

IMPLEMENTATION OF YUDHISTIRA SUPPORT CHARACTER VALUE AT MUHAMMADIYAH GIRIKERTO ELEMENTARY SCHOOL

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ABSTRACT

This study aims to describe the character values of the Yudhistira wayang character and the implementation of the Yudhistira wayang character values in SD Muhammadiyah Girikerto. This study used a descriptive qualitative method. The object of this research is the character value of the students of SD Muhammadiyah Girikerto. The subjects in this study were principals, teachers and students. The data collection instrument used was in the form of interview and observation guidelines. Data analysis uses the Miles and Huberman model: data reduction, display data, and concluding. The technique of examining data uses triangulation of sources and techniques. The results showed that the students of SD Muhammadiyah Girikerto could have characters according to the character values of the Yudhistira puppet character. The character values contained in the wayang Yudhistira are 1) Religious, 2) Leadership, 3) Honest, and 4) Responsibility. Implementing the character values of the Yudhistira puppet character is carried out through 1) Making learning tools, 2) Learning processes such as leading prayers, collecting assignments, and being active in the classroom, and 3) Application of student character values in the school environment. The conclusion from the results of this study is that the character of the wayang Yudhistira contains good character values so that it can be used as character building for students. Based on the results of this study, there are suggestions put forward by the author. Namely, cultivating character values through wayang Yudhistira figures is not limited to classroom learning activities but can be implemented in the surrounding environment.

Keywords: value, character, wayang Yudhistira

INTRODUCTION

The development of time that shifts with the times has undergone changes that have soared so much, resulting in the sophistication of technology and information. The sophistication of technology has also given birth to *superhero* characters such as *Iron Man*, *Captain America*, *Spider-Man* and many more. In addition, the sophistication of technology also makes the world of education more modern and adapts to changing times and social changes in society (Asa, 2019). Education has an important role in shaping students' character as the Indonesian nation's successors (Yuhanis, 2020). Education is one institution that applies good character values to students so that students not only develop cognitive, affective and psychomotor aspects (Wuryandani et al., 2019). Therefore, the application of education in each unit of education level is expected to form a quality character for students that can be used in the lives of students.

Character education in elementary school is the initial foundation of student character building, carried out from an early age (Yuhanis, 2020). According to (Azhary e al., 2018) that the teacher must be able to integrate character education into daily life and choose methods that suit the learners so that learners easily understand the character being taught.

Teachers can educate students with values such as religion, Honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love of the homeland, respect for achievements, friendly or communicative, peace-loving, fond of reading, environmental care social care and responsibility (Murniyetti et al., 2016). These character values can be applied by students in the family, school, and community to impact their environment positively.

The character building of learners can be integrated with subjects as a form of the importance of character education to facilitate students to instil good character values and influence students in fending off the influence of negative impacts of outside culture (Yuhanis, 2020). This is also reinforced by the opinion (Maolia et al., 2020) that character education does not stand alone but is included in all subjects. The purpose of implementing character education is to produce learners who can behave following the rules of religious, social and cultural norms (Murniyetti et al., 2016). This is in line with research conducted by (Gunawan & Fanreza, 2020), (Perdana, 2018), and (Rahman, 2019) that the application of character values through character education has a positive impact on school progress, both in terms of school programs and the progress of students as stated in the school curriculum.

Javanese subjects are contained in the curriculum of local content of Javanese in the Special Region of Yogyakarta (DIY). Regulation of the Governor (PERGUB) of the Province of the Special Region of Yogyakarta No. 64 of 2013 Javanese language subjects are local content subjects that must be applied in every unit of education starting from elementary school to high school. One of the materials in learning Javanese is the material of wayang figures. This is in line with the opinion (Sukadari et al., 2018) that Javanese language learning in elementary schools regarding puppetry character material has begun to be taught from the lower class to the upper class.

Puppetry material is taught in primary schools such as Werkudara, Baratayuda, Ramayana, Pandavas, and Punakawans. The puppet character integrates good character values. The character value of wayang figures follows Indonesian culture and has a story that comes from the personality of the Indonesian nation (Pandanwangi & Nuryantiningsih, 2018). Through puppetry, it can be used as a model for learning philosophy, moral ethics and character for the younger generation (Heriwati et al., 2019). Wayang itself is a traditional heritage owned by Indonesia, so UNESCO named wayang on November 7, 2003, which is a *Masterpiece of Oral and Intangible Humanitarian Heritage*, or *Master of Culture of World peace*, as a masterpiece of non-material world culture (<https://kumparan.com/berita-hari-ini/sejarah-hari-wayang-nasional-yang-diperingati-7-november-1uXGGmBjQ8Q/full>, downloaded on September 19, 2021). Therefore, material about puppetry must be taught to elementary school students as cultural preservation that contains a lot of advice and meaning.

The puppetry figures taken in this study are Pandava puppets, especially the Yudhishtira puppet figures. Yudhistira is religious, has a leadership spirit, is honest, responsible, patient, and full of confidence and fairness (Nanda, 2010: 205). According to (Maharani, 2019), Yudhistira's representation is simple, wise, subtle in his behaviour, patient and fair. Therefore, the puppet character Yudhistira can be an example of character learning in elementary school. The material about the figure of wayang Yudhistira is found in the subject of Javanese.

This is explained by previous research as follows. Research conducted by (Dinna Riyani & Ardini, 2021), (Arifin & Hakim, 2021), and (Pandanwangi & Nuryantiningsih, 2018) showed that the values contained in the Pandava puppet could be integrated with the daily life of students through listening to stories from Pandava puppet characters. Students can follow the attitudes possessed by the Pandava puppet character and form students to have a holistic character as a form of building the civilization of the nation's life. Research conducted by (Mukhlisin, 2021) argues that wayang is the right medium to convey character

education to children. The puppet story is very interesting, and the characters can be used as examples of human behaviour. Instilling characters through puppet characters is an effort to strengthen identity. In line with (Prasetiyo & Mardiyati, 2020) states that wayang kancil is one of the learning media that can be used to bring up the value of responsibility. Research conducted by (Nugraha et al., 2014) stated that the formation of a student's character through the puppet figure Werkudara could be applied to historical learning. The next research was also carried out by (Margana et al., 2018) stated that the wayang Beber story contains the value of local wisdom that is relevant to present life. Based on the eight studies above, it can be reduced to character values through puppetry figures that elementary schools can apply.

Given the importance of character education in formal educational institutions and as a preservation of the culture in the school environment. This is to find out the character value of the wayang Yudhistira figure through the Javanese subject in grade IV SD Muhammadiyah Girikerto and its implementation. Thus, researchers are interested in conducting qualitative research at SD Muhammadiyah Girikerto to determine the implementation of character values in schools that follow the character of the Wayang Yudhistira figure with the title Implementation of The Character Value of Wayang Tokoh Yudhistira at SD Muhammadiyah Girikerto.

RESEARCH METHODS

This study is a qualitative descriptive study aimed at describing the character value of the Yudistira puppet figure and implementing the Yudistira puppet character value at SD Muhammadiyah Girikerto. The object of this study is the character value of students of SD Muhammadiyah Girikerto. The subjects in this study were principals, teachers and learners. The data collection instruments used are in the form of interview and observation guidelines. Data analysis using the Miles and Huberman model is data reduction, data *display*, and conclusion drawing. Data inspection techniques use source triangulation and techniques.

RESULTS AND DISCUSSION

The character value contained in the puppet character Yudistira

The values contained in the figure of the wayang Yudistira consist of four values that can be an example in everyday life. The values are as follows.

1. *Religious*. Religious Value can be seen from the treatment and thoughts of Yudistira, who always remembers God wherever, whenever and with anything. As stated by the class teacher Mrs Novianty Intan C, S.Pd., who stated as follows:
"On the way Yudistira in doing something, you must remember God. For example, when doing a dice game against Duryudhana, he did not want to cheat because he believed that whatever happened was God's will even though Duryudhana cheated".
2. *Leadership*. The value of leadership can be seen from the night of assertiveness and building a kingdom in the forest. As stated by the class teacher Mrs Novianty Intan C, S.Pd., who stated as follows:
"Yudistira is the elder brother of the Pandavas, where every time he fights, he always commands and decides things quickly and decisively. For example, when Yudistira and his younger siblings went into exile in the forest for 12 years, Yudistira decided to build a kingdom in the forest. He became king after winning against Drestarasta and the Kurawa untuk merebut kerajaan yang dibangun oleh Yudhistira di tengah hutan."

3. *Honestly, the value of Honesty that we can take is that Yudistira is a character who holds firmly to Honesty and gives the best things even though others cheat. As stated by the class teacher Mrs Novianty Intan C, S.Pd., who stated as follows:*

"The value of Honesty found in the character of Yudhistira is that when playing dice against Yudhitira, there is not only a religious character but there is also an honest character. Because Yudhistira knew that Duryudhana committed the cheating instigated by Sengkuni, but Yudhistira remained steadfast not to cheat even though he could do it".

4. *Responsibility. The value of Yudhishtira's character's responsibility lies in his treatment of being responsible for enduring defeat and self-isolation. As stated by the class teacher Mrs Novianty Intan C, S.Pd., who stated as follows:*

"The value of responsibility contained in the character of this Yudhistira character is that he is responsible for the lives of his younger siblings and his mother. For example, when he did a dice game where he lost and got the consequences of exile in the forest. However, Drestarasta knew that Yudhistira made a kingdom in the forest and wanted to seize it. Because Yudhistira felt guilty that his younger brothers and mother when the dice game suffered defeat for the next war against Drestarasta he did not want the kingdom he had made to fall into the hands of Drestarasta. During the war, Yudhistira finally won the war".

Implementation of character values contained in the wayang Yudistira figure

SD Muhammadiyah Girikerto is one of the Muhammadiyah schools located at the foot of Mount Merapi with the address Siderejo, Girikerto, Nganggring, Turi, Sleman, D.I. Yogyakarta. The school is accredited "A" and is a SPAB/SSB school in the Sleman district. The application of character values contained in the wayang Yudistira figure cannot be separated from the support of all parties. The importance of character education at SD Muhammadiyah Girikerto has been instilled in the School's Vision and Mission as the first step in realizing students with quality character. The Vision and Mission of SD Muhammadiyah Girikerto contain the character values contained in the wayang Yudistira figure in the form of Faith and Taqwa and is ready and responsive to the environment. As explained by the Principal of SD Muhammadiyah Girikerto, Nurul Muslichatin, S.Pd., in September 2021.

"If in writing in the vision and mission there is more precisely in the mission based on IMTAK faith and purity, besides that it is also ready and responsive to disasters, meaning to the environment and responsive to the environmental environment that you enter here is a broad environment in the sense of the environment in the true sense with consideration 1) we will be in a disaster-prone area. So our children hold local wisdom on how to respond to this disaster by collaborating with BPBD and NGOs related to disasters. So we teachers and students have held training educators we make contingency plans and others Then the second environment is the environment globally alter the environment that will be faced in the future, for example, the environment with the culture that we have then the environment of its future later with its technological advances it is the target to be achieved from the vision we have. But if the character is based on this principle, it prioritizes excellence in achievement based on faith and purity and is ready and responsive to the environment.

The character values in the Yudistira puppet figure are implemented by preparing learning tools such as syllabuses, lesson plans, teaching materials, and teaching aids. As explained by the Principal of SD Muhammadiyah Girikerto, Nurul Muslichatin, S.Pd. in September 2021, as follows:

"Our Javanese language learning follows the curriculum from the province. There is LKS as well as the printed book. Oh, yes, there is a syllabus later, teachers will make indicators according to their needs, now for learning media later we will also add puppet pictures on the walls".

This is also reinforced by the opinion of the class teacher Mrs Novianty Intan C, S.Pd., who stated as follows:

"We also give you a video of javanese language related to ordinary puppetry and a summary of the material."

The application of character education at SD Muhammadiyah Girikerto, in general, emphasises local wisdom on 3 emphasises, namely 3S Habituation (Smile, Greeting, Greeting), Courtesy to Parents, and increasing the value of diversity through Medina. As explained by the Head of SD Muhammadiyah Girikerto, Nurul Muslichatin, S.Pd. in September 2021, the following:

The wisdom applied at SD Muhammadiyah Girikerto is exciting, 1) Installing the slogan Smile Sapa Salam, 2) how to behave to the elders, and how to behave to children. That we conveyed at the time of the ceremony then 3) for the faith we held Madin material to the world in the morning, so the children before the learning started at around 7 o'clock yes with the material Madin guided by the Father of the Mother of this teacher regarding earlier there was a focus to then on memorization then also specifically related to faith and taqwa that we walked hand in hand.

Implementation of Religious values at SD Muhammadiyah Girikerto by applying habituation to students of congregational prayers, namely Dhuha prayers and Zuhur Prayers, Memorization, and routine studies. In addition, students are also taught to pray before and after learning. As explained by the Head of SD Muhammadiyah Girikerto, Nurul Muslichatin, S.Pd. in September 2021, the following:

"Every morning, the children are usually asked if they have prayed at dawn, so if they haven't prayed, we tell them to pray even though it's 7 o'clock as a form of habituation. In addition, it is also applied early in the entry before the learning begins, the class teacher will guide in reviewing and memorizing short letters. Then it was also said that dhuha prayers for children in grades I and II were carried out in congregations and loud voices, then for classes III-VI they performed them individually."

This is also reinforced by the opinion of the class teacher Mrs Novianty Intan C, S.Pd., who stated as follows:

"We also usually require children to pray first before studying and finish studying, later I will appoint children as prayer leaders".

The implementation of leadership at SD Muhammadiyah Girikerto is to provide habituation to students in serving in flag ceremonies, leading prayers, and becoming prayer Imams:

"The ceremonies that are performed every Monday are usually those on duty in turn. Here we familiarize students with being ceremonial officers. In the classroom also the teacher usually appoints students to lead prayers. And more remarkably children are required to be priests at pilgrim prayers for men".

Implementation of the honest value by habituating to honest words, providing attendance habituation for each pilgrim's prayer, counting infaq money, and calculating the

payment of class catering money. As explained by the Head of SD Muhammadiyah Girikerto, Nurul Muslichatin, S.Pd. in September 2021, the following:

"Usually, children from grade 1 to grade 6 have pilgrim prayers, so from there there is a presence in the classroom wall. Now the children will follow the attendance and will be evaluated every day, later those who have not prayed are told to pray first".

This is also reinforced by the opinion of the class teacher Mrs Novianty Intan C, S.Pd., who stated as follows:

"Like honest grades, we have infaq and catering programs, usually I just give books, students then write and write. Later I checked, and this implementation was done every class".

The implementation of the value of responsibility by students can be seen from the beginning of the school year when students enter the beginning of the semester, where students are required to write mistakes that must be shunned and punished if they do so. This makes students take responsibility for what has become an agreement between themselves, classmates, and school residents. As explained by the Head of SD Muhammadiyah Girikerto, Nurul Muslichatin, S.Pd. in September 2021, the following:

"Students in this school make their own rules, here's an example of "I will return the things I borrowed", "I will always dress neatly", "I will obey the rules of order", it is made by themselves, if they violate it earlier then they must get punishment according to what they make. Yes, so that if we give punishment, students and parents cannot protest. Because students prepare for themselves so don't let us get it wrong. School rules are also made to know everything, we can tell all school residents to know because this is the school rules, we will tell them all from there and then we get to the foot of the ceremony".

The implementation of character values contained in the wayang Yudistira figure in its application has obstacles and support. The obstacle to the application of character values contained in the wayang Yudistira figure is the surrounding community who often utter or express harsh words to make students imitate and apply in life, so the teacher must be extra in changing these habits. Support was obtained from parents, school residents, and students. As explained by the Head of SD Muhammadiyah Girikerto, Nurul Muslichatin, S.Pd. in September 2021, the following:

"The home environment or the community environment they're living in doesn't support how to talk politely with parents but it's the environment, you know, you know. That's the person everywhere that has an ugly voice (the talk is rude). We as teachers must advise gently, lest we will be excessively angry later, there is no sense of fear pressure. Yes, intine must be together with parents mba, change the habit of this child. Moreover, we teachers are devolved to teach the value of character to their children. But Thank God the children here have good manners, we can still control them".

This is also reinforced by the opinion of the class teacher Mrs Novianty Intan C, S.Pd., who stated that parents strongly support the implementation of character values in schools by complying with existing school regulations, such as when visiting schools.

"Yes, parents are very supportive, for example, there is a meeting at school, usually there are parents of students who smoke in front of it, it is written "Non-Smoking Area", well parents visit no one smokes. It's a simple example of that".

In addition to the related implementation of containing character values contained in the Yudistira puppet figure, SD Muhammadiyah Girikerto also assists by motivating students by using *Rewards* both in the classroom and in school. *The* rewards given in the class are in the form of stars. Schools also usually give *Rewards* by giving certificates to individuals who are the best students and giving praise to the class that, for example, has the most infaq at flag ceremonies so that they can be motivated to do their best. As explained by the Head of SD Muhammadiyah Girikerto, Nurul Muslichatin, S.Pd. in September 2021, the following:

"*The reward and appreciation is that if the school is usually a year, there is the best child writing for the one who is there to be a child who is diligent in our worship. So we if this one is who ya will be every Monday we talk about the highest achieved by the 1st grade Remind for the children who are amazing in worship so that other classes will be provoked*".

This was also conveyed by the Class Teacher, Mrs Novianty Intan C, S.Pd., as follows: "When there is a group task, usually I just give *a reward* like a star, but if the individual task is only to use praise so that the child is more enthusiastic in doing his best".

The implementation of learning about puppetry figures makes students know about the Wayang Yudistira and what can be exemplified in daily life and apply these values. This was conveyed by Alifah Ainun Firzana, a Class VI student of SD Muhammadiyah Girikerto as follows:

"The teacher's mother has taught the puppet, yes, yudistira puppet. Yes, for example, discipline, honesty, timely prayers. I also often help parents. Yes, it's important mba so that we can have good character. I've led prayers when I wasn't Covid yet".

This is also stated by Gunawan, a class VI student of SD Muhammadiyah Girikerto, as follows.

"yes, mba. When I go home, I like to help you. Yes, it is important in life. Already understand about Yudistira. Yudistira tu not cheating, Mbak".

Implementation Analysis of character values contained in the wayang Yudistira figure at SD Muhammadiyah Girikerto

The wayang Yudhishtira figure is one of the figures taught in elementary school Javanese language learning. This Yudistira character provides an example through character values as it is known that Character education is very important in the learning process and teaching and learning process (Maolia et al., 2020). It is also applied to Muhammadiyah Girikerto Elementary School. Learning is applied not only to studying in theory but also to practice after knowing what values are contained in the figure of wayang Yudhishtira through learning Basaha Jawa. Then school residents, students, and parents participate in practising these character values.

Javanese language learning begins with preparing learning tools according to the syllabus used. Then provide video and learning summaries as supporting materials for learning so that they are not glued to LKS and package books. In addition, SD Muhammadiyah Girikerto is also designing related to painting schools with cultural themes where later puppet images will be made as a form of cultural preservation. In making learning devices, teachers also pay attention to the characteristics of students to improve student learning outcomes.

The character value contained in the Yudhishtira puppet figure consists of religious values, leadership values, honesty values, and responsibility values. Based on the value obtained from the wayang Yudistira figure, SD Muhammadiyah Girikerto has made habituations in accordance with the character's value. This also received support from students who stated that they already understood the values, applied both in the learning process and in everyday life. School residents also play an important role in applying character values by providing habituation, control, and motivators in cultivating character values. Next are parents who always contribute to cultivating character values, supporting the school and as a teacher figure in the home environment.

Religious value has to do with the relationship with the creator. This religious value is very important and should be the culture in a school. Religious culture is one of the comprehensive methods of value education because, in its embodiment, there is value inclusion, example giving, and preparing the younger generation to be independent by teaching and facilitating moral decision-making responsibly and other life skills (Suyitno, 2018). The implementation of religious values is also applied at SD Muhammadiyah Girikerto. The things that the school residents implement are habituation.

Man created in the world is to be a leader in this world. In line with the opinion (Kariyadi & Suprpto, 2017) states that a being of God is required to become the leader of the world to create a benefit for each other, whether it is a living being. This makes us have to prepare to be a leader. The Leadership Value contained in the character of Yudhishtira is to be a leader in war. This provides learning that the value of leadership is needed by every human who wants to be qualified. The application of leadership values can be instilled from an early age so that at the next level, students are used to it and familiar.

Honesty value is a value that must be owned and has an impact on oneself. This is in line with (Auliyairrahmah et al., 2021) and (Amin, 2017) that Honesty is a trait, attitude or habit of an individual who can be trusted in deeds, words and work both for himself and others and always saying everything as it is also in harmony between what is spoken and what has been done. SD Muhammadiyah Girikerto implements a system of independence and Honesty through prayer schedule activities, collecting infaq and in the catering department. This seemingly small thing will change the way learners look at it and get used to it.

Responsibility is a useful attitude towards oneself. The thing that becomes fundamental is how students are responsible for their rights and obligations as human beings. SD Muhammadiyah Girikerto has made habituation to students through rule-making activities to control the character of participants in schools. These rules are made by learners so that if they err, they are violating what they are making. This violation makes them have to be held accountable for the punishments that they also set.

The implementation of the character is contained in the wayang Yudistira figure. Even though it has received support from various parties, it does not have problems. The obstacles that occur are from outside. One of them is the community and the environment in the form of harsh words that are still very often used in society. But this does not make the implementation of the Character value contained in the Yudhishtira puppet character not done well. This triggers students, school residents, and parents to create innovations so that the cultivation and implementation of the character contained in the Yudhishtira puppet character can be done easily and excitingly.

CONCLUSIONS AND SUGGESTIONS

Based on the results and research assessment, it can be concluded that:

1. The characters in the puppet figure of Yudhistira are: 1) Religious, 2) Leadership, 3) Honesty, and 4) Responsibility.
2. Implementing the character values of the Yudhistira puppet figures is carried out through 1) Making learning tools, 2) Learning processes such as leading prayers, collecting assignments, and activeness in the classroom, and 3) Applying the character values of students in the school environment.

Based on the conclusions above, suggestions can be followed. Namely, the implementation of strengthening character education in schools is carried out through the integration of character values into all subjects, and the implementation of strengthening character values further improves learning media so that students better understand character values.

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