



Digital encyclopedia of *Semarang* dance style: Strategies for improving Critical thinking skills in local culture

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Abstract: *Semarang* style dance as an identity of Semarang City is essential to be introduced in order to preserve local culture through innovative teaching materials. This study aims to explore the characteristics of *Semarang* style dance, identify strategies for enhancing students' critical thinking skills related to local culture through digital encyclopedias, and examine the improvement of students' critical thinking abilities. The research employs a qualitative descriptive phenomenological approach involving 30 elementary school students and teachers in Semarang City. Data were collected through observation, interviews, focus group discussions, and document analysis, and analyzed using interactive analysis techniques. The findings indicate that *Semarang* style dance embodies geographical conditions, socio-cultural values, and the multi-ethnic character of Semarang society. Strategies to enhance critical thinking are implemented through stages of dance appreciation, practice, analysis, and evaluation. In conclusion, the use of digital encyclopedias is effective in improving students' critical thinking skills in cognitive, kinesthetic, and character dimensions. The implications of this study suggest that *Semarang* style dance-based digital learning media can serve as an effective model for integrating local cultural content into elementary education, supporting culturally responsive pedagogy and character education. Furthermore, this research provides a pedagogical framework for educators to utilize digital encyclopedias as innovative tools to foster critical thinking while strengthening students' cultural identity. At a broader level, the findings contribute to efforts in local cultural conservation by positioning traditional dance as a dynamic learning resource within contemporary digital education contexts.

Keywords: digital, encyclopedia, dance, critical thinking, culture

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Introduction

Dance instruction in elementary schools plays a crucial role in introducing local culture and fostering students' appreciation for regional cultural heritage. Arts education focuses not only on mastering movement skills but also on developing aesthetic sensitivity, understanding the meaning and cultural values inherent in artworks. Through the arts learning process, students are trained to observe, experience, and interpret artworks as forms of cultural expression. Therefore, arts and culture instruction is directed at helping students recognize and appreciate the cultural identities that exist and thrive in their surroundings as part of a meaningful learning experience (Kusumastuti et al., 2021; Nirmala et al., 2025; Žnidaršič, 2020). In contemporary dance scholarship, movement is conceptualized as embodied knowledge that carries cultural meaning and social narratives (Anderson, 2021; Desmond, 2020). Therefore, dance education should not be limited to technical mastery but must also foster interpretive and reflective engagement with cultural contexts (Ardiyanto & Nurharini, 2024; Intan & Nurharini, 2025; Prabawati & Nurharini, 2025).

One form of regional dance with strong cultural value is the *Semarang* style. This dance developed from the multicultural socio-cultural background of the Semarang City community, thus

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forming distinctive movement characteristics, expressions, and symbolic meanings. This cultural diversity is reflected in the variety of movements, costumes, and dance expressions that characterize the *Semarang* style (Hasnanto et al., 2024). In the context of formal education, regional dance is not only learned as a form of skill but also as a medium for transmitting local cultural values, this perspective aligns with international discussions in dance studies that position traditional dance as a medium for identity construction and cultural continuity (Desmond, 2020; Žnidaršič, 2020). Therefore, the integration of local culture into learning is seen as an essential part of efforts to preserve cultural heritage through sustainable education (Giliberto & Labadi, 2022).

However, dance instruction in elementary schools still faces various challenges, particularly related to the limited availability of teaching materials that specifically address *Semarang* dance in a systematic manner and in accordance with student characteristics (Dike & Parida, 2020). The teaching materials used are still general and lack contextualization with the students' cultural environment, thus failing to help students understand the material in depth (Auliya et al., 2025). Dance learning materials are generally limited, non-contextual, and predominantly skill-oriented, with minimal emphasis on cultural meaning and local identity (Rahayu & Wiflihani, 2022). Existing teaching resources tend to present dance merely as a set of movements to be imitated, rather than as a cultural expression to be analyzed and interpreted. As a result, students often experience dance learning as mechanical practice, which limits their ability to understand cultural values and develop higher-order thinking skills (Fawns et al., 2021; Foug et al., 2020; Cahyati & Nurharini, 2025).

These limited teaching materials impact students' low ability to appreciate and interpret dance works. Dance learning tends to focus on movement practice without being balanced by reflection, analysis, and cultural understanding of the dance work. As a result, students are not accustomed to linking dance movements to their meaning and cultural values. This condition indicates that students' critical thinking skills in dance learning have not yet developed optimally (Latifah & Maryani, 2021; Satria et al., 2025). Learning that is not designed holistically and reflectively has the potential to limit students' conceptual understanding (Cahyati & Nurharini, 2025; Fawns et al., 2021)

Recent studies emphasize that teaching materials play a decisive role in shaping meaningful learning experiences. Foug et al. (2020) demonstrate that well-structured learning materials significantly influence students' conceptual understanding, while Fawns et al. (2021) argue that learning designs lacking reflective dimensions tend to hinder critical thinking development. In arts education, research has shown that local culture-based learning can strengthen students' cultural awareness and identity (Kusumastuti et al., 2021; Campagna et al., 2020). Other studies highlight that participation in arts education supports social understanding and civic engagement (Bungay et al., 2021; Ward et al., 2023).

At the same time, advances in educational technology have encouraged the use of digital learning media to enhance student engagement and learning quality. Studies indicate that interactive digital media can improve motivation, participation, and comprehension among elementary school students (Boys, 2022; Asbah et al., 2025; Tarmidzi et al., 2025). Research further confirms that digital media can effectively support students' cognitive development when designed according to learners' characteristics (Aisyah & Wibowo, 2025; Saputra et al., 2025; Wibowo & Sekarsari, 2025). In relation to critical thinking, Darmawati and Mustadi (2023) as well as Nawangsari et al. (2022) report that technology-supported learning models positively influence students' analytical and reflective abilities.

Along with technological advancements, the use of digital learning media has become a relevant alternative to address these issues. Digital media allows for a more visual, interactive, and flexible presentation of learning materials, enabling them to be accessed according to students' learning needs (Li & Ahmad, 2025). In dance instruction, digital media is particularly helpful because it can present movement visualizations, cultural contexts, and examples of dance works more realistically. Learning practices in the digital era demonstrate that the use of technology can increase student engagement and enrich their classroom learning experiences (Boys, 2022; Fatonah et al., 2025).

Nevertheless, existing studies reveal a clear research gap. While previous research has separately examined (1) local culture-based arts education, (2) digital learning media, and (3) critical thinking skills, very limited studies integrate these three dimensions simultaneously. While studies in dance education have explored reflective pedagogy and embodied learning practices (Bennett, 2022; Anderson, 2021), limited research integrates local cultural dance, digital encyclopedias, and critical thinking development simultaneously at the elementary level. Particularly in the context of elementary

dance education. Moreover, digital dance learning media developed in prior studies tend to focus on usability or cultural introduction (Nurharini, 2021; Windiyani et al., 2025), without explicitly positioning digital media as a pedagogical tool for fostering students' critical thinking through cultural analysis.

This gap constitutes the novelty of the present study. This research introduces a digital encyclopedia of *Semarangan*-style dance as an innovative teaching material that systematically integrates local cultural content, digital technology, and critical thinking development. Unlike conventional dance teaching materials, the digital encyclopedia presents dance not only in terms of movement practice but also through historical background, cultural meaning, and symbolic interpretation, enabling students to engage in appreciation, analysis, and evaluation processes (Pratiwi et al., 2025).

Based on this background, the objectives of this study are: (1) to explore the characteristics and cultural meanings of *Semarangan*-style dance as local cultural heritage, (2) to identify learning strategies embedded in the digital encyclopedia that support students' critical thinking skills, and (3) to analyze the role of the digital encyclopedia in enhancing elementary school students' cultural understanding and critical thinking abilities.

The contribution of this study is threefold. First, it contributes theoretically to arts education by offering a model of dance learning that positions local culture as a source of critical thinking development. Second, it contributes pedagogically by providing an innovative, culturally responsive, and technology-based teaching material for elementary school teachers. Third, it contributes to Indonesian education by supporting national efforts to strengthen character education, cultural identity, and higher-order thinking skills through local culture-based digital learning in the digital era.

Methods

This study employed a qualitative descriptive approach with a phenomenological design, which is relevant to the research objectives of gaining an in-depth understanding of the characteristics of *Semarangan*-style dance, the learning strategies implemented through a digital encyclopedia, and the development of students' critical thinking skills in elementary dance education. A qualitative approach was chosen because the study focuses on meaning-making processes, learning experiences, and cultural interpretation that cannot be adequately captured through quantitative measurement.

The research participants consisted of 30 elementary school students and arts teachers in Semarang City. Participants were selected using purposive sampling, based on the consideration that the schools had implemented dance learning activities and were culturally relevant to the context of *Semarangan*-style dance. Semarang City was selected as the research site because it is the origin and primary development area of the *Semarangan* dance style.

The research instruments included observation sheets, interview guidelines, focus group discussion (FGD) protocols, and documentation sheets. Observation sheets were used to record students' learning activities and classroom interactions. Interview guidelines were used to explore teachers' and students' perceptions and experiences related to the use of the digital encyclopedia. FGDs were conducted to obtain reflective data regarding the effectiveness of the learning process and the development of critical thinking skills. Documentation served as supporting data, including lesson plans, digital encyclopedia materials, and students' learning artifacts.

Data were collected through observation, in-depth interviews, FGDs, and document analysis. Data analysis was conducted using an interactive analysis model, consisting of data reduction, data display, and conclusion drawing. Data reduction involved selecting and focusing on information relevant to the research objectives. Data display was carried out in the form of narrative descriptions to illustrate learning processes and participants' experiences. Conclusions were drawn iteratively by linking research findings to the research objectives and the conceptual framework of critical thinking development in local culture-based dance education. To improve methodological transparency and clarity, a flowchart of the research procedure has been incorporated. This diagram outlines the main stages of the study, including media development, implementation, and data analysis processes (see Figure 1).

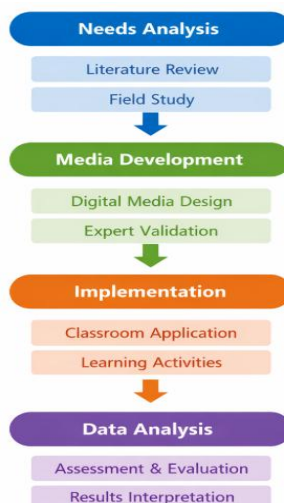


Figure 1. Research Procedure Flowchart

Results and Discussion

Results

1. Characteristics and Cultural Meanings of *Semarangan*-Style Dance

The results indicate that *Semarangan*-style dance reflects the geographical conditions, socio-cultural dynamics, and multicultural background of Semarang City. The dance movements, costumes, musical accompaniment, and expressions represent interactions among Javanese, Chinese, Arab, and coastal cultural influences. These characteristics position *Semarangan*-style dance not only as a performance practice but also as a cultural representation of local identity.

Table 1. Characteristics and Cultural Meanings of *Semarangan*-Style Dance

Dance Elements	Description	Cultural Meaning
Movement	Dynamic, flexible, and expressive	Representation of coastal society and multicultural interaction
Costume	Bright colors and mixed motifs	Symbol of cultural diversity
Music	Combination of traditional and rhythmic patterns	Reflection of social harmony
Expression	Lively and communicative	Openness and friendliness of Semarang society

Table 1 presents the characteristics and cultural meanings of *Semarangan*-style dance, demonstrating the relationship between choreographic elements and the representation of Semarang’s multicultural coastal identity. We have added explicit explanatory sentences following the mention of each table and figure to improve clarity and better guide readers (e.g., see Table 1). The results of the development research indicate that the digital encyclopedia of *Semarangan* style dance has been successfully developed as a teaching material for dance learning in elementary schools. This digital encyclopedia product is designed to provide complete and structured information about *Semarangan* style dance, so that it can be used as a learning resource that supports classroom learning or as independent learning material for students. The material presented in the digital encyclopedia includes the definition of *Semarangan* style dance, the cultural background and history of its development, movement characteristics, supporting elements of dance, and visual examples that function to clarify the explanation of the material. The presentation of the material is carried out in stages and sequentially so that students can understand the material thoroughly, from introduction to deeper understanding. All materials are arranged by taking into account the characteristics of elementary school students, both in terms of simple and communicative language, attractive visual displays, and completeness of information that is tailored to the needs of dance learning in elementary schools.

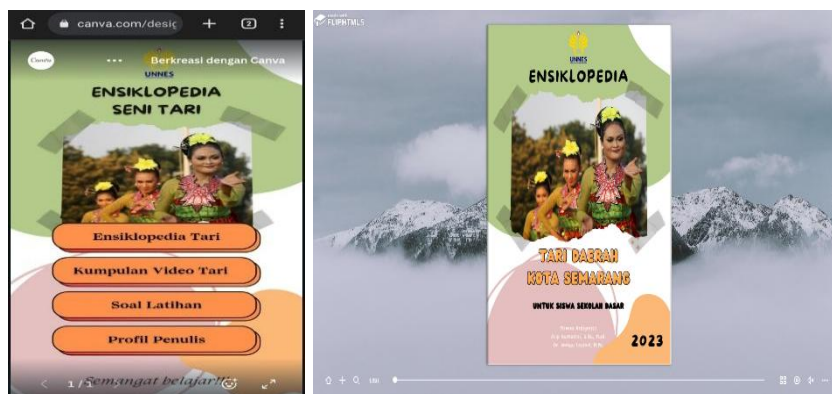


Figure 2. Initial View of The Dance Arts Encyclopedia

Figure 2 illustrates the initial interface of the dance arts encyclopedia. The display presents the main navigation menu, including the dance encyclopedia, dance video collection, practice questions, and author profile features. This structured interface is designed to facilitate user navigation and support interactive and independent learning in dance education.

The development results show that the digital encyclopedia is systematically structured through a coherent and easy-to-understand division of menus and sub-topics. Each menu represents a specific section of the learning material, allowing users to navigate the encyclopedia's contents easily and efficiently according to their learning needs. This clear organization helps students locate information without difficulty and supports independent exploration of the material. The structured arrangement is intentionally designed to guide students in learning the material in a gradual and directed manner, starting from a general introduction to the *Semarangan* dance style and continuing toward a deeper understanding of dance elements, supporting components, and cultural context.

The sequential presentation flow enables students to follow the learning process step by step without experiencing confusion or cognitive overload. Students can build their understanding progressively, as each section is connected logically to the next. This structured learning path supports comprehension and retention, particularly for elementary school students who require clear guidance in learning new concepts. With this approach, the digital encyclopedia functions not only as an information source but also as a learning guide that directs students' engagement with the material.

In addition to its systematic structure, the interface of the digital encyclopedia is designed to be simple yet visually attractive. The use of appropriate colors, images, and illustrations related to dance learning material enhances visual clarity and supports students' understanding of abstract concepts. Visual elements are integrated to strengthen explanations of movement characteristics, costumes, and dance elements, making the material more concrete. The overall display design is adapted to the characteristics of elementary school students, aiming to make the learning material easier to understand, maintain students' attention, and increase their interest and motivation in learning dance.

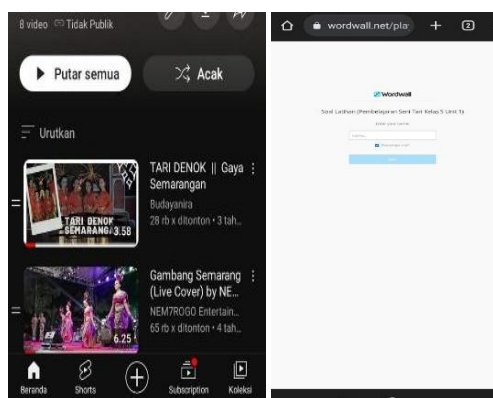


Figure 3. Other Components in the Dance Arts Encyclopedia

Figure 3 illustrates the additional components integrated into the dance arts encyclopedia, particularly the embedded video resources that support multimodal learning and enhance students' understanding of *Semarangan*-style dance. In addition to its structure and appearance, the research also shows that the digital encyclopedia contains visual content that supports understanding of the material. Images and illustrations are used to clarify explanations of dance movements, costumes, and supporting elements of *Semarangan* dance. The presence of this visual content helps students understand the material more concretely, especially for students who have a tendency to learn visually. Thus, the digital encyclopedia functions not only as a source of written information, but also as a visual medium that supports the dance learning process. The results of the use of digital encyclopedias in dance learning show a positive response from students. During the learning process, students appeared more enthusiastic and interested in participating in learning activities. Students showed a higher level of attention to the *Semarangan* dance material compared to learning that only used lecture methods or textbooks. In addition, students appeared more active in asking questions and engaging in discussions related to the material presented by the teacher.



Figure 4. Student Activities When Using the Dance Arts Encyclopedia

Figure 4 illustrates students' active and focused engagement during the use of the dance arts encyclopedia in classroom learning, demonstrating the media's role in facilitating interactive learning and supporting the development of students' critical thinking. The research results also show that the use of a digital encyclopedia helps students understand dance learning materials more comprehensively. Through the digital encyclopedia, students are not only able to recognize and name *Semarangan*-style dances, but also demonstrate a deeper understanding of movement characteristics, supporting elements such as costumes and musical accompaniment, as well as the cultural background underlying the dance. This comprehensive understanding emerges because the learning materials are presented in an integrated manner, combining textual explanations with visual illustrations that clarify abstract concepts. As a result, students are better able to grasp the relationship between dance movements and the cultural values they represent.

This understanding is evident in students' ability to re-explain the learning material using their own language and to describe the meaning of dance movements in relation to the local cultural context of Semarang City. Students are able to make simple interpretations about why certain movements are performed and how these movements reflect the social and cultural characteristics of the community. This indicates that learning through the digital encyclopedia supports students' conceptual understanding processes not only at the level of factual knowledge, but also at the level of meaning-making. Dance learning thus becomes a medium for students to interpret cultural expressions rather than merely memorize information. Therefore, the digital encyclopedia functions as a teaching material that supports dance learning in a comprehensive, contextual, and meaningful manner.

Furthermore, the research findings indicate that digital encyclopedias can be used as effective supporting learning resources both in classroom instruction and as independent learning materials. In classroom settings, teachers utilize the digital encyclopedia as a complementary medium to explain dance concepts and examples of *Semarangan*-style dances more concretely. The presence of visual content helps teachers clarify explanations and supports students in understanding material that may be difficult to imagine through verbal explanations alone. This makes the teaching and learning process more efficient and engaging, as students can directly observe visual representations of the dance elements being discussed.

In addition, students are able to re-access the digital encyclopedia outside of classroom learning to deepen their understanding or review material they have not fully mastered. This independent access allows students to learn at their own pace and according to their individual learning needs. The flexibility of use provided by the digital format supports continuous learning and reinforces students' understanding over time. This finding indicates that the digital encyclopedia not only enhances the effectiveness of dance instruction during class time, but also supports the sustainability of students' learning processes beyond the classroom. Consequently, the digital encyclopedia serves as a versatile learning resource that strengthens both guided and independent learning in elementary school dance education.



Figure 5. Learning Stages Supported by the Digital Encyclopedia

Figure 5 presents the structured learning framework comprising appreciation, practice, analysis, and evaluation stages, which collectively support the development of students' critical thinking skills in *Semarang*-style dance instruction. Improvement of Students' Critical Thinking Skills. The results indicate an improvement in students' critical thinking skills after the implementation of the digital encyclopedia. Students demonstrated better abilities to explain dance movements, interpret cultural meanings, and express reflections using their own words. Critical thinking development was observed in three main aspects: cognitive, kinesthetic, and character.

Table 2. Indicators of Students' Critical Thinking Development

Aspect	Indicators	Observed Improvement
Cognitive	Explaining and interpreting dance meaning	Students articulate cultural values clearly
Kinesthetic	Connecting movement with meaning	Movements performed with understanding
Character	Appreciation of local culture	Increased pride and respect for local heritage

Table 2 presents the indicators of students' critical thinking development observed during the implementation of the dance arts encyclopedia. The table highlights improvements across cognitive, kinesthetic, and character aspects, demonstrating students' growing ability to interpret dance meaning, perform movements with understanding, and appreciate local culture. These findings indicate that the use of the digital encyclopedia contributes to more meaningful and culturally grounded dance learning.

Discussion

The findings of this study demonstrate that the digital encyclopedia of *Semarang*-style dance plays a significant role in supporting culturally contextualized dance learning and the development of students' critical thinking skills at the elementary school level. The discussion is presented by interpreting the research results in relation to the research objectives and relevant scholarly literature. This finding is consistent with recent studies highlighting that culturally responsive digital learning environments can effectively connect local cultural content with students' meaningful learning experiences in primary education (Moberg, 2023).

First, the analysis of the characteristics and cultural meanings of *Semarang*-style dance confirms that this dance style reflects the geographical conditions, socio-cultural dynamics, and multicultural identity of *Semarang* City. These findings indicate that *Semarang*-style dance functions not merely as a set of movement patterns, but as a cultural representation shaped by historical encounters and social interactions among diverse ethnic groups. This interpretation supports previous studies emphasizing that local dance embodies collective identity and cultural values of the community in which it develops (Kusumastuti et al., 2021; Campagna et al., 2020). By positioning dance as a cultural text, this study aligns with the research objective of exploring *Semarang*-style dance as a medium for cultural understanding rather than solely as a performance skill. The findings of this study also reinforce the view that teaching materials play a strategic and decisive role in shaping students' understanding of

learning content. Teaching materials that are systematically organized, visually supported, and adjusted to the cognitive and emotional characteristics of elementary school students can facilitate deeper comprehension. In this research, the digital encyclopedia functions not only as an information source but also as a structured learning guide that helps students gradually construct knowledge about *Semarang*-style dance. Students are guided from basic concepts, such as the definition and origins of the dance, toward more complex understandings of movement characteristics, supporting elements, and cultural meanings (Desmond, 2020). This gradual learning process supports conceptual development and prevents superficial understanding. These findings align with previous studies emphasizing that well-designed teaching materials significantly influence the quality of learning processes and outcomes, particularly in subjects that involve cultural and artistic dimensions (Fougt et al., 2020).

Second, the findings related to learning strategies implemented through the digital encyclopedia show that the stages of appreciation, practice, analysis, and evaluation effectively structure students' learning experiences. The digital encyclopedia provides visual and textual representations that enable students to observe movements, understand cultural backgrounds, and reflect on the meaning of dance elements. This structured learning process explains why students were able to engage more actively in learning activities. From an analytical perspective, the emergence of this finding can be attributed to the alignment between the digital format and students' learning characteristics, as interactive media facilitate observation, exploration, and reflection. These results support prior research indicating that well-designed digital learning media enhance student engagement and participation (Boys, 2022; Asbah et al., 2025).

Third, the improvement of students' critical thinking skills in cognitive, kinesthetic, and character dimensions can be understood as a direct outcome of the integrated learning approach adopted in this study. Students demonstrated the ability to explain dance movements, interpret cultural meanings, and connect physical practice with conceptual understanding. Recent research also emphasizes that well-designed multimedia learning resources can significantly enhance students' conceptual understanding and cognitive engagement, particularly in arts education contexts (Shen & Rowe, 2023). This finding emerged because the digital encyclopedia encourages students not only to imitate movements but also to analyze and evaluate the cultural significance of dance elements. Such learning conditions foster reflective thinking processes, which are essential components of critical thinking. This interpretation is consistent with studies by Darmawati and Mustadi (2023) and Nawangsari et al. (2022), which highlight that learning environments emphasizing analysis and reflection contribute positively to the development of critical thinking skills. Arts-based learning environments are widely recognized for encouraging reflective inquiry and interpretive thinking processes (Leavy, 2020; Sillence, 2022). In this study, the integration of cultural explanation and movement practice within the digital encyclopedia created opportunities for students to connect physical experience with conceptual understanding.

Furthermore, the use of a digital encyclopedia in dance learning contributes to increased student engagement during the learning process. The combination of textual explanations with visual elements such as images and illustrations encourages students to actively observe, explore, and question the material presented. Learning becomes more interactive, as students are no longer passive recipients of information but active participants in constructing understanding. This engagement is evident in students' enthusiasm, curiosity, and willingness to ask questions and participate in discussions. The digital format also reduces monotony often found in conventional learning methods, such as lectures or printed textbooks. In this context, digital media serves as a catalyst for creating a more dynamic learning environment, supporting findings that technology-enhanced learning can improve student motivation and participation. The structured sequence of appreciation, practice, analysis, and evaluation reflects contemporary constructivist-oriented digital pedagogy, which has been shown to improve active learning and reflective thinking among elementary students (Boys, 2022; Dron, 2022; Omer et al., 2019; Sun, 2022). In addition to enhancing engagement, the digital encyclopedia significantly supports students' cultural understanding. Through structured explanations of the historical background, social context, and cultural values embedded in *Semarang*-style dance, students gain insights into the meaning of dance beyond its physical movements. This understanding fosters students' awareness that dance is a cultural artifact shaped by geographical conditions, multicultural interactions, and social life in Semarang City. As students become familiar with these cultural aspects, they begin to develop a sense of appreciation and pride in their local cultural heritage. This aligns with the goals of arts education, which emphasize the development of cultural awareness and identity formation from an early age. Thus,

dance learning becomes a medium for cultural transmission and preservation within formal education settings.

Moreover, the research findings indicate that the digital encyclopedia contributes to the development of students' critical thinking skills in dance learning. By engaging with contextual explanations and cultural meanings, students are encouraged to analyze and interpret dance works rather than simply imitate movements. Learning activities involving observation, discussion, and reflection provide opportunities for students to question why certain movements exist, what cultural values they represent, and how they relate to their own environment. This reflective process supports the development of critical thinking, as students learn to connect information, evaluate meaning, and express their understanding in their own words. Critical thinking in this context is not limited to cognitive aspects but also includes kinesthetic and affective dimensions, as students integrate movement practice with cultural interpretation.

Overall, the development of a digital encyclopedia of *Semarangan*-style dance represents an innovative approach to dance education in elementary schools. By integrating local cultural content with digital technology, the teaching material supports learning that is contextual, meaningful, and aligned with contemporary educational practices (Moberg, 2023; Van Vreden, 2022). The digital encyclopedia functions not only as a learning medium but also as a tool for strengthening local cultural identity through formal education. The findings of this study confirm that local culture-based digital teaching materials can enhance student understanding, engagement, and critical thinking while simultaneously contributing to cultural preservation efforts. Therefore, this approach has significant potential to be adopted and developed further in elementary arts education, particularly in regions with rich local cultural heritage.

Conclusion

This study concludes that the digital encyclopedia of *Semarangan*-style dance is a highly effective resource for fostering cultural understanding and critical thinking in elementary education. First, this research reveals that the characteristics and cultural meanings of *Semarangan*-style dance serve as a vital representation of Semarang's multicultural identity, providing students with a tangible connection to their local heritage. Second, the digital encyclopedia successfully integrates structured learning strategies—including appreciation, practice, analysis, and evaluation—which act as pedagogical scaffolding to stimulate students' inquiry and critical analysis. Finally, the implementation of this media demonstrates a significant role in enhancing students' abilities across cognitive, kinesthetic, and character dimensions. By engaging with digital local cultural content, students are able to interpret and evaluate traditional values more critically, proving that the integration of localized digital resources is essential for modernizing cultural education while maintaining its philosophical depth.

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