



Development of Jataka Pop-Up Book As Instructional Media for Sunday School Buddhist Students at Culla Sekha Level

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Abstract: This research aims to develop a Pop-up Book about Jataka stories as a learning material for Culla Sekha level students at the Buddhist Sunday School. The research method used was development research with the 4D model, which includes Define, Design, Develop, and Disseminate phases. This research was carried out at the Buddhist Sunday School in the Gladagsari sub-district, involving teachers and students. The data collection technique distributed questionnaires for groups of students and two expert respondents: a media expert and a Jataka material expert. The data analysis technique used descriptive statistics in the form of percentage analysis. The research results showed that the development of the Pop-up Book media obtained an average percentage of 93% in the "very good" category according to the media expert, 84% in the "good" category according to the material expert, and 92.7% in the "very good" category based on student responses. From these research findings, the development of the Jataka Pop-up Book has excellent quality. This Pop-up Book could effectively support the learning process, as it received positive feedback from the media expert, material expert, and students.

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Introduction

Sunday School is a religious education program for children organized by temples or specific religious denominations on Sundays. The Sunday School program aims to teach children moral and religious values in a pleasant and structured environment. Several temples and religious denominations in Indonesia hold Sunday School programs as part of their religious education (Yulianti, 2015). Buddhist Sunday School is a component of non-formal religious education that is conducted as a complement to formal education. This non-formal education serves as a means to receive Buddhist religious education that parallels the religious education provided in formal schools. The presence of Buddhist Sunday School is an additional resource that can assist students who do not receive Buddhist religious instruction in formal schooling (Partono, 2019).

The Sunday School program is typically conducted on Sunday mornings and lasts approximately 2 hours. Activities carried out in Sunday School include teaching religious values, stories from sacred texts, games, and creative activities that align with the religious theme. Sunday School can be an option for parents who wish to provide religious education to their children outside of formal schooling. However, Sunday School programs must still prioritize children's safety and health standards, ensuring that there are no elements of violence or discrimination in the learning process.

Buddhist Sunday School is a religious education program for children and teenagers. This program is typically held at temples or cetiyas (Buddhist shrines) and aims to teach the



teachings of Buddhism to children simply and meaningfully (Pranata et al., 2020). Buddhist Sunday School is typically conducted on Sundays. It involves various activities such as lectures, discussions, meditation, reading and memorizing Buddhist teachings, and creative activities like arts and crafts.

Buddhist religious educators run the Buddhist Sunday School program, and often, many of the teachers in these schools located in villages are young adults and homemakers residing near the temple. A Buddhist Sunday School teacher is someone capable of managing educational activities. Success in running a Buddhist Sunday School requires knowledge of teaching strategies, student development, and an adequate understanding of Buddhist teachings (Sukodoyo, 2019). Buddhist Sunday School aims to provide practical Buddhist religious education that can be applied to children's daily lives while also assisting them in understanding the ethical, moral, wise, and compassionate values emphasized in Buddhist teachings (Muawaroh, 2020). This program also aims to cultivate the characters of children so that they become responsible individuals, empathetic, and capable of making positive contributions to society (Darma, 2022).

Overall, Buddhist Sunday School is a form of Buddhist religious education that aims to introduce the teachings of Buddhism to children and teenagers while also assisting them in understanding the values and character traits following Buddhist teachings. This education strives to help them become wise, empathetic, and responsible individuals daily (Dharma et al., 2020). The approach utilized in Buddhist Sunday School can greatly differ based on the community, culture, and traditions of the specific location where the program is conducted (Liong Houw, 2020). Therefore, the Buddhist Sunday School program can vary in format, teaching methods, and curriculum content across different Buddhist communities in Indonesia. The Buddhist Sunday School program, often in temple premises, is open to children and teenagers. Generally, Buddhist Sunday School serves as an important platform to introduce and preserve Buddhist teachings among the younger generation, helping them understand the values of Buddhism, including stories from the Jataka tales.

Jataka stories are a collection of narratives from the past lives of Siddhartha Gautama before he attained enlightenment as the Buddha. Jataka tales are part of the Tipitaka scriptures and are categorized under the *Cariya Pitaka Kuddaka Nikaya*. These stories contain profound moral messages that can be applied to everyday life. Given this, Jataka stories are highly suitable for teaching in Buddhist Sunday Schools, particularly for students at the Culla Sekha level. Professor Rhys Davids expressed that Jataka tales are among the world's oldest fables. Therefore, Jataka stories are a type of narrative that the Buddha used to explain concepts like karma and rebirth and convey moral values (Sentot et al., 2018). Jataka stories hold a significant and prioritized position within the Buddhist religion. It is evident in including Jataka tales in various Buddhist religious activities, both in educational settings like schools and in the broader community, such as Dhamma talks and other events. Activities related to Jataka stories are often conveyed orally or through speech in the present day. This oral tradition is preferred for sharing Jataka stories due to the ease with which they can be communicated using this technique. Jataka stories are an integral part of the curriculum, present in both formal school curricula and the curriculum of Buddhist Sunday Schools. These stories are considered crucial for transmitting essential teachings and moral values in the Buddhist tradition (Widodo, 2019). Jataka stories hold a significant and prioritized position within the Buddhist religion. It is evident in including Jataka tales in various Buddhist religious activities, both in educational settings like schools and in the broader community, such as Dhamma talks and other events. Activities related to Jataka stories are



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Jataka stories can play a significant role in shaping children's character and morals by fostering traits like empathy, understanding, tolerance, honesty, and loyalty. Many Jataka tales have been carved into the walls of temples in Indonesia, especially in temples like Borobudur, Mendut, and Pawon. The temple reliefs depicting Jataka stories showcase the influence of Buddhism on the art and culture of Indonesia in the past. These stories not only carry religious significance but also serve as valuable lessons and cultural heritage that continue to impact the values and teachings imparted to younger generations (Ruci, 2014). Engaging in tactile and hands-on experiences while learning Jataka stories can enhance children's comprehension of the narratives and the moral values they convey. By incorporating these methods, learning Jataka stories can become a valuable and meaningful experience for children. Teachers in Buddhist Sunday School should select appropriate teaching media based on the students' characteristics. Using suitable media can achieve the learning objectives more effectively and efficiently. Additionally, the principles of instructional material usage should be considered to ensure that the teaching materials are optimally utilized, providing substantial student benefits (Miftah & Rokhman, 2022).

Based on observations, the factual situation indicates that the teaching activities related to Jataka stories in Buddhist Sunday Schools are carried out by reading texts or books without teaching aids. This approach has led to several issues in teaching Jataka stories, where students' understanding of the material is not fully optimized, and some students might feel confused during the learning process. Students often experience boredom throughout the learning process due to the lack of engagement and diversity in teaching methods. Consequently, they might lose interest and fail to understand the teacher's explanations properly. In order to address these challenges, it would be beneficial for Buddhist Sunday School teachers to consider incorporating more interactive and engaging teaching methods, such as visual aids, hands-on activities, storytelling techniques, and discussions. It could enhance the students' comprehension, interest, and overall learning experience regarding Jataka stories and their moral lessons (Magdalena et al., 2020). Educators need to recognize the significant role of instructional media in Buddhist Sunday School teaching activities.

This research aimed to develop a Pop-up Book about Jataka stories as a learning material for Culla Sekha level students at the Buddhist Sunday School. The selection of Jataka stories as the material for this instructional media development is based on initial observations highlighting a lack of suitable teaching materials for conducting Jataka story lessons. The development of instructional media is quite important, as the use of media during the learning process can positively affect students, including enhancing their learning motivation (Magdalena et al, 2021). This research holds significant importance as media development as a Pop-up Book is expected to offer an alternative teaching option to support the Jataka story learning process. The hope is that this media will stimulate active student participation and serve as a tool to aid them in their learning.

Research Method

This research employed the research and development method, which aims to create specific products and test their effectiveness. This developmental research utilized the 4-D



model. The 4-D development model was introduced in 1974 by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel. This model consists of four main stages: Define, Design, Develop, and Disseminate (Widiyasari et al., 2020). The effectiveness of the pop-up book will be tested by measuring its validity and conducting product trials after students have used it to study the Jataka story material. In this research, a Likert scale was employed for quantitative data analysis. The Likert scale is a measurement tool used to assess an individual or group's opinions, attitudes, and perceptions regarding events or social phenomena. Data analysis aims to break down the research problem or focus into smaller parts, making the relationships and arrangements among these components clear and easily understood (Helaluddin, Dkk 2019).

Table 1. Likert Scale

Answer	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

In the context of evaluating the feasibility of the learning product, an initial understanding of the use of an interval scale is required. The highest score is 5 points for the "very good" response (VG), and the lowest score is 1 point for the "not good" response (NG). The obtained highest score and lowest score are presented in the following percentages:

Nilai Tertinggi : (5:5) X 100% = 100%

Nilai Terendah : (1:5) X 100% = 20%

The interval used to determine the feasibility level of the instructional media product is calculated using the following formula: $i = \frac{R}{K}$ (Hikmawati, 2020)

$$\begin{aligned} \text{Maka :} & \quad K \\ I &= \frac{100\% - 20\%}{5} \\ &= \frac{80\%}{5} = 16\% \end{aligned}$$

Table 2. Criteria for Descriptive Interval Scale Percentage

Interval	Kriteria
85%-100%	Excellent
69%-84%	Good
53%-68%	Fairly Good
37%-52%	Poor
20%-36%	Very Poor

To calculate the percentage for each sub-variable, the following formula is used:

$$P(S) = S/N \times 100\%$$

Where: P(s): Percentage of Sub-Variable

S: Sum of Scores for each Sub-Variable

N: Total Sum of Scores

This developmental research is considered successful if the questionnaire results fall within the score ranges of 85% to 100%, 69% to 84%, and 53% to 68%, corresponding to the criteria of "Very Good," "Good," and "Satisfactory."



Results and Discussion

Development of Jataka Pop-up Book Product

The use of pop-up books in teaching Jataka stories holds significant importance as it provides an engaging and creative alternative to assist Buddhist Sunday School students in comprehending and memorizing the stories and the moral values of the Jataka tales. According to previous research, Pop-up Books feature movable images that come to life when the pages are opened, providing a visually captivating representation of the story. These books contain moving elements or parts that create an impressive three-dimensional effect, enabling the images to move or stand upright when the pages are opened (Rahmawati 2014). Pop-up Books can be customized to align with the topics being studied by students and take into account their learning processes. The advantage of Pop-up Books lies in their ability to enhance visual appeal and material relevance and their flexibility for use in individual and group learning settings. Moreover, Pop-up Books are highly valuable for boosting student motivation and interest, as they visually demonstrate learning concepts through three-dimensional images. Pop-up Books' unique and creative format sets them apart from conventional instructional materials. When the pages are opened, the images in Pop-up Books come to life, capturing students' attention effectively (Anggraeni & Sukirno, 2019).

Teaching through effective media can enhance students' interest in the subject matter, leading to greater active participation and focus during the learning process. As a result, learning becomes more efficient and aligns with expectations (Sari, 2018). The Jataka Pop-up Book was developed following the stages of the 4D model. However, due to time and cost limitations, the development was restricted to the 3D stage, which includes the phases of definition, design, and development. The development of the Pop-up Book involved several steps. The first step was to collect data about the issues and prospects within the Buddhist Sunday School in the Gladagsari sub-district related to the learning process. Further in-depth study was conducted to enhance understanding of the potential and issues at hand.

Subsequently, the next step involves designing the media product by selecting the type of media relevant to the topic to be discussed. The choice of the pop-up book material revolves around the Jataka story of the great monkey. Using a pop-up book is based on the student's preferences when using such media. The next phase involves the product design process. This phase can be time-consuming as it involves crucial details and requires high precision in crafting the Pop-up Book. Media experts and subject matter experts can then validate the developed pop-up elements after undergoing a process that includes creating the product design from start to finish and gathering materials from various sources.

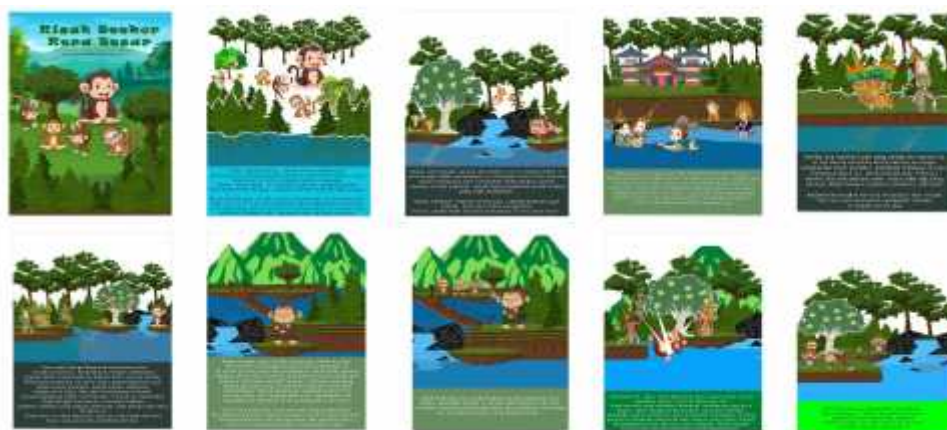


Figure 1. Overall Prototype Display of Pop-up Media



Instructional media is designed to capture students' attention, interest, thoughts, and emotions during the learning process, aiming to achieve specific learning objectives. Teaching materials have become increasingly sophisticated in this era of technological and scientific advancement. As instructional materials can expedite content delivery and facilitate student comprehension, these benefits significantly optimize the learning process (Alti Dkk, 2022).

Feasibility Test of Jataka Pop-up Book Product

Instructional media like the Pop-up Book should undergo a validation phase before conducting field trials (Sukardiyono & is Ernawati, 2017). Once the overall design of the media is completed, the next step involves administering a validation questionnaire. The feasibility assessment is conducted using a Likert scale ranging from scores 1 to 5, corresponding to criteria of Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). The validation questionnaire for media experts comprises 20 questions covering media appearance, appeal, and instructional aspects. On the other hand, the validation questionnaire for subject matter experts on the Jataka stories includes 15 questions about content relevance, language, and instructional aspects.

In this research, the validation process was conducted by two validators: subject matter expert Paksi Rukmawati, S.Sn, a Buddhist art lecturer and a practitioner of shadow puppetry, and media expert Deni Susanto, S.Kom, an assistant lecturer, staff, and media team member at STIAB Smaratungga Boyolali. The presence of these experts aimed to provide valuable input and suggestions to enhance the quality of the Pop-up Book product. After the product design was validated, the following steps involved filling out questionnaires and holding discussions with the expert validators, where weaknesses in the design were identified. Below are the results of the media feasibility evaluation by the experts.

Table 3. Media Validation Results based on Aspects.

No	Assessment Aspect(s)	Number of Items/Points	Score Obtained	Maximum Score	Percentage	Category
1	Physical Attractiveness	3	14	15	93,3%	Excellent
2	Appearance	14	60	70	85,7%	Excellent
3	Learning	3	13	15	86,6%	Excellent

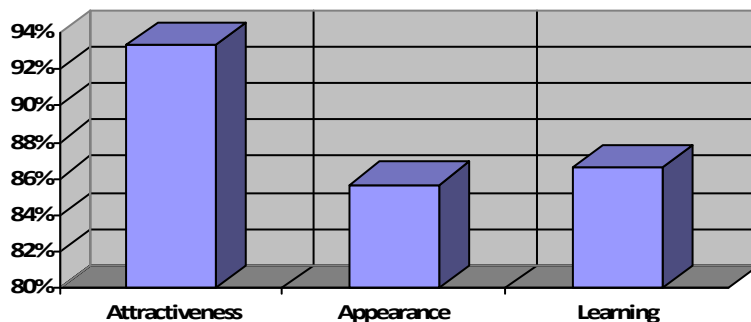


Figure 2. Percentage of Media Expert Validation Results for Jataka Pop-up Book Product

The results of the product feasibility assessment by the media expert encompass various aspects. The physical appearance of the media obtained a percentage of 93%, the appeal aspect received 86%, and the instructional aspect received 87%. Combining all these aspects,



the overall media received a percentage of 89%. Based on this comprehensive evaluation, the media expert's assessment of the media quality falls under the "very good" category.

Table 4. Overall Assessment Results of All Aspects by Media Expert Validators

Assessment	Aspect Percentage	Overall Percentage
Physical Attractiveness Aspect	93%	89%
Appearance Aspect	87%	
Learning Aspect	89%	

After the evaluation by the media expert, the next step is to conduct a feasibility evaluation of the media by the subject matter expert. The results of the media feasibility evaluation by the subject matter expert are as follows:

Table 5. Material Validation Results based on Aspects.

No	Assessment Aspect(s)	Number of Items/Points	Score Obtained	Maximum Score	Percentage	Category
1	Content Aspect	5	20	25	80%	Good
2	Language Aspect	4	16	20	80%	Good
3	Learning Aspect	6	28	30	93%	Very Good

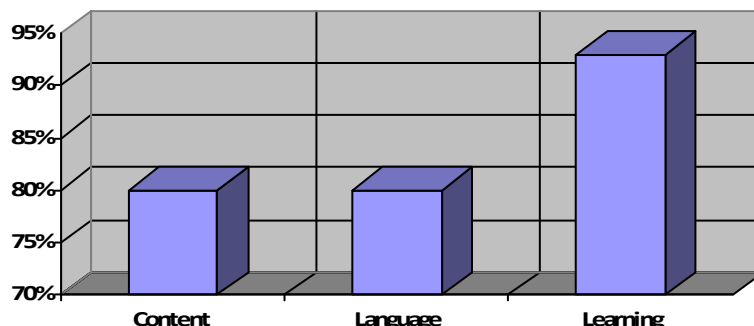


Figure 3. Percentage of Material Validation Results by Content Experts for Jataka Pop-up Book Product.

The results of the product feasibility assessment by the subject matter expert cover three aspects. The Material aspect obtained a percentage of 80%, the Language aspect received 80%, and the Instructional aspect received 93%. Combining all these aspects, the overall media received 84%. Based on this comprehensive evaluation, the media quality, as assessed by the subject matter expert, falls under the "good" category.

Table 6. Overall Assessment Results of All Aspects by Content Expert Validators.

Assessment Aspect	Percentage	Overall Percentage
Content Aspect	80%	84%
Language Aspect	80%	
Learning Aspect	93%	

Based on the assessments of both the media expert and the subject matter expert, an overall percentage of 89% categorized as "very good" for media assessment, and an overall percentage of 84% categorized as "good" for subject matter assessment, the Jataka Pop-up



Book product is deemed suitable for testing with Culla Sekha level students at the Buddhist Sunday School.

Field Test of Jataka Pop-up Book Product

After obtaining validation from the media and subject matter experts, the researcher conducted a limited field trial on the created media. This trial involved 8 students from the Culla Sekha level of the Buddhist Sunday School. This limited field trial aimed to evaluate the quality of the developed media. The students received a questionnaire consisting of 10 questions to assess their usage of the Pop-up Book media. Below are the assessment results based on the questionnaire given to the 8 Buddhist Sunday School students:

Table 7. Results of Buddhist Sunday School Students' Responses.

No	Name	Number of Items	Maximum Score	Score Obtained	Percentage	Category
1	RKW	10	50	46	92%	Very Good
2	SPI	10	50	47	94%	Very Good
3	RPK	10	50	48	96%	Very Good
4	RAN	10	50	49	98%	Very Good
5	AMR	10	50	46	92%	Very Good
6	R	10	50	45	90%	Very Good
7	WPA	10	50	46	92%	Very Good
8	S	10	50	44	88%	Very Good
Overall Total				371	92,7%	Very Good

Based on the provided data, the students' response to the instructional media is quite positive. Of the 8 participating students, 92.7% responded favorably to the Jataka Pop-up Book instructional media. This percentage of 92.7% indicates that the instructional media effectively supports the learning process and successfully captures the students' interest and attention.

Media plays a crucial role in the learning process, an integral element that should align with the entire instructional process. Using media in teaching and learning constitutes the final stage of the media selection process. It allows students to actively engage with the chosen media, enabling them to be more involved in learning. (Nurfadhillah et al, 2021). Choosing suitable instructional media is critical to enhancing interaction between teachers and students, thereby preventing student boredom during the learning process. With effective media, student engagement can be optimized, resulting in better learning outcomes (Faradila & Aimah, 2018).

The use of pop-up books has a significant impact on students. Students have the opportunity to interact directly with the content or stories contained within the book. Additionally, students can actively participate by observing or touching the elements present in the pop-up book. It allows students to engage beyond merely reading the presented material or stories, making learning more interactive and enjoyable (Desi, 2020). This research is relevant to previous studies conducted by (Izzah & Salsabila 2022). This research discusses the development of contextual-based instructional media in the form of a Pop-up Book for the subject of Pancasila and Citizenship Education in fourth-grade elementary school.

The choice of a Pop-up Book as an instructional medium is due to its unique form and design that enables students to interact actively with the lesson material. In this research, the development stages of the Pop-up Book are carried out to contextualize it within the content



of Pancasila and Citizenship Education subjects. The aim of designing this book is to provide students with an opportunity for a more realistic and profound learning experience, thereby enhancing their understanding. This study follows a development research approach using the 4-D model and quantitative descriptive analysis. The evaluation results of several elements of the created Pop-up Book demonstrate that the media received an excellent assessment. The content aspect of the Pop-up Book received a 100% score, indicating excellent content quality, while the design aspect received a 92% score, indicating excellent design quality. When considered as a whole, the individual testing aspect showed that the created Pop-up Book demonstrated a very high quality across all evaluated aspects.

Conclusion

The conclusion drawn from the results of this research is that the development of instructional media in the form of a Jataka Pop-up Book for students of the Buddhist Sunday School at the Culla Sekha level has been successfully accomplished. The validation results indicate that the developed Pop-up Book media is considered valid and highly suitable for use as a learning tool. The evaluation by media experts yielded an overall score of 93% with the "very good" criteria, while the evaluation by subject matter experts achieved a score of 84% with the "good" criteria. The Buddhist Sunday School students responded positively, with an overall percentage score of 92.7% for the "very good" criteria. Based on the validation results and the highly positive student feedback, it can be concluded that developing the Jataka Pop-up Book for students of the Buddhist Sunday School at the Culla Sekha level is an effective solution for creating an engaging and meaningful learning experience. This media can enhance students' enthusiasm for learning and provide a meaningful learning experience.

Recommendation

Based on the findings of this research, teachers should become more actively engaged in developing engaging instructional media to involve students directly in the use of media. The classroom environment needs to be vibrant, and students should be encouraged to participate actively in the learning process. The prioritization of engaging instructional materials can assist students in comprehending the taught content more easily. Furthermore, it is hoped that students will become more actively involved in learning to enhance the effectiveness of the learning process and promote a better understanding of the material.

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