



The Wisdom Value of Sanghyang Dedari in Short Film Media to Improve Student Character in Multicultural Studies Courses

I Nyoman Sugita Rupiana^{1*}, I Gede Suwindia², I Nyoman Miarta Putra³ 

^{1,2}Program Studi Pendidikan Agama Hindu Program Pasca Sarjana STAHN Mpu Kuturan Singaraja, Indonesia

*Corresponding author: sugitarupiana74@gmail.com

Abstrak

Kendala dalam pembelajaran kelas perkuliahan yaitu sulitnya memahami pembelajaran mata kuliah yang diajarkan. Sehingga diperlukan media pembelajaran yang tepat untuk dapat mengatasi permasalahan tersebut. Penelitian ini bertujuan untuk mengembangkan media pembelajaran film pendek berbasis kearifan lokal Sanghyang Dedari untuk meningkatkan karakter mahasiswa pada mata kuliah studi multikultural. Jenis penelitian ini adalah metode penelitian dan pengembangan (RnD) dengan desain model 4-D. Sampel penelitian ini ditentukan menggunakan teknik proportional random sampling sehingga diperoleh sampel sebanyak 22 orang. Instrumen penelitian yang digunakan dalam uji coba produk ini adalah lembar angket atau kuesioner. Teknik analisis data menggunakan analisis kuantitatif dan kualitatif. Hasil pre-test diperoleh skor terendah 56 dan skor tertinggi 77. Hasil Post test yaitu skor terendah 80 dan skor tertinggi 92. Hasil uji efektivitas menunjukkan terdapat perbedaan yang signifikan dilihat dari angka signifikansi antara nilai pre-test dan post-test dengan nilai signifikansi (2-tailed) p sama dengan 0.000 kurang 0.05 Berdasarkan hasil pengujian Paired Sample T-Test menunjukkan terdapat adanya perbedaan yang signifikan antara hasil peningkatan karakter pada data pre-test dan data post-test, sehingga dari hasil ini dapat disimpulkan pula melalui metode media pembelajaran film pendek berbasis kearifan lokal Sanghyang Dedari dapat meningkatkan hasil peningkatan karakter mahasiswa pada mata kuliah studi multikultural

Kata Kunci: Media Pembelajaran, Film Pendek, Kearifan Lokal, Karakter.

Abstract

The obstacle in lecture class learning is the difficulty of understanding the learning of the courses. So the right learning media is needed to overcome these problems. This study aims to develop learning media for short films based on the local wisdom of Sanghyang Dedari to improve student character in multicultural studies courses. This type of research is a research and development (RnD) method with a 4-D model design. The sample of this study was determined using a proportional random sampling technique so that a sample of 22 people was obtained. The research instrument used in this product trial was a questionnaire—data analysis techniques using quantitative and qualitative analysis. The pre-test results obtained the lowest score of 56 and the highest score of 77. Post-test results are the lowest score of 80 and the highest score of 92. The effectiveness test results show a significant difference seen from the significance number between the pre-test and post-test scores with a significance value (2-tailed) p equal to 0.000 less 0.05. Based on the results of Paired Sample T-Test testing shows that there is a significant difference between the results of character improvement in pre-test data and post-test data, so from these results, it can also be concluded that through the short film learning media method based on local wisdom Sanghyang Dedari can improve the results of improving student character in multicultural studies courses.

Keywords: Learning Media, Short Film, Local Wisdom, Character.

1. INTRODUCTION

Character building as one of the goals of education is very important in molding the younger generation so that the output of students is expected to be by the character of the Indonesian nation (Lestari et al., 2022; Panggabean, 2022). Education that is urgently needed at this time is education that can integrate character education by optimizing the development of all dimensions of students both in terms of cognitive, physical, social-emotional, creative, and spiritual so that the quality becomes superior not only in cognitive aspects but in character (Putri, 2020; Witasari et al., 2020). Character education is a national program that aims to foster national character and culture in students (Dewi et al., 2021; Isnaeni et al., 2021). The government's determination to make character development an integral part of the national education system must be taken seriously because to implement character education,

History:

Received : January 11, 2023

Revised : January 15, 2023

Accepted : April 02, 2023

Published : April 25, 2023

Publisher: Undiksha Press

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



the government needs input regarding, among other things, models of character development and national culture as an integral part of the national education system. In tertiary institutions, especially Hindu religious education institutions such as STAHN Mpu Kuturan Singaraja with Hindu religious education study programs which have the aim of preparing educational experts in the field of Hinduism and preparing prospective teachers in the field of Hindu Religious Education, play a very important role in building the character of their students by their vision superior, dignified, and has the character of Tri Kaya Parisudha (Ariawan et al., 2022; Dharma et al., 2018; Wira Dharma et al., 2018). The development of Hindu religious education is carried out to prepare Hindus who can adapt and have quality, which is reflected through the ability to think, communicate, and behave by the identity of Hindu religious teachings, which are based on the teachings of the Tri Kaya Parisudha and Tri Hita Karana (Ariawan et al., 2022; Karmini et al., 2021; Wibisana et al., 2019). This adjustment is intended to integrate learning activities comprehensively so that later, students can grow and develop into mature human beings based on the noble values of national culture that grow and develop in the community where the students live. One of the subjects that researchers integrate into character education is the multicultural studies course.

This course studies the basic concepts and developments in thinking about multicultural studies as approaches, roles and functions, and processes that use cultural diversity as an integral part of education. Normatively, multicultural studies develop according to the characteristics, challenges, rapid development of a pluralistic society, the emergence of socio-cultural problems, and various conflict events that occur in society (Izzah, 2020; Nurasih et al., 2022). Multicultural studies are given to students to understand and appreciate cultural diversity and use multicultural perspectives as intercultural conflict resolution in complex social systems (Ma'arif et al., 2019; Rufaida, 2017). Based on the initial observations at the Hindu Religious Education Study Program, STAHN Mpu Kuturan Singaraja, several obstacles were found in lecture class learning, namely the difficulty of understanding the subjects being taught. It can be seen through the learning process. In the learning process, educators use lecture methods, constructivism, paikem, group discussions, assignments (individual/group), presentations, and practice, as well as the lack of learning media in the Multicultural Studies Course in the Hindu Religious Education Study Program. Teachers only use power points when delivering learning material to students, so it is deemed necessary to have learning media for the efficiency and effectiveness of the learning process to achieve learning objectives (Maurin et al., 2018; Rikawati et al., 2020).

Today many people develop new media and sources in the learning process. It aims to overcome problems in the learning process. One of the educators' newest sources of learning is using E-Learning and audio-visual (Darihastining et al., 2020; Nurazizah et al., 2023). There are many types of audio-visual, one of which is film. The film is indeed an interesting medium to be used as a source of learning due to the habits of today (Ijah Siti Khodijah et al., 2023; Pranata et al., 2021). Film as a medium of mass communication educates the nation's life, develops self-potential, fosters noble character, promotes public welfare, and promotes Indonesia in the international community (Setiawati et al., 2021; Siregar et al., 2021). The film also has the advantage that film is a common denominator of learning. Both smart and slow students will get something from the same film, and poor reading skills or mastery of language can be overcome by using film (Alverina et al., 2019; Romero Walker, 2021). Films are very good at explaining a process. Slow motions and repetitions will clarify descriptions and illustrations. Films can present theory and practice from the general to the specific or vice versa. Movies can captivate students' attention. Films can overcome our senses. Films can stimulate and motivate student activities. Of the five advantages, short films are suitable for developing short film media in learning (Eko et al., 2021; Munawaroh et al., 2019; Saputro et al., 2018).

Some findings state that documentary film media can improve students' analytical thinking skills (Firmansyah, 2021; Mulyana, 2017). There are several basic considerations for selecting media that will be developed according to the problems encountered and the facilities owned by the campus. Four factors need to be considered in media selection: availability of local sources, purchasing or self-producing, flexibility, practicality, and durability of the media, and cost-effectiveness. The development of learning media for the Multicultural Studies Course chose to include the local wisdom of Sanghyang Dedari as lecture material, where Sanghyang Dedari has a content of character education values in the form of human values, togetherness, brotherhood, wisdom towards the environment, example. This dance also has a religious-magical function and meaning, harmony with the natural environment, and the social contained in the process of nanging Sanghyang Dedari, the context of the performance, and the existence of Sanghyang Dedari in this short film story. This research aims to profitably create short film learning media based on local wisdom in the Multicultural Studies course to improve students' character in the Hindu Religious Education Study Program STAHN Mpu Kuturan Singaraja.

2. METHODS

The research model used is the research and development method or Research and Development (R&D). Research and development methods are used to produce a particular product and test the effectiveness of that product. A product that has been produced requires research that needs analysis and testing of the effectiveness of the product so that it can function in society, especially in the world of education. The research design used in the short film learning media based on Sanghyang Dedari's local wisdom in the Multicultural Studies Course is a 4-D model development research design (Four D Models). The selection of this learning model is based on the consideration that the 4D model learning design is presented. This model is one of many product-oriented learning design models. The development of learning video media consists of 4 main phases or stages, namely Define, design, development, and Disseminate.

The product trial stage in this development research consisted of product trial designs and product trial subjects. In the research on developing short film learning media based on local wisdom Sanghyang Dedari in Multicultural Studies Courses improved student character using four data collection methods: observation, interviews, document recording, and questionnaires. The research instrument used in this product trial was a questionnaire or questionnaire made by researchers based on the derivatives of the theory used, then made into an instrument grid. Research instruments were given to media experts, material experts, character instrument validation test experts, and field trials on students to improve their character. Media experts will assess the quality of short film learning media. The questionnaire instrument used for due diligence by media experts is used as a basis for revising and perfecting short film learning media. The instrument grid for media experts can be viewed from the media aspect, namely the objective aspect, the visual aspect, the audio aspect, the use aspect, the benefit aspect, and the interface design. The instrument used for the feasibility test by material experts was a response questionnaire or an assessment of the materials in the short film learning media based on the local wisdom of Sanghyang Dedari to improve student character and to determine the quality of learning material from an educational aspect. The material expert instrument grid contains aspects related to learning media material, including learning objectives, presentation of material, and quality of learning products. The feasibility test of the character validator expert team to validate the character instrument lattice of the character instrument contains aspects of character values, namely: Religious Aspects, Tolerance Aspects, Hard Work Aspects, Curiosity Aspects, and

Responsibility Aspects. Student character test instruments used by respondents in questionnaires or assessments were carried out to determine whether short film learning media based on local wisdom Sanghyang Dedari in Multicultural Studies Courses could improve the character of Hindu Religious Education Study Program students. In this short film learning media development research, three techniques were used. Data analysis, namely descriptive qualitative analysis techniques, quantitative descriptive analysis techniques, and analysis techniques Paired Sample t-Test (t-test). Qualitative descriptive analysis Qualitative data can be compiled and directly interpreted to conclude by categorizing qualitative data based on the problem and research objectives. This study's qualitative analysis was obtained from observational data, questionnaires, expert advice and documentation. The data is then analyzed by descriptive qualitative. Quantitative data is numerical, meaning it does not describe what it is before further processing and analysis. The quantitative analysis describes the quality of short films developed based on experts' judgments, namely media experts, content or material experts, and character validator experts. Decision makers regarding the feasibility of this product use the decision-making criteria in [Table 1](#).

Table 1. Product Assessment Criteria

SCORE (%)	CRITERIA
80-100	Very Decent
66-79	Decent
56-65	Less Eligible
0-55	Very unworthy

The final result of the calculation will be a percentage used to determine the effectiveness of developing short film learning media based on the local wisdom of Sanghyang Dedari in Multicultural Studies Courses to improve student character. The determination of the achievement level category of short film products can be seen in [Table 2](#).

Table 2. Achievement Level Conversion

Achievement Level	Qualification	Description
90 % - 100 %	Very good	No Revision Needed
75 % - 89 %	Good	No Revision Needed
65 % - 74 %	Enough	Revised
55 % - 64 %	Not enough	Revised
0 % - 54 %	Very less	Revised

Test analysis Paired samples t-Test is a different test of two paired samples. Paired samples are the same subject but experience different treatments. This test model is used to analyze the research model before and after. Paired sample t-test is one of the test methods used to assess the effectiveness of the treatment, marked by the difference in the average before and after the treatment. The basic assumption of using this test is that observation or research for each pair must be under the same conditions. The mean difference must be normally distributed. The variance of each variable can be the same or not. Data on an interval or ratio scale is required to carry out this test. What is meant by paired samples is that we use the same sample, but the test is carried out on the sample twice at different times or with certain time intervals. The test used a significant 0.05 ($\alpha=5\%$) between the independent and dependent variables. The basis for accepting or rejecting H_0 in this test is if the significant value is > 0.05 . H_0 is accepted, or H_a is rejected (the performance difference is

insignificant). If the significant value <0.05 , H_0 is rejected, or H_a is accepted (significant performance difference). This test proves whether the research samples have significantly different averages before and after the IPO. This analysis tool is used because two paired samples were used in this study. This paired sample was the same subject but experienced two treatments or measurements before and after the IPO.

3. RESULTS AND DISCUSSION

Results

Design of short film learning media for Multicultural Studies Course By the product development model used in the development of this short film learning media, namely the 4D development model, there are four stages to go through. First, the define stage, namely needs analysis, environmental/facility analysis, and course analysis to obtain information about the curriculum used, student involvement in the learning process, learning methods used, use of media during learning, use of short film media and what obstacles are faced lecturer in the learning process in class. Based on initial observations on September 15 2022, and the results of interviews with lecturers for the Multicultural Studies course and several students, namely the implementation of learning for multicultural studies courses, students participate in active learning according to direct observation in following the course of the lecture process.

The media used to deliver material during the learning process only uses PowerPoint. Learning media in the form of short film media has never been used. The learning resources used during learning use reference books and the internet. The lack of learning media that can be used in multicultural studies is an obstacle to learning. The learning methods used are the lecture, discussion, field study, and presentation. The observation results show that most students have good academic abilities with a high desire to learn. Student habits in the learning process show good activity. The discussion process usually goes well because most students are curious and critical. The assignments given to students are more on individual assignments, group presentations, discussions, field studies, and analysis of the concept of learning media in multicultural studies courses carried out by combining material multicultural studies and the values of character education contained in Sanghyang Dedari are then explored into the development of learning media in the form of short films to examine the improvement of student character. The material for multicultural study problems was chosen as the basis for the material to be explored and developed in this research product. Analysis of learning objectives results from task analysis and concept analysis are summarized as indicators of achievement of student learning outcomes that refer to learning outcomes and achievement of final abilities in the course material related to multicultural studies. In addition, this research focuses on improving students' character abilities in multicultural study problems.

Second, the design stage, namely the activities carried out to arrange film formats, film designs and film content, design instruments, product instrument grids (media, content/content), expert test assessment questionnaires (media, content/content), trial validation instruments field, field trial questionnaire. The selection of learning media in short films is useful for helping students achieve learning and the expected learning objectives. The researcher selected the format according to the learning material, and the form of presentation was adjusted to the learning media used. Format selection in development is intended by designing learning content, choosing approaches and learning resources, organizing and designing short film media content, and making short film designs that include content/content design. The selected material is multicultural study problem material. This material contains several indicators formulated based on learning outcomes and learning objectives in multicultural studies courses in Class A in the first semester of Hindu Religious

Education Study Program students. Short film media are designed, which will later be included in the media. At this stage, a media design is produced. This stage aims to produce a media design that will be developed, such as drafts, scripts, story treatments, film script designs, storyboard designs, and other designs related to film production. After the design is complete, it is continued in creating film products. The short film creation process consists of four stages: idea and development, pre-production, production, and post-production.

The three stages of development evaluate the product validation of Jejak Dedari's short film learning media in material feasibility and media presentation. In addition, a validation assessment is also carried out to assess the achievement of improving student character. This stage is carried out to produce learning media products in the form of short films after conducting validation tests to assess various criteria starting from material experts, media experts, and character test experts who are qualified in this field. The results of the validators' validation are used as a basis for revising. In this case, the researcher refers to the suggestions and input from the validators. Disseminate stage. After the product has been revised with suggestions and input from the validator, the next stage is dissemination. This stage aims to determine whether there is an increase in student character towards the developed Jejak Dedari short film learning media product. The research was conducted in the first semester of the Hindu Religious Education Study Program in the Class A Multicultural Studies Course at STAHN Mpu Kuturan Singaraja Campus as many as 22 people as research samples in developing short film learning media based on local wisdom Sanghyang Dedari to improve the character of students. This validation stage aims to produce short film media that have been revised based on expert input and trials on students. The results of this validation can be seen in [Table 3](#).

Table 3. Presentation of the Results of the Short Film Development Validity

N0	Short film learning media test subjects	Validation Results	Qualification
1.	Material/Content Expert Test	96,5	Very worth it
2.	Media Expert Test	97,5	Very worth it
3.	Character Validation Test	99,5	Very worth it

This short film product used two testers in the material/content expert test stage. The test results can be presented to an expert. A score of 56 is obtained out of a total score of 60. With this, an average percentage of 93% is obtained. From the processing of scores and the perspective of percentages, the short film Jejak Dedari that was tested on the instrument had very decent criteria, with several revisions still to be made to be ready for field trials. The second expert obtained a 60 out of a total score of 60, obtaining an average percentage of 100%. From the score obtained and seen from the percentage of the two material expert testers getting a percentage result of 96.5%, it can be concluded that the short film learning media Jejak Dedari The instrument testing stage of the media expert team used two testers. The test results can be stated that the score obtained on the test results of the media expert test instrument I was 78 out of a total score of 78. From the total score obtained, an average percentage of 97 was obtained. These results included the short film Jejak Dedari in the very feasible criteria. Still, several revisions had to be made to the comments or suggestions given by the first media expert examiner before being tried out in the field. Meanwhile, the second media expert examiner can say that the score obtained on the results of the media instrument test was 79 out of a total score of 79. From the total score obtained, an average percentage of 98 was obtained. These results included the short film Jejak Dedari in the very feasible criteria. However, several revisions still had to be made to the comments or suggestions given by the first media expert examiner before being tested in the field by the two media

experts. The percentage value obtained is 97.5%. The media instrument test of this product is categorized as very feasible and without revision. In testing the validation of the character instrument using two expert validators. The assessment results carried out by a team of character validation experts from the assessment form found that all Pancasila character instruments were considered valid/relevant. Still, there were several improvements in the use of words, suggestions from the examiners, namely revisions to points 3, 6, and point 9 for the value of "ceremonial" language sense can be replaced with the word activity, and also the addition of the word "obedient" to the point 7 statement. As for the comments given by the two Pancasila character validation expert teams, the theoretical conception of character is relevant. It needs confirmation that it will only use the term character or Pancasila character if using the character of Pancasila in the operational definition needs to be adjusted to show that the character in question is by the practice of Pancasila values. This instrument uses five character dimensions, which are the main characteristics of the character of Pancasila students so that the operational definition is adjusted again. The statements prepared to measure each dimension and character indicator are appropriate. Adjustment of concept and operational definitions according to the comments above. All statements have been prepared to measure relevant dimensions and indicators. Some need to be improved from language values that are easier for respondents to understand. So validating the Pancasila character in the short film learning media product *Jejak Dedari* to improve student character is at a very relevant qualification and suitable for use/field trials with revisions according to suggestions.

Implementation Stage, at this stage, after experiencing revision by comments and suggestions from content expert examiners, media experts, and character validation experts, the next step is to test the effectiveness of learning short film media for class A Hindu Religious Education Study Program STAHN Mpu Kuturan Singaraja to find improving student character by distributing character questionnaires through the stages of pre-test and post-test testing. The pre-test aims to determine the success parameters to be achieved by the research. From the results of the pre-test trial, it can be said that the total score of the respondents was 22 people by answering 38 statement items consisting of 19 positive statements and 19 negative statements to obtain the total score, namely: the lowest score was 56 and the highest score was 77. The Post Test aims to determine the level of success in delivering material through the learning medium of *Jejak Dedari*'s short film and whether there is an increase in the student's character after watching the short film *Jejak Dedari*. The results of the post-test trial show that the total score of the respondents was 22 people by answering 38 statement items consisting of 19 positive statements and 19 negative statements to obtain the total score, namely the lowest score of 80 and the highest score of 92. Calculation results using SPSS. 17.0 for Windows, the results of the Paired Sample T-Test on the effectiveness of the short film *Jejak Dedari* learning media for improving student character are presented in [Table 4](#).

Table 4. Paired Sample Test

Model	Paired Differences					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PairPre-Test - Post Test	-17.31818	7.88239	1.68053	-20.81304	-13.82333	-10.305	21	0.000

The results show that there is a significant difference seen from the significance number between the pre-test and post-test values with a significant value (2-tailed) $p = 0.000 < 0.05$ (see table of paired samples test). The null hypothesis (H_0) in this study was rejected, and the alternative hypothesis (H_a) was accepted where there was a significant difference between the two tests. So, the results show that there is a striking difference between the results of character improvement on the pre-test data and post-test data, so from these results, it can also be concluded that through the learning media method, the short film *Jejak Dedari* can improve the results of character improvement for class A students of the Hindu Religious Education Study Program STAHN Mpu Kuturan Singaraja because the results of the Paired T-Test showed a real difference obtained from each student.

Discussion

The results showed that the short film learning media *Jejak Dedari* could improve the results of improving the character of class A students of the Hindu Religious Education Study Program STAHN Mpu Kuturan Singaraja. Film media is a connecting tool in the form of films and mass media communication tools such as radio, television, and newspapers (Ijah Siti Khodijah et al., 2023; Pranata et al., 2021). The advantages of the film learning media used in this study can increase student learning activities, both cognitively and physically, because there is an element of entertainment. This method is very fun to apply during the learning process. In addition, it increases students' understanding of the material being studied and can increase learning motivation. It is very effective as a means of training students' courage to make presentations and effectively trains students' discipline in appreciating time to study. Interesting media can stimulate students to be more active in learning (Munawaroh et al., 2019; Nenoliu et al., 2020). It makes learning fun and exciting. Using film learning media as a learning medium will positively affect the process, motivation, and student learning outcomes (Ijah Siti Khodijah et al., 2023; Pranata et al., 2021). Using film learning media makes students more enthusiastic about participating in learning.

The short film learning media *Jejak Dedari* can improve the results of improving the character of class A students of the Hindu Religious Education Study Program STAHN Mpu Kuturan Singaraja. This film can also be used as an alternative in introducing character values to students to broaden students knowledge. Even so, many teachers feel that learning using animated film media will take up much time in the learning process. It is because the teacher emphasizes knowledge that is closed and only for standardized tests. This short film can also improve their character to apply it in the campus environment and society. This finding is reinforced by previous research, which states that applying the quantum learning model using animated film media can improve vocabulary skills in children (Ginting et al., 2017; Istova et al., 2016). Documentary film media to improve students' analytical thinking skills (Firmansyah, 2021; Mulyana, 2017). The eligibility of the media is studied in terms of character values, namely religious aspects, tolerance, hard work, curiosity, and responsibility. This research implies that there will be more short films based on local wisdom that students can use to understand Hindu religious insights in the future.

4. CONCLUSION

Through the learning media method, *Jejak Dedari's* short film can improve the character of class A students of the Hindu Religious Education Study Program at STAHN Mpu Kuturan Singaraja because the results of the Paired T-Test show significant differences obtained from each student. So this short film is appropriate for student participants and the public. It is recommended to use the research and development products of short film

learning media on multicultural study problems to achieve the objectives set. Lecturers are advised to use the products of research and development of learning media in other subject matter according to their learning achievements. Students are advised to be able to use the learning media of the short film Jejak Dedari on the material problems of multicultural studies in this multicultural study subject to improve their learning outcomes and improve their character.

5. REFERENCES

- Alverina, C., Hakim, Z. R., & Taufik, M. (2019). Pengembangan Media Pembelajaran Audio Visual Berbasis Powtoon Pada Mata Pelajaran IPS. *School Education Journal*, 9(3), 268. <https://doi.org/10.24114/sejagsd.v9i3.15785>.
- Ariawan, I. P. W., Divayana, D. G. H., & Suyasa, P. W. A. (2022). Development of Blended Learning Content based on Tri Kaya Parisudha-superitem in Kelase Platform. *International Journal of Modern Education and Computer Science*, 14(1), 30–43. <https://doi.org/10.5815/ijmeecs.2022.01.03>.
- Darihastining, S., Aini, S. N., Maisaroh, S., & Mayasari, D. (2020). Penggunaan Media Audio Visual Berbasis Kearifan Budaya Lokal pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2), 1594–1602. <https://doi.org/10.31004/obsesi.v5i2.923>.
- Dewi, D. A., Hamid, S. I., Kamila, J. T., Putri, S. B., & Haliza, V. N. (2021). Penanaman Karakter Smart Young And Good Citizen untuk Anak Usia Sekolah Dasar. *Jurnal Basicedu*, 5(6), 5234–5240. <https://doi.org/10.31004/basicedu.v5i6.1614>.
- Dharma, I. P. W., Kusmaryatni, N., & Sudana, D. N. (2018). Pengaruh Model Numbered Head Together Berbasis Tri Kaya Parisudha Terhadap Kompetensi Pengetahuan IPS Siswa Kelas IV SD. *Jurnal Pendidikan IPS Indonesia*, 2(2), 75–85. <https://doi.org/10.23887/pips.v2i2.2892>.
- Eko, W., Afandi, A., & Wolly, C. (2021). Kelayakan film dokumenter pada materi jenis-jenis bahan baku pakan Kelas X SUPM Negeri Pontianak. *Bioma : Jurnal Ilmiah Biologi*, 10(2), 248–262. <https://doi.org/10.26877/bioma.v10i2.7903>.
- Firmansyah, A. (2021). Penggunaan Media Film Dokumenter dalam Pembelajaran Menulis Puisi. *Deiksis: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 7(2), 60–65. <https://doi.org/10.33603/deiksis.v7i2.3373>.
- Ginting, T. B., Putra, I. K. A., & Negara, I. G. A. O. (2017). Pengaruh Penerapan Model Pembelajaran Quantum Menggunakan Media Film Animasi Terhadap Perkembangan Kemampuan Kosakata Pada Anak Kelompok B. *Jurnal Pendidikan Anak Usia Dini Universitas Pendidikan Ganesha*, 5(1), 1–10. <https://doi.org/10.23887/paud.v5i1.11558>.
- Ijah Siti Khodijah, M., As'ad, S. F., Khodijah, A., Adawiyah, N., & Tabroni, I. (2023). Media Film: Experimental Example of Rasulullah Saw in Establishing Court Character. *Indonesian Journal of Educational Science and Technology*, 2(1), 29–40. <https://doi.org/10.55927/nurture.v2i1.2904>.
- Isnaeni, Y., & Ningsih, T. (2021). Pembentukan Karakter Peduli Sosial Melalui Pembelajaran IPS. *Jurnal Ilmu Sosial Dan Pendidikan (JISIP)*, 5(3), 662–672. <https://doi.org/10.36312/jisip.v5i3.2255>.
- Istova, M., & Hartati, T. (2016). Pengaruh Media Film Animasi Fiksi Islami Untuk Meningkatkan Kemampuan Menyimak dan Berbicara Siswa Sekolah Dasar. *Jurnal Universitas Pendidikan Indonesia*, 2(1), 72–86. <https://doi.org/10.30870/jpsd.v2i1.669>.

- Izzah, N. I. (2020). Urgensi Pendidikan Multikultural di Indonesia dalam Pendidikan Agama Islam. *Al Hikmah: Journal of Education*, 1(1), 35–46. <https://doi.org/10.54168/ahje.v1i1.5>.
- Karmini, N. W., Yudari, A. A. K. S., Suasthi, I. G. A., Hadriani, N. L. G., & Setini, M. (2021). Model of Humanism Education based on Local Wisdom in Elementary School in Bali. *International Journal of Early Childhood Special Education*, 13(2), 1056–1063. <https://doi.org/10.9756/INT-JECSE/V13I2.211150>.
- Lestari, D., & Ain, S. Q. (2022). Peran Budaya Sekolah terhadap Pembentukan Karakter Siswa Kelas V SD. *Mimbar PGSD Undikhsa*, 10(1), 105–112. <https://doi.org/10.23887/jjgsd.v10i1.45124>.
- Ma'arif, M. A., & Cahyani, I. (2019). Pendidikan Multikultural Sebagai Pembentukan Karakter Peserta Didik. *TA'LIM: Jurnal Studi Pendidikan Islam*, 2(2), 136–152. <http://e-jurnal.unisda.ac.id/index.php/talim/article/view/1413>.
- Maurin, H., & Muhamadi, S. I. (2018). Metode Ceramah Plus Diskusi dan Tugas Untuk Meningkatkan Aktivitas Belajar Siswa. *Al-Aulad: Journal of Islamic Primary Education*, 1(2), 65–76. <https://doi.org/10.15575/al-aulad.v1i2.3526>.
- Mulyana, Y. (2017). Penggunaan Media Film Dokumenter Untuk Meningkatkan Kemampuan Berpikir Analisis Siswa Dalam Pembelajaran IPS (Penelitian Tindakan Kelas di Kelas VIII-6 SMP Negeri 9 Kota Bandung). *International Journal Pedagogy of Social Studies*, 1(1), 47 – 59. <https://doi.org/10.17509/ijposs.v1i1.2083>.
- Munawaroh, R. L., & Prasetyo, S. A. (2019). Nilai Karakter dalam Film Animasi “Horton Hears A Who” Sudut Pandang. *Indonesian Values and Character Education Journal*, 2(1), 19. <https://doi.org/10.23887/ivcej.v2i1.17925>.
- Nenoliu, T. T. M., Dawud, D., & Priyatni, E. T. (2020). Penggunaan Media Film Dokumenter dalam Pengembangan Bahan Ajar Menulis Cerita Pendek untuk Siswa Kelas XI. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(9). <https://doi.org/10.17977/jptpp.v5i9.14039>.
- Nurasiah, I., Rachmawati, N., Marini, A., Maksum, A., & Herlina, H. (2022). Pengaruh Modul Nusantara Dan Efikasi Diri Dalam Pembelajaran Multikultural Terhadap Literasi Budaya Siswa Kelas V Sekolah Dasar. *Jurnal Cakrawala Pendas*, 8(1), 186–194. <https://doi.org/10.31949/jcp.v8i1.1928>.
- Nurazizah, T. S., Ulfiah, Z., & Wahyuningsih, Y. (2023). Analisis Muatan IPS Keberagaman Budaya dalam Film " Adit dan Sopo Jarwo " Episode “ Ondel - Ondel Bikin Denis Jengkel .” *Journal of Education*, 05(02), 2840–2847. <https://doi.org/https://doi.org/10.31004/joe.v5i2.932>.
- Panggabean, J. Z. Z. (2022). Reflecting the Value of Character Education in Lesson Planning. *Jurnal Ilmiah Sekolah Dasar*, 6(1), 66–74. <https://doi.org/10.23887/jisd.v6i1.41427>.
- Pranata, K., Kartika, Y. W., & Zulherman, Z. (2021). Efektivitas Penggunaan Media Film Animasi Terhadap Peningkatan Keterampilan Menulis Cerita. *Jurnal Basicedu*, 5(3), 1271–1276. <https://doi.org/10.31004/basicedu.v5i3.867>.
- Putri, F. N. (2020). Pendidikan Karakter Siswa Melalui Pelajaran Bahasa Indonesia. *Jurnal Pendidikan Bahasa Indonesia*, 8(1), 16–24. <https://doi.org/10.30659/j.8.1.16-24>.
- Rikawati, K., & Sitingjak, D. (2020). Peningkatan Keaktifan Belajar Siswa dengan Penggunaan Metode Ceramah Interaktif. *Journal of Educational Chemistry (JEC)*, 2(2), 40. <https://doi.org/10.21580/jec.2020.2.2.6059>.
- Romero Walker, A. (2021). A new media literacy: Using film theory for a pedagogy that makes skills courses more inclusive, representative, and critically media literate. *Journalism & Mass Communication Educator*, 76(2), 241–249. <https://doi.org/10.1177/1077695820960631>.

- Rufaida, H. (2017). Menumbuhkan Sikap Multikultural Melalui Internalisasi Nilai-Nilai Multikultural Dalam Pembelajaran Ips. *SOSIO-DIDAKTIKA: Social Science Education Journal*, 4(1), 14–24. <https://doi.org/10.15408/sd.v4i1.4343>.
- Saputro, B. W., Dewi, E. N., & Susanto, E. (2018). Karakteristik edible film dari campuran tepung semirefined karaginan dengan penambahan tepung tapioka dan gliserol. *Jurnal Pengolahan Dan Bioteknologi Hasil Perikanan*, 6(2), 1–6. <https://ejournal3.undip.ac.id/index.php/jpbhp/article/view/20236>.
- Setiawati, E., Hidayat, B., Hartati, U., & Widiastuti, A. (2021). Development of historical learning media based on documentary film to strengthen student's understanding of local history. *International Journal of Research and Review*, 8(5), 177–186. <https://doi.org/10.52403/ijrr.20210525>.
- Siregar, A. S. B., Tobing, E. G. L., & Fitri, N. R. (2021). Developing of Teaching Materials: Using Animation Media to Learning English Vocabulary For Early Childhood. *ETDC: Indonesian Journal of Research and Educational Review*, 1(1), 9–16. <https://doi.org/10.51574/ijrer.v1i1.44>.
- Wibisana, I. K., Kusmaryatni, N., & Yudiana, K. (2019). Pengaruh Model Kooperatif Script Berbasis Tri Hita Karana Terhadap Kompetensi Pengetahuan IPS Siswa Kelas IV. *Jurnal Pendidikan Multikultural Indonesia*, 2(2), 66. <https://doi.org/10.23887/jpmu.v2i2.20807>.
- Wira Dharma, I. P., Kusmaryatni, N., & Nyoman Sudana, D. (2018). Pengaruh Model Numbered Head Together Berbasis Tri Kaya Parisudha Terhadap Kompetensi Pengetahuan IPS Siswa Kelas IV SD. *Jurnal Pendidikan IPS Indonesia*, 2(2), 75–85. <https://doi.org/10.23887/pips.v2i2.2892>.
- Witasari, O., & Wiyani, N. A. (2020). Permainan Tradisional untuk Membentuk Karakter Anak Usia Dini. *JECED : Journal of Early Childhood Education and Development*, 2(1), 52–63. <https://doi.org/10.15642/jeced.v2i1.567>.