



Local Culturally Responsive Pedagogy: Innovation in Indonesian Language and Literature Education at the Junior High School Level

Cindy Wahyuningtyas¹, Salmah², M. Wisnu Pawoko³, and Meydiana Dyah Pramesty⁴,
Anas Ahmadi⁵

¹²³⁴⁵ Universitas Negeri Surabaya, Surabaya, Indonesia
cindy22022@mhs.unesa.ac.id

Abstract. This research aims to increase literacy, increase students' interest in Indonesian language subjects, and foster a sense of love for local culture. The local culture used is original Surabaya oral literature entitled The Legend of Raden Sawunggaling as learning material, which was applied using wayang media as a form of original East Javanese culture. This research was conducted at SMPN 29 Surabaya City with a target of 17 grade 8 students. This research uses quantitative methods. This research uses data collection techniques in the form of observation, interviews, and learning outcomes tests (pre-test and post-test). The results of this research show an increase in student literacy by 4.66%. Students' interest in Indonesian language subjects also increased by 3.80% and the development of awareness of love for local culture by 2.96%. This cannot be separated from the existence of supporting and inhibiting factors during the learning process. The average pre-test score is 71 and the average post-test score is 81. There is an increase of 14.08% from the pre-test score to the post-test score. The conclusion of this research shows that there are positive changes in the application of local cultural innovations in learning the Indonesian language and literature.

Keywords: Indonesian language and literature, local culture, responsive pedagogy.

1. INTRODUCTION

Indonesia, as a country rich in cultural diversity, has its challenges and opportunities in Indonesian language and literature education, especially at the junior high school (SMP) level. This cultural diversity includes not only languages and dialects but also diverse values, traditions, and viewpoints from various ethnic groups in Indonesia. However, modernism has influenced Indonesian culture [6]. Modernism, with all its new technology and values, has infiltrated Indonesian society. This causes people to be trapped in new patterns that often ignore the uniqueness and creativity of local original culture. The influence of globalization and modernism makes people tend to imitate and adopt foreign cultures, which results in a reduction in the value of originality in local culture. Therefore, educational efforts for students can be carried out through arts and culture [18]. This statement is supported by Danoebroto [19] who explains that learning in educational institutions should be by the cultural background of students.

Thus, a pedagogical approach that is responsive to local culture is very important in teaching Indonesian language and literature at the junior high school level.

Responsive pedagogy has been proven effective in developing self-confidence for students, able to elevate the culture and socialization of society [17]. Responsive pedagogy can increase students' understanding of beliefs, customs, and kinship [17]. Local culturally responsive pedagogy can be interpreted as an approach to education that integrates local culture into the curriculum and educational methods. This approach aims to make the teaching and learning process more appropriate and meaningful for students by appreciating and utilizing the cultural riches they possess. This statement is supported by the opinion of Pitaloka, et al (2024) who state that the combination of education and culture makes the learning process more meaningful. In this case, the local culture highlighted in this study is local wisdom in the form of oral literature native to the area (Surabaya).

Language is closely related to oral language, the development of literature cannot be separated from spoken language, so oral literature emerged [3]. In line with that, language learning is closely related to literary works. Literary works reflect life which is related to the formation of human character. In character education, literature plays a role as a cognitive, affective, and psychomotor aspect [16]. The quality of learning is closely related to the learning process carried out by educators in the classroom. Optimal results will be seen if educators and students can build enthusiasm and work together as well as possible. Therefore, educators need variation in the teaching and learning process so that students do not get bored and the material is conveyed optimally.

Currently, responsive pedagogy is widely used, but very rarely involves local culture as a form of art. This opinion is supported by Cooper (2018) in Dinham, et al [10] who state that art is still marginalized from the school curriculum even though it has many benefits. Chapman & Yates (2023) expressed a similar statement, although art has a great opportunity for student involvement in learning, only a few educators can implement it. It is hoped that the use of local culturally responsive pedagogy through literary media can overcome various challenges in Indonesian language and literature education. Because, through the medium of literature, learning can be used to reflect on the noble socio-cultural values that occur in society [14]. Some of these challenges include a lack of connection between teaching materials and students' daily lives, minimal use of learning resources that reflect local culture, and limited innovation in educational methods. Responsive pedagogy has a multi-sensory educational modality. Through it, students will be introduced and then involved in it [12]. By adopting this approach, the learning process becomes more interactive, contextual, and inspiring.

This study focuses on learning the Indonesian language and literature based on local culture to implement responsive pedagogy. The local culture that is integrated is Wayang as a learning medium. Wayang is a cultural heritage typical of East Java which is rarely displayed, so this research highlights the local culture of Wayang so that it remains sustainable among students. The Indonesian language material used is in the literary category, namely short stories which are of course relevant to the material studied by junior high school students, especially grade 8. Oral literature entitled "The Legend of Raden Sawunggaling" a typical story from Surabaya, East Java, is the play performed in the wayang story. Through experiencing characters, students learn about conflicts in society and their resolution, whether conflicts between humans and humans,

humans and nature or the environment, humans and authorities, or other moral messages [16]. Through the literary works presented, students can identify the intrinsic and extrinsic elements that exist, this is through Indonesian language learning at the junior high school level. In line with [4] opinion that literature cannot be separated from two elements, namely intrinsic and extrinsic. Intense interaction packaged in such a way in the teaching and learning process in the classroom is also able to hone students' language skills, namely the ability to listen and speak. This is in line with the opinion expressed by Saputri et al. [19] & Sternfeld, et al. [20] that in implementing education, real and creative plans are very necessary. Learning is interactive and fun.

Previous research conducted by Rahman, Malek, and Mansor [17] studied responsive storytelling pedagogy for children's literacy. This research shows good results through responsive storytelling pedagogy using puppet media for children's literacy development. Then Hiryanto's research [13] shows that the concept of responsive pedagogy has an important role in children's language development and implementation. Then, Maaruf's research [15] states that responsive pedagogy can be connected to traditional culture through visual arts which provide new experiences in the teaching and learning process so that students in secondary schools are more focused and impressed with learning.

Based on three previous studies, culturally responsive pedagogy focuses on the activeness of educators. This research is novel in learning systems and media. Both parties, namely educators and students, are involved and play an active role in classroom learning through the teaching medium of puppet art. In this case, active participation is more focused or emphasized on students, not on educators. With this novelty, collaboration between researchers and a team of educators is very crucial. This is in accordance with Cempellin's opinion [8] that the role of teamwork in overcoming complexity in the workplace is very much needed. It must be ensured that every aspect of the learning process is designed to facilitate student activity starting from preparing material to implementing and evaluating learning.

This research is very important to introduce and preserve local culture to junior high school students. In this era of globalization, Indonesia's young generation needs to preserve their culture so that it is not eroded by time. Learning Indonesian can facilitate the introduction and preservation of Indonesian culture. Apart from that, another urgency behind this research is to determine the interests and abilities of junior high school students in learning Indonesian using local culture-based media. The results show that this study is important to carry out and that local culturally responsive pedagogy is very feasible to be implemented and gradually refined in the future. Thus, this research aims to investigate and develop a local culturally responsive pedagogical approach in Indonesian language and literature education at the junior high school level.

2. Method

This research uses quantitative methods. This is different from qualitative research which focuses data on words, phrases, sentences, stanzas, lines, paragraphs, or metaphors [2]. This structured research is called quantitative research and quantifies data to make generalizations about the population studied [1] Sulaiman (2023) believes that quantitative research based on positivist thinking is called a scientific method,

because it carries out the principles of science objectively, validly, and measurably. The quantitative approach focuses on analyzing numerical or numerical data, which is then analyzed using statistical methods. To find out how effective local culture is in learning Indonesian (SMP) in secondary schools, researchers used this method. This research also explores students' responses to the integration of local culture into teaching and learning materials and activities.

Data collection guidelines were selected and applied to collect data more systematically and simply [11]. This research uses three data collection methods, namely, observation, interviews, and academic achievement tests (pre- and post-test). Interviews are to reveal participants' perspectives, experiences, and differences, while pre- and post-tests are to measure significant changes in participants' attitudes, knowledge, or skills. Classroom observations provide an accurate picture of the learning dynamics that occur in the classroom, take into account interactions between teachers and students, and show how to deliver and receive lessons.

Research data analysis is an important process that helps transform the collected data into relevant information [22]. In short, research data analysis is the process of transforming unprocessed data into relevant and meaningful information using statistical or qualitative techniques. All data collected is determined through observation, interviews, and learning outcomes tests. This research aims to produce meaningful results and contribute to the progress of science.

The triangulation method is used to collect information and existing sources to evaluate the validity of information obtained from research [7]. The triangulation method is used to increase the reliability and validity of research results. By conducting classroom observations, researchers can see firsthand how educators use local culturally responsive pedagogy in their work. In this observation, the researcher recorded 14 students who were responsive. In this way, you can measure your abilities in Indonesian language and literature, both before and after learning.

This research uses the triangulation method. Triangulation is used to compare interview data [5]. This means comparing the contents of the document with the results of observations, and the results of interviews with the contents of relevant documents. This research examines the responsiveness of interactions between junior high school students towards local culture. Researchers can increase the credibility, validity, and reliability of research findings by using data triangulation. This results in a stronger and more useful understanding of how junior high school students interact with local culture during the learning process.

This research can produce relevant and innovative results at SMPN 29 Surabaya, regarding increasing students' interest in learning in Indonesian language subjects using the Indonesian blended learning method. In this way, it not only fosters interest in learning Indonesian but also fosters a love of local culture, especially wayang. Introducing local culture to the younger generation from an early age is an important step in achieving the goal of preserving this nation's valuable heritage. Puppet media and Indonesian learning are a suitable combination because they not only provide an interesting and meaningful learning experience for students but also instill a sense of love for our country and a sense of pride in our country's culture.

3. Research result

3.1 Application of Local Cultural Responsive Pedagogy in Language and Literature Learning

Interesting learning can increase students' interest in learning. One innovation that can be used to make Indonesian language learning at the junior high school level more creative and responsive is to provide elements of local culture. Local culture such as wayang and oral literature can be an innovation in language and literature learning at the junior high school level, especially related to fictional story material. The implementation of culturally responsive pedagogy using wayang media and oral literature at SMPN 29 Surabaya was carried out to provide a new atmosphere for learning the Indonesian language and literature. Fig. 1 is an example of implementing local culturally responsive pedagogy at the junior high school level.



Fig. 1. The Use of Wayang Media in Oral Literary Storytelling.

The local culturally responsive pedagogy implemented runs smoothly and is welcomed by students. By using two-way communication, learning related to fictional story material using puppet media and oral literature can be an innovation that can be implemented. Students who have the same social and cultural background provide an opportunity for educators to apply local culturally responsive pedagogy. The wayang media and oral literature entitled The Legend of Raden Sawunggaling were well received by the students.

3.2 Supporting and Inhibiting Factors During Learning

After implementing local culturally responsive pedagogy in learning the Indonesian language and literature, several things were found to be supporting and inhibiting factors for its success. Table 1 describes factors that influence the success of implementing local culturally responsive pedagogy in class 8C at SMPN 29 Surabaya.

Table 1. Factors influencing the success of implementing local culturally responsive pedagogy in class 8C at SMPN 29 Surabaya.

Supporting Factors	Inhibiting Factors
Some students come from Surabaya	Students are less active at the beginning of learning
Students are familiar with Wayang stories	Students are distracted by the Classmeet
Students have received material about fictional stories	Female students tend to be more passive

3.3 Results of Implementing Local Cultural Responsive Pedagogy as an Indonesian Language and Literature Learning Innovation

Applying local culturally responsive pedagogy has significantly increased junior high school student's interest in learning the Indonesian language and literature. To find out the exact measurable impact, a pre-test and post-test were carried out on class 8C students at SMPN 29 Surabaya. The subjects who took part in testing this innovation were 14 students, with details of 8 female students and 6 students. The pre-test and post-test were carried out with multiple choice questions which were done via Google Form. The results of the pre-test and post-test that have been carried out are presented in the Table 2.

Table 2. Student Learning Results

NAME	PRE-TEST SCORE	POST-TEST SCORE
Nadin Nabila Aydina	76	-
Firli Risma Aprilia	84	82
Nafisah Maulida Safira	80	96
Muhammad Andyka P. A.	60	66
Mafaza Muthi'ah L.	76	100
Kalisha Putri Himawan	76	96
Dhenisa Agustia Arteta	68	78
Naufal Zidane Al Rafiif	88	-
Flanella Kumala Winarto	56	-
Satria Erlangga A.	72	98

Cleva Putri A.	60	86
Satrio Oktaviano H.	80	-
Afrand Halomoan P.	88	-
Muhammad Fahmi I.	48	48
Abel Anindya Febriani	40	-
Dhea Mozza Fernandez	64	90
Desvita Nurul Annisa	84	52
RATA-RATA	71	81

Students' pretest and posttest scores are obtained through the following calculations:

$$X = \frac{\text{Number of correct answers}}{\text{Number of questions}} \times 100\%$$

After the average pretest and posttest scores are known, these scores will be calculated to determine the number of changes that have occurred using the following formula.

$$Y = \frac{(\text{Posttest score} - \text{Pretest score})}{\text{Pretest scores}} \times 100\%$$

Based on the table above, it can be seen that there was an increase in the average score of class 8C students at SMPN 29 Surabaya after receiving learning with innovative local culturally responsive pedagogy. 8 students experienced an increase in their grades, 1 student who did not experience an increase in their grades, and 2 students who experienced a decrease in their grades. Before learning, the average student score was 71. After learning, students got an average score of 81. There was an increase of 14.08% from the pre-test score to the post-test score. This shows that there is a good impact in applying this innovation in learning the Indonesian language and literature, especially in fictional story material. However, inhibiting factors in the form of distractions outside the classroom mean that some students are unable to complete the lesson. Therefore, some students were unable to take the post-test to determine the success of this innovation with certainty.

In more detail, the measurable impact of implementing local culturally responsive pedagogy as a strategy for learning Indonesian language and literature at the junior high school level can be seen through three aspects, namely: (a) interest in literacy, (b) interest in learning Indonesian, and (c) interest to local culture. Positive changes related to these three aspects are presented in the Fig. 2.

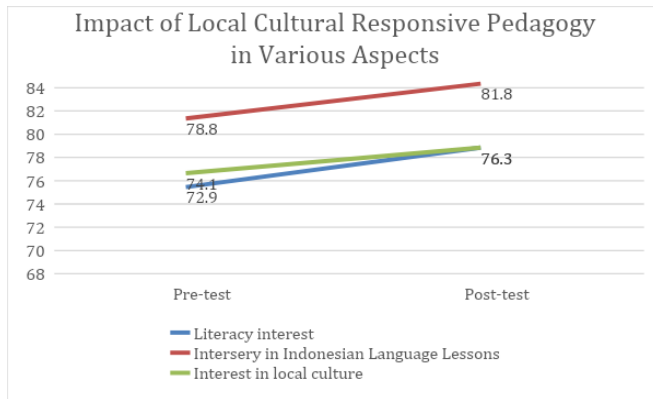


Fig. 2. Increasing student interest in each aspect.

Based on the data presented, it can be seen that after learning, students' interest has increased. This data was obtained through questionnaires filled out by students before and after learning. There are 3 aspects whose impact has been measured, namely: (a) students' interest in literacy increased by 4.66%, (b) students' interest in learning Indonesian increased by 3.80%, and (c) students' interest in culture local increased by 2.96%. Even though the increase that occurred was not very significant, there was still an impact in the form of positive changes to these three aspects. Therefore, it can be concluded that the application of local culturally responsive pedagogy has proven to have a positive impact on students' interest in literacy, Indonesian language learning, and local culture.

4. Discussion

This research aims to increase literacy, interest in Indonesian language subjects, and love for the local culture of Surabaya, East Java. The local culture introduced in this research is shadow puppetry as a learning medium and the story of the Legend of Raden Sawunggaling as learning material. The shadow puppets used are taken from Wayang characters which are a local culture native to East Java and the Legendary Story of Raden Sawunggaling which is original oral literature from Surabaya. This oral literature was chosen because it is proof of its success, both the area and the grave can still be visited today, namely on Jalan Lidah Wetan Tengah No. 27, Kec. Lakarsantri, Surabaya City.

Through oral literature, the Legend of Raden Sawunggaling, which is acted out using Wayang, not only fosters a sense of love for local culture but also introduces local oral literature from Surabaya that not many people know, especially the younger generation. Through experiencing characters, students can also learn about conflicts in society and their resolution, whether conflicts between humans, humans, and the environment, humans and authorities, or other moral messages [16].

The interaction between educators and students, which is highlighted as a reflection of responsive pedagogy in the learning process, is able to hone language skills, namely

students' listening and speaking abilities. Responsive pedagogy itself has been proven to increase students' understanding of beliefs, customs, and kinship [17]. Linear with an understanding of local culturally responsive pedagogy applied in this research, namely an educational approach that integrates local culture into the curriculum and educational methods. So this research will provide concrete results related to achieving the research objectives.

This research consists of three stages. The first stage in preparing for the learning process is planning. At this stage, the researcher prepares teaching materials, teaching media, and evaluation in the form of pre-tests and post-tests. Then the second stage is implementation. At this implementation stage, learning begins with students completing the pre-test first. After that, the researcher began learning based on local culturally responsive pedagogy with oral literature material on the Legend of Raden Sawunggaling using wayang media. Then the final stage is reflection and appreciation. Students are guided to complete the post-test as an evaluation and concrete evidence of increased literacy, students' interest in learning Indonesian, and also increased knowledge and interest in local culture. As well as an appreciation for students' activeness during learning, as seen in Fig. 3.



Fig. 3. Implementation of Learning

The results of observations and observations at the application and reflection stages show that the literacy of students at SMPN 29 Surabaya has increased by 4.66%, after following the learning process. Through the results of interviews, students also experienced a development of interest in Indonesian language learning subjects as evidenced by the data graph increasing by 3.80%. This positive change can have a significant impact, if learning continues to be packaged interactively and innovatively like this research, education based on local culture.

Before learning begins, there are still many students who are less interested in wayang stories and lack knowledge of oral literature or local folklore from Surabaya. As many as 80% of students only know the story of Sura & Baya, as an original local story from Surabaya. So at the learning implementation stage, apart from telling the Legend of Raden Sawunggaling, the researcher also inserted other local cultural elements such as the puppet story of the character Semar which is believed by some people, especially puppeteers and several cultural figures, to be the guardians of the city of Surabaya.

At the reflection stage, 90% of students felt satisfied and proud of this folklore or oral literature from Surabaya. According to the results of observations and interviews, the love for the local culture of SMPN 29 Surabaya students has increased, and students are starting to be interested in wayang media and wayang stories. This is proven by an

increase of 2.96% in interest in the local culture presented, namely wayang and oral literature. Students provide relevant and linear reciprocal reflection with fictional stories by the curriculum they have studied.

Through pre-test and post-test evaluations, students' literacy and interest in learning Indonesian began to increase. Followed by knowledge and interest in local culture which has also increased. The average evaluation result on the pre-test is 71 and the average evaluation on the post-test is 81. An increase of 14.08% from the pre-test score to the post-test score proves that there is a positive impact in the application of innovation for learning the Indonesian language and literature, especially innovations based on responsive pedagogy by highlighting local culture.

5. CONCLUSION

Learning the Indonesian language and literature requires an innovative strategy, one that can be implemented is local culturally responsive pedagogy. After conducting research, it can be concluded that local culturally responsive pedagogy can have a positive impact on junior high school students. There was an increase of 14.08% in students' grades after implementing this strategy. Apart from that, this strategy also has a more specific impact on 3 other aspects, namely: (a) students' interest in literacy as much as 4.66%, (b) students' interest in learning Indonesian as much as 3.80%, and (c) students' interest in local culture was 2.96%. The similarity of the socio-cultural background of students is the main supporting factor in this learning. Based on the research that has been conducted, it can be concluded that the application of culturally responsive pedagogy has proven to have a positive impact on various aspects of students at the junior high school level. It is recommended that further research develop innovative media while remaining oriented to local culture.

Acknowledgments. On this occasion, the author would like to express his thanks to Allah SWT. who has bestowed his blessings and gifts so that the author can complete this research on time and smoothly. Apart from that, the author would also like to express his deepest gratitude to LPPM Unesa, the relevant SMPN 29 Surabaya school, and the research team who always provided financial support, opportunities, and encouragement to the author so that he could complete this research. The author would like to express his deepest gratitude to the supervisor of this research, Prof. Dr. Anas Ahmadi, M.Pd. for his guidance, suggestions, constructive criticism, and input, as well as his patience in accompanying the author throughout the research process. Thanks to his dedication and knowledge, the author was able to complete this research better. In addition, the author would like to thank all members of the research team who have helped complete this research. The author realizes that this research is still far from perfect and requires improvement. Therefore, readers expect criticism and suggestions that can help further research. In conclusion, the author hopes that this research can contribute to the advancement of science and development of "Local Culturally Responsive Pedagogy: Innovation in Indonesian Language and Literature Education at the Middle School Level."

Disclosure of Interests

Various stakeholders, including researchers, LPPM UNESA, funding agencies, the research team, and SMPN 9 Surabaya, were recognized for their important contributions to the success of this research. Involving stakeholders at every stage of the study process has ensured the applicability, relevance, and credibility of the findings thereby maximizing their impact on

society. As a collaborative effort, research requires active participation and support from a variety of stakeholders. To promote research excellence, LPPM UNESA understands how important it is to foster relationships and collaboration. In all its research activities, LPPM UNESA is dedicated to accountability and openness. We place great importance on stakeholder participation and open communication to ensure that research is conducted ethically and responsibly.

Reference

1. Kurniawan, A.W., Puspitaningtyas, Z.: *Metode Penelitian Kuantitatif*. Yogyakarta: Pandiva Buku (2016).
2. Ahmadi, A.: *Metode Penelitian Sastra*. Graniti (2019).
3. Ahmadi, A.: *Sastra dan Film China: Perspektif Apresiasi*. Graniti (2020).
4. Ahmadi, A.: *Teori Sastra: Perspektif Apresiasi*. Delima (2023).
5. Akhmad, K. A.: Pemanfaatan media sosial bagi pengembangan pemasaran UMKM (Studi deskriptif kualitatif pada distro di Kota Surakarta). *Dutacom*, 9(1), 43-43 (2015).
6. Disi, L., Hartati, D. Y.: Pembelajaran Bahasa dan Sastra Berbasis Kearifan Lokal sebagai Upaya Optimalisasi Pendidikan Karakter Menuju Dunia Global. *Pembahsi*, 8(2), 2 (2018).
7. Alfansyur, A., Mariyani, M.: Seni mengelola data: Penerapan triangulasi teknik, sumber dan waktu pada penelitian pendidikan sosial. *Historis: Jurnal Kajian, Penelitian dan Pengembangan Pendidikan Sejarah*, 5(2), 146-150 (2020).
8. Cempellin, L.: Preparing Our Students for the Professional World: Integrating Thematic Assignments and Teamwork into the Art History Survey Course Design. *International Journal of Education & the Arts*, 25 (12), 2 (2024).
9. Danoebroto, S. W.: Studi Kualitatif tentang Peran Guru Matematika di SMP Sekitar Candi Borobudur dalam Melaksanakan Pembelajaran yang Responsif Budaya. *Indonesian Digital Journal of Mathematics and Education*, 3 (5), 286 (2016).
10. Dinham, J. et al.: Improving the Uptake of Arts Education for Student Wellbeing: A Collaborative Autoethnography That Highlights Potential Areas of Focus. *International Journal of Education & the Arts*, 25 (2), 2 (2024).
11. Djollong, A. F.: Teknik pelaksanaan penelitian kuantitatif. *Istiqra: Jurnal Pendidikan Dan Pemikiran Islam*, 2(1) (2014).
12. Henley, Kinesesthesia, M., Affordances, C.: Learning Physical and General Kinetic Concepts in a Tertiary-Level Contemporary Dance Classroom. *International Journal of Education & the Arts*, 25 (5), 3 (2024).
13. Hiryanto.: Pedagogi, Andragogi, dan Heutagogi serta Implikasinya dalam Pemberdayaan Masyarakat. *Dinamika Pendidikan XXII* (1), 65-66 (2017).
14. Junyanti, E.: Analisis Komparatif Representasi Aspek Psikologis dan Sosial dalam Novel Ronggeng Dukuh Paruk dan Bumi Manusia: Implikasi Pada Pembelajaran Sastra di Sekolah Menengah Atas. *Pragmatik: Jurnal Rumpun Ilmu Bahasa dan Pendidikan*, 2 (2), 134-135 (2024).
15. Maaruf, S. Z.: Pembangunan Modul Pedagogi Responsif Budaya Kraf Tradisional Pendidikan Seni Visual Sekolah Menengah. *PQDT-Global*, 1-20 (2014).
16. Mirayanti, E. M.: Pembelajaran Bahasa dan Sastra Berbasis Karakter pada Tingkat SMP. *Jurnal Multidisiplin Dehasen (MUDE)*, 1 (3), 393-396 (2022).
17. Rahman, M. N. A. et al.: Pedagogi Responsif Budaya Menerusi Cerita Rakyat untuk Kemahiran Literasi Awal Kanak-Kanak. *Sains Insani*, 6 (1), 92 (2021).
18. Ruastiti, N. M. et al.: Catur pendidik dalam Seni Pertunjukan Wayang Wong Millennial. *Mudra Jurnal Seni Budaya*, 36 (3), 335 (2021).
19. Saputri, W. et al.: Penguatan Fungsi dan Peran Sekolah: Solusi Pembelajaran Sains bagi Generasi Y dan Z di Era 4.0. *Bio Edusains*, 5 (1), 55-56 (2022).

20. Sternfeld, S. Z. et al.: Creative Education or Educational Creativity: Integrating Arts, Social Emotional Aspects and Creative Learning Environments. *International Journal of Education & the Arts*, 25 (3), 2 (2024).
21. Sulaeman, R. A.: Pengaruh Store Atmosphere dan Kualitas Produk terhadap Keputusan Pembelian di Critoe Coffee (Doctoral dissertation, Universitas Pendidikan Indonesia) (2023).
22. Susanto, P. C., Arini, D. U., Yuntina, L., Soehaditama, J. P., Nuraeni, N.: Konsep Penelitian Kuantitatif: Populasi, Sampel, dan Analisis Data (Sebuah Tinjauan Pustaka). *Jurnal Ilmu Multidisiplin*, 3(1), 1-12 (2024).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

