

Transformation of Art Education in Elementary Schools in the Digital Era: A Literature Review on Approaches, Media, and Innovative Technologies

Okvi Maharani¹, Fathur Rokhman², Wagiran³, Hartono⁴
^{1,2,3,4}Elementary Education Study Program, Semarang State University



DOI : <https://doi.org/10.61796/ijss.v1i4.25>



Sections Info

Article history:

Submitted: Nov 09, 2024
Final Revised: Nov 09, 2024
Accepted: Nov 19, 2024
Published: Nov 19, 2024

Keywords:

Art education
Digital era
Elementary school
Interactive media
Educational technology

ABSTRACT

Objective: This research aims to analyze the transformation of art education in elementary schools in the digital era by exploring literature on approaches, media, and innovative technologies applied in art education. It seeks to identify how digital advancements can enhance traditional learning models to meet the needs of the digital generation. **Method:** A literature review method was employed, collecting and analyzing recent studies and publications on innovative practices in elementary school art education. The review focused on project-based learning (PjBL), interactive media such as educational videos, Augmented Reality (AR), and multimedia applications. **Results:** The study found that innovative media and technologies significantly improve the effectiveness of art education by fostering contextual and interactive learning experiences. These innovations increase student engagement, motivation, and understanding of art. However, challenges such as limited infrastructure and insufficient digital skills among teachers remain significant barriers to effective implementation. **Novelty:** This research provides comprehensive insights into the role of digital technologies in transforming art education in elementary schools. It highlights the necessity of culturally relevant content, teacher training, and tailored implementation strategies to address infrastructural and pedagogical challenges, offering a roadmap for optimizing art education in the digital era.

INTRODUCTION

In the twenty-first century, rapid and sophisticated technological advancements can impact many areas, including education, culture, art, and the economy. Similarly, changes in Science, Technology, and Arts (IPTEKS) cannot be overlooked, as technological advancements evolve with the times and their impact reaches the world of education [1]. Therefore, education in the twenty-first century also helps build the next generation comprehensively. By implementing educational methods that prepare students to have creative character and the ability to solve life's problems [2]. Digital transformation is happening around us and continues to evolve. There is no doubt that the global health crisis of Covid-19 will have a long-term impact on society and the education system worldwide. The lockdown experienced in various countries forced teachers at all levels of education to switch to emergency remote teaching so that education could continue. This crisis also highlights higher education instructors (teacher educators), who are expected to provide teacher training for the education system from kindergarten to higher education levels [3].

The learning patterns in schools are influenced by the current advancements in technology and digital information. Various types of digital-based learning, such as e-

learning, virtual classrooms, interactive games, computer-based learning, and interactive multimedia, among others, allow students to learn independently. Learning is not only limited by space and time in the classroom, but can also analyze information online through computers and smartphones, enabling the 21st century [4]. There are many things that are still not visible to the global community regarding how educators and stakeholders perceive the value of digital technology in education. A study conducted in elementary schools in Indonesia found that digital tools, such as computers and the internet, are still not used for education [5]. Because some educators only use digital-based learning, all levels include digital-based learning. as a management task

The implementation of the curriculum will determine the appropriate education policy. The curriculum according to Law No. 20 of 2003, is a set of learning plans related to objectives, content, teaching materials, and methods used and serves as a guideline to organize learning activities with the aim of achieving a national educational goal. The independent curriculum is a curriculum that offers many learning options, allowing students sufficient time to explore ideas and skills, so that educators can also choose educational tools to achieve learning objectives [5]. The independent curriculum is an idea expected to improve the quality of education, focusing on the freedom of teachers and students, which impacts the success of the learning process [6].

Art is one of the subjects in the independent curriculum for elementary schools. Art education in elementary schools focuses on making students active and creative. Art is knowledge taught to students in elementary schools with the aim of giving them the opportunity to explore themselves, enhance creativity, produce works, and have the ability to improve learning outcomes [7]. Art education is considered an important component of aesthetic education and is regarded as a crucial part of aesthetic education. Art education is very important for comprehensive and healthy development. Art education can enhance the development of humanistic, spiritual, and creative abilities in young students [8]. In fostering healthy and holistic individual development, art education is very important for society, culture, and anthropology.

New discoveries in multimedia information technology offer new ways to teach, and art education in modern classrooms can help students gain understanding and methods for teaching traditional art and evaluating its aesthetic value [9]. In its application in elementary schools, it becomes a unique challenge for a teacher to adapt to these developments, requiring significant effort and determination [7]. To ensure that students receive a quality and relevant art education amidst technological changes, several issues that arise in art education in the era of digitalization need to be addressed [10]. This article provides an overview of how art education in schools is also striving to transform from traditional learning processes to learning that keeps pace with the times in terms of teaching methods, media used, and technology that can be utilized.

RESEARCH METHOD

In this research, a literature review was conducted by comparing or discussing the content and conclusions of various articles. This article was collected from international and national journals focusing on art education in elementary schools in the digital era. The keywords used are Art Education, Digital Era, Elementary School, Interactive Media, Educational Technology. The literature review is expected not only to read the literature but also to critically and deeply evaluate the articles that are the sources of the research. The activities are then documented in the form of a scientific article. The framework of thought in this research is based on the initial idea that the transformation of art education during the digitalization era is one of the main topics discussed in the implementation of the independent curriculum in educational units. Initial data was obtained using the Elicit.com website with the keyword "art education in the digital era." The data that comes out is filtered according to the needs. Then a filter is applied with the condition that the articles must be published between the years 2019-2024.

RESULTS AND DISCUSSION

This chapter presents the results of the description and analysis of the literature on the topic of art education in elementary schools in the digital era.

Descriptive Analysis

The table below shows the literature used by the author to begin the discussion.

Table 1. Descriptive analysis of literature.

Title	Authors	Journal
ARTech Review: E-Learning of Visual Arts Education	Ida Puteri Mahsan, Lee Hoi Yeh, Harleny Abd Arif, Norzuraina Mohd. Nor, Che Aleha Ladin	<i>Journal of Advanced Research in Applied Sciences and Engineering Technology</i>
Augmented Reality: Interaksi Seni Media Alternatif pada Pameran Nandur Srawung ke-9	Aditya Tama Isdiarto, Ajeng Tita Negoro	<i>Gestalt: Jurnal Desain Komunikasi Visual Volume 5, Number 1, June 2023</i>
Defining the Collaborative-Constructivism Based Learning and Teaching Approach in Malaysian Primary Schools in Supporting the Hybrid Learning of Visual Arts	Lee Hoi Yeh, Wong Yoke Seng, Khoo Yin Yin, Norzuraina Mohd Nor, Wong Mee Juan, Lee Hoi Ling, Song Zhiqiang	<i>Journal of Advanced Research in Applied Sciences and Engineering Technology</i>

Education: A Fuzzy Delphi
Method Study

Enhancing Learning
Outcomes in Dance
Education Using the
Project-Based Learning
Model Supported by
Filmora Application in
Grade IV at SD Negeri 09
Ranah Batahan, West
Pasaman Regency

Raudah Mawaddah,
Desyandri

Jurnal Pendidikan Tambusai
Volume 8, Number 2, 2024
Abstract

Variations in Visual Arts
Teaching Media Used by
Prospective Elementary
School Teachers

Sultan Ahmad, J. Julia

Imaji, 20(2), 114-124.
<https://doi.org/10.21831/imaji.v20i1.47266>

Dance Learning System
Using Android Media for
Primary Schools

Reni Veliyanti, Dani
Sasmoko

2nd Proceeding STEKOM 2022,
Volume 2, No 1, 2022

The Impact of Interactive
Acting Learning as an
Alternative to Digital
Acting Teaching in
Malaysian Art Schools: A
Comprehensive Review

Muhammad Faisal
Ahmad, Muchammad
Bayu Tejo Sampurno,
Mardiana Ismail,
Abdul Walid Ali, Nor
Shuradi Nor Hashim

*Journal of Advanced Research in
Applied Sciences*

Drawing from Pedagogy
to Policy: Reimagining
New Possibilities for
Online Art Learning for
Generalist Elementary
Teachers

Victoria Pavlou

Arts Education Policy Review

Learning Perspective
Through Arts in
Elementary Schools

R. Angga Bagus
Kusnanto, Aren Frima

Jurnal Perspektif Pendidikan

Ekranisasi AR PASUA PA:
From Performing Arts to
Digital Art as a Cultural
Advancement Effort

Sri Rustiyanti, Wanda
Listiani, Fani Dila Sari,
IBG. Surya Peradantha

MUDRA Jurnal Seni Budaya,
Volume 36, Number 2, May 2021,
pp. 186-196

Students' Interest and
Skills in Music Learning

Madya Indah Lestari,
Eka Titi Andaryani

*Pendas: Jurnal Ilmiah Pendidikan
Dasar*, Volume 9, Number 3,
September 2024

Aided by TikTok in
Elementary Schools

Cultural Arts Learning
Model in the Merdeka
Curriculum for Primary
Schools

Arya Yones Pratama,
Zulmi Aryani

ICENI (Insan Cita Pendidikan)
Volume X, Number X, XXXX

Developing Apsel
Applications to Improve
Teaching and Learning
Methods in Secondary
School Arts Education: A
Conceptual Review

Salleh, Maznah,
Khairani, Mohd
Zahuri, Mohd Rafee,
Yakup

*ANP Journal of Social Sciences and
Humanities, Volume 4, Number 2
(2023), pp. 8-15*

Independent Learning in
Dance Through YouTube
Content as an Innovation
in Modern Learning

Fahmida Yuga
Pangestika, Setyo
Yanuartuti

Gondang: Jurnal Seni dan Budaya,
4(2) (2020), pp. 144-151

Music Education Based on
Cultural Perspectives as a
Learning Innovation in
Elementary Schools

Putri Yanuarita
Sutikno

*Kreatif: Jurnal Kependidikan
Dasar, Volume 11, Number 1,*
2020

Introducing Artificial
Intelligence (AI)
Technology to Enhance
Learning Experiences in
Arts Education in the Era
of Digitalization

Nurachmy Sahnir,
Heriyati Yatim,
Jamilah

[https://journal.unm.ac.id/index
x.php/Semnasdies62/index](https://journal.unm.ac.id/index.php/Semnasdies62/index)

Innovations in Cultural
Arts Education in the
Digital Era

Edison Simamora

*Proceedings of the National
Seminar on Educational
Technology, Role of Educational
Technology in Developing
Educators' Professionalism in the
Industry 4.0 Era*

Using Project-Based
Learning (PjBL) Model in
Elementary Schools to
Improve Visual Arts
Learning Outcomes

Nurhamera Fitri,
Desyandri

Jurnal Pendidikan Tambusai

Innovations in Interactive
Learning Media to
Enhance the Effectiveness

Fuad Try Satrio Utomo

*Pendas: Jurnal Ilmiah Pendidikan
Dasar, Volume 8, Number 2,*
September 2023

of Digital Era Learning in
Primary Schools

The article above discusses a similar topic, namely, art education in various approaches, models, and technologies used while considering the currently implemented curriculum. The discussion is also supported by the perspectives of art education from teachers in schools, which complement the article. Some articles also explain the challenges that teachers will face in the digital era.

Topic Analysis

Table 2. Topic analysis.

Researchers	Research Variables	Research Method	Research Findings
Ida Puteri Mahsan, Lee Hoi Yeh, Harleny Abd Arif, Norzuraina Mohd. Nor, Che Aleha Ladin	E-learning in visual education, students' experiences with e-learning, teaching strategies	Systematic literature review	E-learning enhances creativity, facilitates flexible student-teacher interaction, and enriches learning experiences. Consistent and appealing visual design boosts student engagement on e-learning platforms. However, limitations include social isolation, reduced hands-on practice, and the need for adaptive teaching methods.
Aditya Tama Isdiarto, Ajeng Tita Negro	Augmented Reality (AR) as an alternative medium in art exhibitions, visitor responses to the "Nandur Srawung" exhibition	Descriptive method	The integration of AR in art exhibitions created positive interactive experiences, with high visitor engagement. AR provides innovative opportunities by blending traditional art with modern technology.
Lee Hoi Yeh, Wong Yoke Seng, Khoo Yin Yin, Norzuraina Mohd Nor,	Collaborative-constructivist learning approach for hybrid learning in Visual Arts	Fuzzy Delphi Method, in-depth interviews, expert panel surveys	Developed the "EasySeni" hybrid learning model supporting collaborative-

Wong Mee Juan, Lee Hoi Ling, Song Zhiqiang	Education (VAE), learning outcomes, content delivery, and assessment strategies		constructivist approaches. The framework effectively enhances 21st-century skills such as critical thinking, creativity, collaboration, and communication among students.
Raudah Mawaddah, Desyandri	Project-Based Learning (PjBL) with Filmora application in dance education, learning outcomes	Classroom action research (CAR) with two cycles	Student performance improved from 81.08% (good) in Cycle I to 90.86% (excellent) in Cycle II. PjBL with Filmora enhanced student engagement and comprehension in dance education.
Sultan Ahmad, J. Julia	Variations in visual arts teaching media, creativity in selecting and developing art media	Qualitative case study design using Google Form surveys	Pre-service teachers emphasized the importance of diverse media, including tutorial videos, physical objects, and digital tools, to make arts education more interactive and engaging.
Reni Veliyanti, Dani Sasmoko	Android-based learning media, student responses to Android-based dance education applications	Research and Development (R&D)	Android applications captivated students and aided in learning dance movements through videos. However, these apps are best used as a supplement to face-to- face learning for a comprehensive understanding of dance techniques.
Muhammad Faisal Ahmad, Muchammad Bayu Tejo	Interactive acting learning, impacts on communication,	Comprehensive review and case studies using surveys,	Interactive learning methods improved student communication, collaboration, and

Sampurno, Mardiana Ismail, Abdul Walid Ali, Nor Shuradi Nor Hashim	empathy, and student engagement	interviews, and classroom observations	emotional expression. The digital-physical modules offered a dynamic learning experience with potential for global application.
Victoria Pavlou	Online arts education, social and cognitive interactions, teacher presence	Qualitative approach with reflective analysis, case studies, and observations	Effective online arts education demands strong social, cognitive, and teacher presence. Interactive tasks and active teacher support enhance engagement, requiring policies to support educational technology in higher institutions.
R. Angga Bagus Kusnanto, Aren Frima	Elementary school arts education, teacher and student perspectives	Qualitative ethnographic approach with interviews and observations	Arts education not only fosters creativity but also supports cognitive, emotional, and motor development. Students showed enhanced focus and motivation when engaged in arts activities.
Sri Rustiyanti, Wanda Listiani, Fani Dila Sari, IBG. Surya Peradantha	Augmented Reality (AR), the role of digital technology	Mixed-methods approach (quantitative and qualitative)	AR preserves and reinterprets traditional arts, making them relevant in the digital age. The AR PASUA PA digital art approach promotes cultural advancement while maintaining its aesthetic value.
Madya Indah Lestari, Eka Titi Andaryani	Student interest and skills in music education	Qualitative case study approach	Using TikTok in music education increased student interest and engagement, enhancing creativity, self-expression, and

			collaboration. Teachers found it effective for teaching music concepts interactively.
Arya Yones Pratama, Zulmi Aryani	Cultural arts learning models, creativity and cultural appreciation	Qualitative approach using interviews and curriculum analysis	Project-based and collaborative learning models effectively enhance creativity and cultural appreciation. Integrating technology into cultural arts education offers new opportunities for creative exploration.
Salleh, Maznah, Khairani, Mohd Zahuri, Mohd Rafee, Yakup	Multimedia-based ApSeL application development, effectiveness of technology usage	Design and Development Research (DDR) with needs analysis, design, and evaluation phases	The ApSeL app provided an engaging and interactive way to learn painting, aligning with 21st-century educational needs and increasing student involvement and skills.
Fahmida Yuga Pangestika, Setyo Yanuartuti	Independent learning interest in dance education, impact of audio-visual media (YouTube)	Qualitative descriptive approach with observation techniques	YouTube facilitated independent learning in dance education, enabling students to learn diverse regional dances through accessible, interactive imitation methods.
Putri Yanuarita Sutikno	Culturally-based music education, impacts of digitalization on student interest and creativity	Qualitative descriptive method	Digitalization improved student interest, facilitated learning access, and encouraged cultural appreciation. It challenges teachers to create engaging, interactive methods to better involve students.
Nurachmy Sahnir, Heriyati Yatim, Jamilah	AI technology in arts education, impacts on student	Qualitative descriptive approach	AI broadened access to global art resources, enhanced creativity and motivation, but

	interest, creativity, and interaction		presented challenges like technological dependency and limited manual practice opportunities.
Edison Simamora	Innovations in cultural arts education, digitalization's role in skill and appreciation development	Qualitative descriptive approach	Digitalization expanded student access to cultural materials, increasing interest and preserving cultural values. However, challenges include unequal access to technology and undervaluation of arts subjects.
Nurhamera Fitri, Desyandri	Project-Based Learning (PjBL) in visual arts education, student outcomes	Classroom action research (CAR) with two cycles	PjBL improved learning outcomes from 72.85 (average) in Cycle I to 82.14 (good) in Cycle II. It effectively enhanced engagement, creativity, and understanding in arts education.
Fuad Try Satrio Utomo	Interactive learning media innovation; impacts on motivation, understanding, and engagement	Literature review	Interactive media like videos, simulations, and educational games improved learning motivation and concept understanding. Challenges included infrastructure limitations and teacher technological skills gaps.

Based on the second table, we can see that innovation in interactive learning media has a significant impact on increasing student motivation, engagement, and understanding. In the context of art and culture education, interactive media such as educational videos, simulations, and digital platforms can enrich the learning experience by offering engaging visual and audio content [11]. Through this method, students not only act as recipients of information but also as active participants who can explore the material in a more in-depth and contextual manner.

The use of technology such as AR has proven effective in introducing traditional arts into modern contexts. For example, the application of AR in performing arts like PASUA PA combines digital elements with traditional arts, providing an alternative for cultural preservation through new media that is more engaging for the younger generation [2]. Thus, AR technology not only serves as a learning tool but also as a means to build cultural appreciation among students.

The PjBL approach in visual arts education at elementary schools shows that this model is capable of improving students' learning outcomes, both in terms of skills, attitudes, and knowledge. Classroom action research using PjBL provides students with the opportunity to engage in collaborative and creative activities that facilitate a deeper understanding of visual arts [12]. This method encourages students to produce tangible works, which in turn increases their engagement in the learning process.

Although digital learning media offer many advantages, the main challenges faced include limited technological infrastructure in some schools and low technological skills among teachers. These limitations can hinder the effective adoption of digital media in primary education environments, especially in areas with limited technological access [13]. The solutions proposed in the literature include intensive training for teachers and the provision of adequate infrastructure so that interactive media can be implemented widely and effectively. This article discusses the integration of digital technology in culture-based music art education. The digitalization of music education helps students access cultural materials more broadly, enhances their appreciation for traditional music arts, and fosters creativity through various forms of digital media. However, the challenges faced include the availability of infrastructure and the need for teacher training in using technology [14].

Educational videos and interactive simulations have proven effective in helping students understand abstract concepts in art and culture. Research shows that the use of educational videos can enhance students' understanding of the material by providing visualizations of concepts that are difficult to grasp through text alone. Interactive simulations also give students the opportunity to actively participate in learning activities that encourage critical thinking skills and independent exploration [15]. Several applications that support art education also add value in the current digital era, providing motivation and being able to attract students' interest in art education [16].

CONCLUSION

Fundamental Finding : The integration of digital technology into art and culture education has significantly enhanced students' learning experiences. Interactive approaches such as Project-Based Learning (PjBL), Augmented Reality (AR), YouTube video content, and multimedia applications like ApSeL have demonstrated their potential to foster active, contextual, and creative learning environments. These technologies not only improve critical thinking and collaborative skills but also deepen students' appreciation of art and culture. **Implication :** The use of digital tools in art

education presents substantial opportunities to revolutionize the teaching process by making it more engaging and accessible. For educators, this highlights the need for innovative teaching methods that integrate interactive media to enrich the learning experience. For policymakers, the findings underscore the importance of investing in digital infrastructure and training programs to support the adoption of these technologies. Additionally, culturally adaptive content can promote inclusivity and help students connect with local heritage, thereby fostering a sense of identity and cultural appreciation. **Limitation** : Despite its benefits, the implementation of digital technology in art and culture education faces several challenges. Limited infrastructure in underdeveloped or rural areas restricts access to technological tools, creating a digital divide. Furthermore, the lack of adequate digital skills among educators poses a barrier to effective integration. Additionally, the availability of culturally relevant and accessible content remains insufficient, limiting the potential for students to fully engage with and appreciate their cultural heritage. **Future Research** : Future research should focus on addressing challenges in integrating digital technology into art and cultural education. Enhancing technology infrastructure in underdeveloped areas is crucial for equitable access, while teacher training can improve digital skills for effective technology use. Developing culturally-relevant content ensures alignment with local traditions, making learning more impactful. Additionally, testing technology effectiveness in diverse contexts and exploring hybrid learning models can bridge gaps in infrastructure and pedagogy, combining digital tools with direct teacher interaction. These steps aim to create inclusive and effective frameworks for technology-enhanced education.

REFERENCES

- [1] T. McCausland, "Digital Transformation," *Res. Technol. Manag.*, vol. 64, no. 6, pp. 64–67, 2021, doi: 10.1080/08956308.2021.1974783.
- [2] Fitri and Desyandri, "Penggunaan Model Pembelajaran Berbasis Proyek (PjBL) di Sekolah Dasar untuk Meningkatkan Hasil Belajar Seni Rupa," *J. Pendidik. Tambusai*, vol. 8, no. 3, pp. 19277–19283, 2024.
- [3] V. Pavlou, "Drawing from pedagogy to policy: reimagining new possibilities for online art learning for generalist elementary teachers," *Arts Educ. Policy Rev.*, vol. 125, no. 4, pp. 393–405, 2022, doi: 10.1080/10632913.2022.2087813.
- [4] N. Anggraeni and Y. M. Manik, "Pembelajaran Anak di Era Digital," *Edu Cendikia J. Ilm. Kependidikan*, vol. 3, no. 01, pp. 173–177, 2023, doi: 10.47709/educendikia.v3i01.2399.
- [5] S. Safitri, S. Sartono, A. Rizky Oktaviari Satrianingsih, and H. Shilfia Iraqi, "Persepsi Guru SD tentang Mata Pelajaran Seni di Sekolah Dasar dan Pembelajarannya," *J. Sendratasik*, vol. 13, no. 2, p. 104, 2024, doi: 10.24036/js.v13i2.129673.
- [6] A. Y. Pratama and Z. Aryani, "Model Pembelajaran Seni Budaya dalam Kurikulum Merdeka di Sekolah Dasar," vol. X.

- [7] R. A. B. Kusnanto and A. Frima, "Perspektif Belajar Dengan Seni Di Sekolah Dasar," *J. Perspekt. Pendidik.*, vol. 16, no. 2, pp. 286–295, 2022, doi: 10.31540/jpp.v16i2.1999.
- [8] I. P. Mahsan, L. H. Yeh, H. A. Arif, N. M. Nor, and C. A. Ladin, "ARTech Review: E-Learning of Visual Arts Education," *J. Adv. Res. Appl. Sci. Eng. Technol.*, vol. 33, no. 2, pp. 40–54, 2024, doi: 10.37934/araset.33.2.4054.
- [9] L. H. Yeh *et al.*, "Defining the Collaborative-Constructivism Based Learning and Teaching Approach in Malaysian Primary Schools in Supporting the Hybrid Learning of Visual Arts Education: A Fuzzy Delphi Method Study," *J. Adv. Res. Appl. Sci. Eng. Technol.*, vol. 41, no. 2, pp. 62–81, 2024, doi: 10.37934/araset.41.2.6281.
- [10] Nurachmy Sahnir, Jamilah, and Heriyati Yatim, "Pengenalan Teknologi Artificial Intelligence (AI) dalam Meningkatkan Pengalaman Belajar Seni di Era Digitalisasi Pendidikan," *Semin. Nas. Dies Natalis 62*, vol. 1, pp. 245–256, 2023, doi: 10.59562/semnasdies.v1i1.811.
- [11] F. T. S. Utomo, "Inovasi Media pembelajaran Interaktif untuk Meningkatkan efektivitas pembelajaran era digital di sekolag dasar," *Nucl. Phys.*, vol. 13, no. 1, pp. 104–116, 2023.
- [12] R. Mawaddah and D. Desyandri, "Peningkatan Hasil Belajar Peserta Didik Pada Pembelajaran Seni Tari Menggunakan Model Project Based Learning Berbantuan Aplikasi Filmora di Kelas IV SD Negeri 09 Ranah Batahan Kabupaten Pasaman Barat," *J. Pendidik. Tambusai*, vol. 8, no. 2, pp. 18859–18866, 2024.
- [13] P. Y. Sutikno, "Era Digital? 'Pendidikan Seni Musik Berbasis Budaya' Sebagai Sebuah Inovasi Pembelajaran di Sekolah Dasar," *J. Kreat. J. Kependidikan Dasar*, vol. 11, no. 1, pp. 39–49, 2020.
- [14] E. Simamora, "Perkembangan Inovasi Pembelajaran Seni Budaya di Era Digital," *Pros. Semin. Nas. Teknol. Pendidik. Peran Teknol. Pendidik. dalam Mengembangkan dan Meningkatkan. Keprofesionalan Pendidik di Era Revolusi Ind. 4.0*, pp. 523–532, 2019.
- [15] M. Nur Sekreningsih and S. Mia Juliana, "Pembelajaran Mandiri Seni Tari Melalui Konten Youtube sebagai Inovasi Pembelajaran Masa Kini," *J. Seni dan Budaya*, vol. 5, no. 1, pp. 40–52, 2021.
- [16] A. T. I. Isdiarto and A. T. N. Negoro, "Augmented Reality : Interaksi Seni Media Alternatif pada Pameran Nandur Srawung ke-9," *Gestalt*, vol. 5, no. 1, pp. 25–32, 2023, doi: 10.33005/gestalt.v5i1.139.

***Okvi Maharani (Corresponding Author)**

Elementary Education Study Program, Semarang State University

Email: okvi83mh@students.unnes.ac.id

Fathur Rokhman

Elementary Education Study Program, Semarang State University

Wagiran

Elementary Education Study Program, Semarang State University

Hartono

Elementary Education Study Program, Semarang State University
