjBL) as a constructivist-based approach; (2) visual creativity, defined as the ability to produce original works through artistic expression (Wafiyah et al., 2025); and (3) the internalization of moral values, defined as the process of internalizing and applying noble values in daily behavior (Utomo et al., 2024). Based on these foundations, the Project-Based Learning (PjBL) model is defined as a learning model that focuses on meaningful questions, problem-solving, and culminates in the presentation of concrete products. Chunhong (2020) emphasizes that PjBL requires students to make decisions and work autonomously over a specific period of time. The relevance of this model is further strengthened in the Merdeka Curriculum, where the integration of PjBL has been shown to enhance students' 21st-century skills, critical thinking, and creativity through authentic and contextual tasks. Recent empirical studies support the effectiveness of this model. Research by Wafiyah et al. (2025) on science learning shows that students using PjBL demonstrate significantly higher levels of creative thinking performance compared to those using conventional methods. Beyond cognitive aspects, PjBL also impacts social aspects. Anggraini et al. (2024) found that PjBL significantly improves collaboration skills among elementary school students. However, these studies have not yet examined the integration of PjBL with local cultural artifacts for character education. This limitation results in a scarcity of instructional models that link 21st-century skills with the strengthening of students' cultural identity, thereby opening the door for more context-specific research. In comparison, the studies mentioned above each examined only one aspect of creativity, collaboration, or literacy without integrating all three within a local cultural context. This study aims to fill that gap by combining PjBL, the use of Jataka reliefs as cultural artifacts, and the production of picture stories as a form of visual literacy and an expression of moral values, thereby adopting an integrative and contextual approach.

Jataka Reliefs as a Medium for Character Education The Borobudur Temple offers a rich learning resource through its Jataka reliefs. The Jataka reliefs are not merely aesthetic ornaments, but visual narratives that depict the rebirths of the Bodhisattva in various forms to teach the Dharma. Semiotic and iconographic analyses by Utomo et al. (2024) and Lee and Munandar (2022) confirm that these reliefs contain teachings on the "six perfections" and universal moral values such as sacrifice, honesty, and compassion. Previous research by Novitasari et al. (2022) highlighted the use of Borobudur's cultural values in history and character education. However,

its use at the elementary school level is often hindered by overly verbalistic teaching methods. In fact, reliefs are essentially a form of visual communication designed to convey ethical messages to their viewers. Therefore, strategies are needed to "translate" the visual language of these ancient reliefs into a format that elementary school-aged children can understand.

Picture books as a tool for literacy and creativity: the solution to bridging the complexity of Jataka reliefs with the world of children lies in the medium of picture books. Jataka reliefs are, in essence, visual narratives designed to convey ethical values to their viewers. However, their complex, archaeological visual language needs to be "translated" so it can be understood by elementary school students. Picture books serve as an ideal form of reinterpretation: they bridge the complexity of ancient reliefs with the world of children through simple yet meaningful images and narratives. Picture books are a multimodal medium that combines text and illustrations, which has been proven to assist students in the process of decoding meaning and strengthening early literacy. [Indarini and Rahmadani \(2024\)](#) found that the use of picture books significantly improves students' reading fluency and comprehension. Furthermore, [Nurbaiti et al. \(2024\)](#) emphasize that picture books stimulate children's visual imagination and curiosity. In the context of moral education, [Sipayung \(2025\)](#) adds that stories with social themes contribute to the development of children's empathy and character. Thus, transforming Jataka reliefs into student-created picture books is a strategic step toward internalizing moral values while honing creativity.

Research Framework and Novelty Although studies on PjBL and studies on the Borobudur reliefs have been conducted extensively and separately, there is a clear research gap. No study has yet been found that specifically integrates the PjBL model with the direct use of Jataka relief replicas to produce creative works in the form of picture stories in elementary schools. The urgency of this research lies in the need to provide character education that is participatory rather than doctrinal. The proposed solution is a learning model that encourages students not only to "view" the reliefs but also to "experience" the stories through role-play and "recreate" their meanings through drawings. This approach was chosen because it is believed to transform passive cultural heritage into an active learning experience that is meaningful, contextual, and relevant to today's students' profiles.

3. Research Methods

This study employs a qualitative approach using a case study design. This approach was chosen to provide a holistic and in-depth description of the dynamics of the learning integration process and changes in student behavior during the implementation of the learning model. The research focused on a specific learning phase at Kanisius Wanurejo Elementary School in Borobudur during October–November 2024, which implemented a Project-Based Learning (PjBL) model based on the Jataka relief stories. The research subjects were Phase B students (grades 3–4, ages 8–10) at the school, with a total population of 45 students. From this population, 18 students were selected as research subjects through purposive sampling, based on their active involvement in art activities and the relevance of these activities to their cognitive and social developmental stages in understanding concrete narratives.

The research procedure followed the PjBL syntax adapted to the local cultural context. The PjBL syntax used was adapted from the six-phase model of the Buck Institute for Education (BIE). The learning took place over four sessions with a total allocation of 8 class hours. The process began with exploration, during which students conducted direct observations of replicas of the

Jataka reliefs and discussed the storylines. The next stage is interpretation through role-play activities to explore the characters and moral values. In the creation stage, students work in groups to design and produce picture stories that combine visual illustrations and narrative text. The process concludes with a reflection stage and a presentation of their work.

The data analysis technique followed the interactive model proposed by Miles and Huberman, which consists of three concurrent processes: data reduction, data presentation, and conclusion drawing/verification. During the reduction phase, raw interview data were grouped into key themes, observation scores were classified, and student products were selected based on indicators of work quality. Data are presented as matrix tables and narrative descriptions to identify patterns among participants. Conclusions are drawn by interpreting these patterns to address the research questions regarding the application of PjBL in the development of creative products and the internalization of moral values.

4. Results and Discussion

4.1. Research findings

This study produced comprehensive data obtained through three main instruments: participant observation, in-depth interviews with students, and analysis of picture story products. Based on the learning process that was carried out, it was found that the application of the Project-Based Learning (PjBL) model based on Jataka relief stories significantly increased student engagement. However, there were variations in participation at each stage of the activity.

The observation results revealed interesting dynamics throughout the learning process. During the initial exploration phase, students showed great enthusiasm as they examined the relief replicas. They actively asked questions about the visual details of the characters and the storylines carved into the panels. This participation continued during the role-play session, where students portrayed their characters with strong emotional depth. However, challenges were evident in writing literacy, as some students required intensive guidance to construct coherent narrative sentences. A detailed summary of the observations of student activities during the implementation of PjBL is presented in Table 1 below:

Table.1. Distribution of Student Participation Rates Across the Stages of PjBL

No	Learning Activity	Participation Level	Dominant Behavioral Indicators Observed
1.	Observing the Jataka Reliefs	Very Good	High visual focus, many spontaneous questions about the scene
2.	Group Discussion	Good	Exchanging ideas and negotiating the division of tasks went smoothly
3.	Role Play	Very Good	Facial expressions and gestures that match the character, emotional engagement

No	Learning Activity	Participation Level	Dominant Behavioral Indicators Observed
4.	Drawing Illustrations	Good	Consistent work ethic, exploration of bold colors, self-reliance
5.	Writing a Story Narrative	Fair - Good	Fluent in oral expression, but needs <i>scaffolding</i> for sentence structure

In addition to observational data, interviews with five student representatives reinforced the findings on the affective and cognitive impacts of the learning experience. The students reported that the role-playing method was the most memorable experience because it helped them "feel" what it was like to be a character in the story. Regarding moral understanding, the students identified core values in the Shibi Jataka, such as honesty, mutual aid, and sacrifice. For example, one student expressed a desire to do more good deeds for friends after understanding King Shibi's sacrifice. The most frequently cited technical challenge was difficulty drawing detailed backgrounds and determining the story's opening sentence.

An analysis of the final product, picture books, revealed positive creative achievements. Visually, the students' work was dominated by the use of contrasting primary colors and the central depiction of the main character. Although drawing techniques still varied in line with the motor skills typical of Phase B children, the composition of the illustrations demonstrated the students' original efforts to translate the stone reliefs into two-dimensional images. The accompanying narrative text, though simple, successfully incorporates a complete story structure (beginning, middle, end) and explicitly conveys the story's moral message.



Fig. 1. Example of a Page from a Student's Picture Story (Left: Illustration, Right: Narrative)

4.2. Discussion

Overall, the findings of this study have addressed the research objectives, namely to describe the implementation of Jataka-relief-based PjBL in developing picture-story products, visual creativity, and students' internalization of moral values. The findings indicate that all three objectives were achieved: students were able to produce creative works, demonstrated increased active participation, and internalized moral values in a contextual manner. The greatest impact of this study lies in the shift in the learning approach from passive-textual to active-productive, thereby transforming local cultural artifacts, which were previously merely tourist attractions, into meaningful learning resources. More specifically, the findings confirm that integrating the Project-Based Learning (PjBL) model with the local cultural content of Jataka reliefs effectively bridges

character education and visual creativity. The freedom granted to students to interpret the reliefs as illustrations has been shown to stimulate creative thinking. This aligns with the research by [Ramadhani et al. \(2021\)](#), which concluded that PjBL is an effective model for enhancing creative thinking among elementary school students because it requires them to produce tangible solutions. In this context, students do not merely imitate but transform the medium from 3D reliefs into 2D images, a process that demands spatial imagination and artistic boldness. As a concrete example from this study's data, one group of students produced a picture story titled "The Brave King Shibi," featuring an illustration of the king with a determined expression, accompanied by a narrative conveying a message of sacrifice for the greater good. The visual composition in which the main character is depicted larger than the other characters reflects the students' understanding of the moral hierarchy within the story. This finding is also supported by [Aulia \(2023\)](#), who states that implementing PjBL creates space for students' original ideas to emerge, which are often stifled in rigid, conventional learning environments.

From a social-emotional perspective, collaborative group activities and role-play sessions serve as crucial vehicles for character development. The interactions that occur when students discuss plot development and share drawing tools directly foster negotiation and empathy skills. This confirms the findings of [Anggraini et al. \(2024\)](#), who found that project-based learning significantly enhances students' collaboration skills compared with lecture-based methods. Furthermore, the increase in students' self-confidence when presenting their work and portraying characters aligns with the findings of [Paramewari et al. \(2022\)](#), who reported that PjBL positively impacts students' social skills, including the courage to communicate in public.

The use of picture stories as the final project product also has strategic implications for students' literacy. Based on the findings of this study, most students were able to construct a complete narrative structure, including character introduction, conflict, and resolution, albeit with varying levels of detail. Jataka reliefs, rich in philosophical meaning, are often difficult for children to understand when explained solely through verbal descriptions. Through the process of creating picture stories, students are aided in visually decoding meaning. As explained by [Indarini and Rahmadani \(2024\)](#), visual illustrations in storybooks help students associate words with context, thereby accelerating reading comprehension and improving literacy fluency. The process of "imagining" scenes before drawing also stimulates cognitive abilities, consistent with the view of [Nurbaiti et al. \(2024\)](#) that picture books are an effective stimulus for fostering curiosity and imagination in early childhood.

Ultimately, the greatest success of this learning process is the natural, rather than doctrinal, internalization of moral values. Students were able to connect the story of King Shibi's sacrifice with the behavior of helping friends at school. This demonstrates that Jataka reliefs are relevant as a source of character education when presented using the appropriate methods. This finding reinforces the iconographic study by [Utomo et al. \(2024\)](#), which states that Jataka reliefs contain universal moral values that were intentionally carved for ethical education. The transformation of these values into concrete behaviors (such as waiting in line and not scrambling) also supports the argument by [Susilawati et al. \(2021\)](#) that the application of noble values through contextual learning and experiential learning is far more effective in shaping students' character than merely memorizing theories of moral conduct.

5. Conclusion

Based on the analysis and discussion, this study concludes that implementing the Project-Based Learning (PjBL) model using replicas of Jataka reliefs has proven effective as a holistic

learning strategy in elementary schools. This model successfully helped students produce creative illustrated stories while deepening their understanding of moral values. Through the stages of exploration, role play, and product creation, students were able to internalize noble values such as honesty, cooperation, and sacrifice as depicted in the reliefs, and subsequently reflect these values in their daily prosocial behavior.

The integration of local cultural heritage has proven capable of transforming static historical artifacts into active, meaningful learning experiences for students. However, it should be noted that these findings are limited to a single class in one elementary school with a relatively small sample size; therefore, generalizing the results requires caution.

As a practical recommendation, educators are advised to implement this approach by paying special attention to the design of a more systematic scaffolding, particularly during the narrative writing stage, which remains a challenge for some students. For future researchers, it is recommended to expand the scope of research to examine the long-term impact of cultural integration on students' character development and to develop more comprehensive and measurable culture-based creativity assessment instruments.

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