Bikabepo Wabidaka Learning Media to Cultivate Students Character

Ali Ma'shum Fuadi[1*], Anam Sutopo[2], Anatri Desstya[3], Laili Etika Rahmawati[4], Endang Fauzianti[5] (iD)

[1,2,3,4,5] Magister Elementary School, University of Muhammadiyah Surakarta, Surakarta, Indonesia

A R T I C L E   I N F O
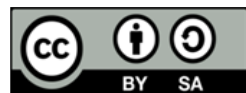
A B S T R A K

Penggunaan media dalam pembelajaran di sekolah tidak sama, namun harus disesuaikan dengan karakteristik masing-masing sekolah, termasuk di tingkat sekolah dasar. Salah satu media pembelajaran yang cocok digunakan pada jenjang sekolah dasar adalah media pembelajaran Bikabepo Wabidaka.Penelitian ini dilatarbelakangi oleh masih kurangnya sikap yang ditampilkan siswa sekolah dasar dalam proses belajar pendidikan kewarganegaraan, sehingga diperlukan media pembelajaran untuk membudayakan karakter siswa tersebut salah satunya melalui media Bikabepo Wabidaka. Tujuan dari penelitian ini ialah untuk mengidentifikasi pengembangan media belajar Bikabepo Wabidaka di sekolah dasar. Metode penelitian yang dipakai yakni research & development dengan menggunakan prosedur pengembangan Borg & Gall yang mencakup: potensi masalah, pengumpulan data, desain produk, validasi desain dan revisi desain. Instrumen yang digunakan merupakan lembar angket validasi kelayakan media. Hasil yang diperoleh, dapat dikatakan bahwa media belajar Bikabepo Wabidaka pada pelajaran pendidikan kewarganegaraan yang telah dikembangkan layak diuji cobakan lebih lanjut untuk melihat efektivitas dalam pembelajaran serta membangun karakter siswa di sekolah dasar.

A B S T R A C T

The use of media in learning in schools is not the same, but must be adapted to the characteristics of each school, including at the elementary school level. One of the learning media that is suitable for use at the elementary school level is the Bikabepo Wabidaka learning media. This research is motivated by the lack of attitudes displayed by elementary school students in the learning process of civic education, so learning media is needed to cultivate the character of these students, one of which is through the Bikabepo Wabidaka media. The purpose of this study is to identify the development of learning media Bikabepo Wabidaka in elementary schools. The research method used is Research & Development using Borg & Gall development procedures which include: potential problems, data collection, product design, design validation, and design revision. The instrument used is a media feasibility validation questionnaire sheet. The results obtained, it can be said that the Bikabepo Wabidaka learning media in civic education lessons that have been developed deserves to be tested further to see the effectiveness in learning and building student character in elementary schools.

1. INTRODUCTION

Learning is a combination composed of human elements, materials, facilities, equipment, and processes that interact with each other to achieve learning objectives (Farida et al., 2022; Pratama et al., 2022). In achieving these learning objectives properly, support in the form of adequate facilities and infrastructure is needed so that learning can be carried out optimally (Sumargiyani & Widayati, 2019; Taufan, 2022). This optimal learning process greatly affects the quality of education in Indonesia. The quality of education in Indonesia is still a concern, which is reflected in the many obstacles to improving the quality of education in Indonesia (Herawann & Sudarsana, 2017; Pratama et al., 2022). One of them is the lack of learning resources to facilitate student learning and the lack of qualified educators to manage to

learn (Kusumawati & Setyadi, 2022; Qorimah & Sutama, 2022). One of the best solutions to improve the quality of education is to use learning media in its implementation.

Learning media is a vehicle that can be used to help convey information in the form of material to students. Previous study explain that learning media is something that can be used to convey messages from the sender of the message to the recipient (Massie & Nababan, 2021). Previous study suggested that the use of educational media in the teaching and learning process can stimulate new desires and interests, generate motivation and stimulation for learning activities, and even increase students' psychological effects (Farida et al., 2022). Based on this opinion, the use of instructional media in teaching and learning activities can improve student learning and motivation, make them more interested and make it easier for them to understand the material presented to them.

The use of media in learning in schools is not the same, but must be adapted to the characteristics of each school, including at the elementary school level (Farida et al., 2022; Zahwa & Syafi'i, 2022). One of the learning media that is suitable for use at the elementary school level is the Bikabepo Wabidaka learning media. This bikabepo wabidaka learning media is a learning media in civic education subjects that try to make innovations by modifying teaching aids and learning media that are combined with games. The props that the author uses are puppet buses made of used cardboard, while the game made is a power point-based character bus adventure, so the naming of bikabepo wabidaka is an acronym for "Power Point-Based Character Bus Pictures and Bus From Cardboard". Previous study revealed that it is very effective and efficient in the use of learning media by making puppets made of cardboard (Ghufron et al., 2021).

However, many things happen from time to time in the learning process, especially in elementary schools (Bagus et al., 2022; Jannah & Atmojo, 2022). At the elementary school level, some students lack manners, do not respect others, lack in carrying out their religious orders, and are selfish and do not care about others. Facts that are common among elementary school students include that while learning is taking place, some students still talk to their classmates when the teacher explains the material (Annisya & Baadilla, 2022; Tristanti et al., 2021). In addition, some students do not want to take notes when the teacher asks them to be noted. Sometimes, some children even disturb other students while studying, which can make the teaching and learning atmosphere in the class disorganized. This is influenced by the characteristics contained in each student.

Giving and forming personality at this time is highly recommended because at this time children experience physical and motor development which includes personality, emotional, intellectual, language, and personality development. and ethics. Therefore, it can greatly affect the success of building children's character (Iswara et al., 2021; Parhusip et al., 2022). The importance of inculcating and forming personality is carried out since children are in elementary school, seeing that the age of children in elementary school is an early stage in self-formation. Good character building at elementary school age is something that needs to be done. Therefore, the development and formation of the personality of elementary school students need to be carried out optimally to train students with characteristics that are by personality values because in the coming years the Indonesian nation is very dependent on the children of the current generation (Bagus et al., 2022; Qorimah et al., 2022).

The development of educational media has taken place very quickly and formed a significant new culture in the learning process. This new culture directly or indirectly will affect students to follow the learning process. The most dominating feature is the emergence of a complete sensory cultural component, including seeing, hearing, feeling-touching, and exploring. Learning media has the greatest influence on the senses and can guarantee to understand (Fadzilah et al., 2020; Rejekiningsih et al., 2021). This can be seen from how the media affect the learning process. The use of media in the teaching and learning process can change the language paradigm that used to tend to teach, then turned into a media language that is persuasive, thrilling, and full of resonance, rhythm, stories, and visualized images (Buchori, 2019; Rejekiningsih et al., 2021). Students will be interested in the auditive and visualitative nature of the learning process. Media education is one component that cannot be ignored in developing a successful teaching system (Annisa et al., 2020; Fatimah & Santiana, 2017). In a teaching and learning process, two very important elements are teaching methods and learning media. These two aspects are interrelated. Teaching materials that are manipulated in the form of teaching media can attract students' interest in learning and make students learn while playing and working.

The results of discussions carried out with elementary school teachers related to the character and attitudes of students displayed during learning are very influential on learning outcomes, besides the results of learning in class will later be implemented into everyday life so that positive characters and attitudes must be instilled in students. From the discussion, the teachers felt they had to be supported by learning media so that the learning process was maximized. Developing bikabepo wabidaka learning media is expected to maximize learning and be able to cultivate the character of students who are honest, disciplined, responsible, polite, caring/compassionate, and confident. Before the media is used and implemented in the

classroom, the media needs to be tested on several indicators of feasibility assessment from the media and material aspects. Based on the description above, this study aims to obtain a detailed description of the feasibility of developing Bikabepo Wabidaka learning media in cultivating student character in elementary school Ngadirejo 04 Sukoharjo.

2. METHOD

The purpose of this study is to develop a learning media that has been prepared, so the method in this study uses the research & development (R&D) method using the modified Borg & Gall development procedure covering 10 stages, but in this study, the author limits it to the first stage 5. Simplification and limitation of ten steps to seven steps due to limited manpower, funds, and time (Azizah et al., 2021). The data collection instrument was using a feasibility questionnaire on the development of Bikabepo Wabidaka learning media in civic education lessons. The data analysis technique used in research and development is descriptive qualitative to describe the data in the form of comments and suggestions for improvement from the validator. In assessing the feasibility of a media, the author refers to the feasibility category of a product which is presented in the following Table 1.

Table 1. Product Qualification Criteria

No	Average Score	Qualification	Explanation
1	3.5 - 4	Very Worthy	No need to revise
2	3.0 - 3.4	Worthy	No need to revise
3	2.5 - 2.9	Decent Enough	Need revision
4	2,0 - 2.4	less worthy	Need revision
5	<2.0	Very Less Worthy	Need revision

Furthermore, indicators that become an assessment in conducting a feasibility test of a product from material and media experts are presented in Table 2 and Table 3.

Table 2. Material Expert Validation Indicators

No	Aspect	Indicator
1	Convenience Aspect	Writing form, typeface (typography), error rate, and clarity of writing.
2	understanding aspect	Characteristics of words and sentences or paragraph arrangement.
3	Language Aspect	Use communicative language.
4	Presentation Aspect	Showing the suitability of the question

Table 3. Media Expert Validation Indicators

No	Aspect	Indicator
1	Media Size	Media size according to ISO standard
		Appropriate margins and paper sizes on the media
2	Media Cover Design	Don't use too many typeface combinations
		The proportion of the font size of the title, subtitle, and supporting text of the media is more dominant and professional than the size of the media and the author's name
3	Media Content Design	The suitability of the module material with the learning objectives.
		The use of letter variations is not excessive
		The suitability of the image with the text message (material).
		Spacing between array lines in normal text
		Conformity of formula with material
		Normal letter spacing

3. RESULT AND DISCUSSION

Result

In this section, the results of data analysis from the feasibility test and the stages of the research implementation process will be described. The data collected in this study is qualitative data, whereas quantitative data is obtained from the results of material and media expert responses based on a questionnaire that has been provided by the author. A series of activities of the research stages that have been carried out will be described starting from recognizing potential problems, collecting data, making product designs, validating designs, to revising designs.

This research begins with the existence of a potential problem. Furthermore, the potential problems found in this field can be used as a reference in developing a research product. The problem that arises is based on the facts in the field that it was found that there was very little use of learning media in learning citizenship education at SDN Ngadirejo 04 Sukoharjo. In addition, the characteristics displayed by students who are less disciplined in learning, trigger the author to need to develop a learning media on civic education subjects based on Bikabepo Wabidaka. The discovery of this learning media innovation media is based on the results of the author's observations by discussing with teachers who teach in elementary schools the learning process and the things that hinder students in learning.

With the potential problems that have been found, then it is necessary to collect data from various kinds of information that can be used as objects in preparing a product plan so that it is expected to be able to overcome the problems that have been found. The problem that becomes the main reference in conducting a preliminary study is needs analysis. The needs analysis was carried out to obtain information data as initial data collection. At this stage, information is collected on several literature studies from several supporting literature and journals, and the product that will be developed is the development of Bikabepo Wabidaka learning media in civic education subjects. In addition, it examines the advantages and disadvantages of this Bikabepo Wabidaka learning media, whether it is more positive or negative.

Information data retrieval based on field studies and literature studies that are deemed sufficient can then be used as reference material for product development planning. From the information data collected, the authors use it as a consideration for analyzing the need for new learning resources in the form of modules that will be developed. After the needs analysis, it is known if they are dealing with the design of the product to be developed which is then carried out in the media creation stage. The media was made in the form of pictures of puppet buses from cardboard and pictures of bus characters based on PowerPoint. The resulting wabidaka media can be shown in Figure 1.

Figure 1. Media Wabidaka

Base on Figure 1 show one of the products called wabidaka media where the naming is an acronym for wayang bus from cardboard. This media is used in learning the subjects of civic education at the elementary school level. Through the action of providing material using puppet media, the children are not bored with the lessons they observe. In addition, in this puppet action, positive activities are inserted that can build children's characteristics so that children are stimulated to act like what is conveyed in the wayang. In the elementary school age stage, children tend to imitate what is conveyed by the teacher, therefore instilling good attitudes so that later students will have a positive attitude towards what they imitate.

Meanwhile, media bikabepo is an acronym for bus character based on PowerPoint. This media is in the form of a PowerPoint that has been made by the author where the slides contained in it are in the form of slides arranged to play a game. Of course, in doing this game to cultivate the character of students, which instills an attitude of honesty, discipline, responsibility, and respect for others is included in the game so that indirectly honesty, discipline, responsibility, and respect for others will be understood and observed by students which are then practiced in everyday life. Whether it be games or quizzes in learning at school, should instill good attitudes and characters in the game or quiz so that later students will understand and observe the attitudes carried out during the game or quiz. The resulting bikabepo media is shown in Figure 2.

Figure 2. Media Bikabepo

Design validation is a step to assess whether the product development design, in this case, is quite feasible before testing the product. After the product design is complete, then an assessment is carried out by material experts and media experts. From each assessment given by the expert validator, the learning media developed was declared feasible and interesting to be used as a learning medium after revision. The validation results from the validator as shown in Table 4.

Table 4. Expert Validation Test Results

Ahli	Rerata Skor	Kriteria	Keterangan
Media	3.71	Layak	Tidak Direvisi
Materi	3.65	Layak	Tidak Direvisi

Based on Table 4, it can be seen the average score of the validation results by material experts and media experts. The average score by material experts is 3.71 with proper and unrevised criteria. While the average score by media experts was obtained at 3.67 in the appropriate criteria without revision. This means that the resulting product development can be continued to the next stage. The feasibility of the product can not be separated from the input and advice of experts. Improvements made to the developed product are guided by the inputs and suggestions obtained from validation experts. However, the resulting product is feasible to proceed to the next stage.

Discussion

From the results of the feasibility test on the Bikabepo wabikada learning media conducted by material and media experts on the feasibility of the content, language, and media used, it was stated that media experts gave an average score of 3.71 which means that the learning media is feasible to be applied with information without revision. While the average score of the test results given by the material is not much different from the average score of media experts. This shows that the two experts agree that the learning media is feasible and ready to be used in civic education learning. The feasibility of the media created can be seen through the results of validation by experts. Through the validation of the experts using a questionnaire, the data obtained. The results of the validation are in the form of a product assessment with a questionnaire that is used to determine the feasibility level of the developed module in terms of the module characteristics and the selected media aspects to match the expectations.

The input and suggestions from the two expert validators of learning media were analyzed by the authors to make improvements to the developed Bikabepo media. Furthermore, regarding the material on the questionnaire sheet. Previous study suggests several principles in developing the material, namely conformity with the objectives to be achieved in learning, language simplicity, design elements, organizing materials and instructions for use, then these principles are developed into indicators on image illustrations, clarity of information in video illustrations, organizational structure or sequence of material content, clarity of this material, clarity of instructions for use (Azizah et al., 2021). The video animation contained in this power point is used to assist in the use of media and understand the material to be conveyed in the learning media, besides this video also uses sound that explains the material presented to help and convey the intent of the content of the video (Noviyanto et al., 2015; Wuryanti & Kartowagiran, 2016). This statement agrees with previous study that state video is also a means to convey interesting, direct and effective information (Ghufron et al., 2021). In addition, on the other hand, audio can also improve memory and can be helpful for users who have visual impairments. The use of media can be in the form of narration, songs, and sound effects. Regarding the use of audio in media, media experts provide advice in videos on how to use media, add music to the media, as in pictures that look like real.

As it is known that the use of learning media in learning civics education in elementary schools has a very high relevance because it is by the nature of thematic learning. Learning will be optimal if in presenting the material accompanied by illustrations that can provide an overview to students. Students no longer think only abstractly but are also able to describe it concretely through illustrations in the media. Regarding the explanation, according the opinion expressed by previous study revealed that in basic education optimizing the use of learning media is one of the important things that students need because students are in the concrete operational stage (Hua et al., 2020; Komalasari & Rahmat, 2019).

Furthermore, in developing the Bikabepo Wabikada media, the author integrates the characterization of students in learning which is an effort made by every teacher in the school. This is done as a form of strengthening character education through learning media. The integration of cultivating character in the curriculum means that educators in this case teachers integrate the main values of character education into the learning process of each subject (Mahfud et al., 2019; Suryawati et al., 2018; Widodo, 2019). Learning that integrates the main values of character is intended to grow and strengthen knowledge, instill awareness, and practice the main values of a character culture. The character education approach is delivered by bringing up learning material content in powerpoint type bikabepo media that supports skills and habituation of disciplined and responsible characters (Murniyetti et al., 2016; Sumayana, 2017). In series of organizing the teaching and learning process in the classroom, the teacher has the free opportunity to develop the character of students. Teachers can choose parts of their subjects or subject themes to be integrated with student character development .

The emergence of the content of cultivating the value of the character of responsibility is marked by students getting used to working on questions in groups or individually. The value of the character of responsibility is part of the value of the character of integrity which is included in strengthening character education (Andayani et al., 2020; Natalia et al., 2021). The character of integrity includes an attitude of responsibility as a citizen, actively involved in social life, through the consistency of actions and words that are based on the truth. Integrity sub-values include honesty, love for the truth, loyalty, moral commitment,

anti-corruption, justice, responsibility, role model, and respect for individual dignity (Jeynes, 2019; Pike et al., 2020). Furthermore, the value of the nationalist character appears in the material of cultural diversity, customs, and forms of maintaining the unity and cultural customs of the Indonesian nation, respecting and respecting common interests, and caring for regional arts as a characteristic of the nation's wealth (Risabethe et al., 2017; Saputra & Ekawati, 2017). This is in line with previous study which states that the value of nationalist character is a way of thinking, acting, and acting that shows loyalty, concern, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation (Amini & Mariyati, 2021). Moreover placing the interests of the nation and state above the interests of themselves and their groups.

The educational learning process is the core of education to build the character of knowledge and the concept of identity, the success of the learning process is influenced by several factors, both human factors and student factors as the implementation of learning. As a good nation, we must know the procedures for Pancasila, we have known before, that Pancasila is the ideology or basis of the state, and this shows that every action taken by the Indonesian people or people must obey or be run by Pancasila (Dharma & Siregar, 2015; Sugito et al., 2021). Historically, Pancasila has values taken from the culture of the Indonesian nation itself, so it has a very broad function and role in the life of society, nation, and state. Cultivating student character in civic education learning in elementary schools is very much applied to designing character values for planning learning that is developed into a learning media by integrating character values in initial, core and closing activities (Nurrita, 2018; Pratiwi & Meilani, 2018). To instill national values in students and develop values, attitudes, and behaviors that exude students' strong personalities. The role of civic education teachers in building intelligent and characterful young generations can be done by using appropriate learning strategies, being good facilitators in every learning process, and being able to instill good values through exemplary behavior and behavior in the school, family and community environment (Azizah et al., 2020; Dharma & Siregar, 2015).

Character education must be sustainable and never ending as an integrated part to prepare the nation's generation, which is adapted to the future human figure, which is rooted in the philosophy and religious cultural values of the Indonesian nation. Cultivating character must develop the philosophy and practice of the overall character of this nation as a whole and comprehensively. The character of the nation contains cultural and cultural adhesives that must be manifested in the cultural awareness of every citizen. The systematic instilling of national character can be done well, one of which is through the addition of content in the school curriculum (Chan et al., 2020; Murdiono et al., 2017). Cultivating character in the context of education in Indonesia is value education, namely the education of noble values originating from the culture of the Indonesian nation itself, in order to foster the personality of the younger generation. Character education in school settings is defined as a learning process that leads to the strengthening and development of children's behavior as a whole based on a certain value referred to by the school (Pike et al., 2020; Purnama & Dwikurnaningsih, 2021).

Based on the findings above, the implications of this study provide an overview of the integrated implementation of character building that can be carried out by teachers through various methods. One of the methods used in Civics learning to integrate education in elementary schools is with the material in this Bikabepo Wabikada learning media. The limitation of this research lies research subjects which only involve one school as the research subject that very limited. In addition, for further research, it is recommended to try to examine aspects of strengthening character education through other literacy media, such as internet-based media.

4. CONCLUSION

Based on the results of research and development that has been carried out, it is concluded that the learning media of bikabepo wabidaka in civic education lessons that have been compiled through the stages of potential problems, data collection, product design and design validation with eligibility qualifications from media experts and material experts show very decent results. This shows that the Bikabepo Wabidaka learning media is very feasible to be tested as a learning medium in cultivating the character of students in elementary schools. From this, the author recommends to teachers, especially at SDN Ngadirejo 04 Sukoharjo to always improve the implementation of character cultivation through the application of learning media, because the more abilities and skills of teachers in applying learning media, the more credibility of the teacher.

5. REFERENCES

Amini, M., & Mariyati, M. (2021). Meningkatkan Karakter Anak Usia Dini melalui Pemberian Penguatan. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *5*(2), 2101–2113. https://doi.org/10.31004/obsesi.v5i2.1128.

Andayani, A., Akbar, M., & Situmorang, R. (2020). How is The Program Planning for Strengthening Character Education in Elementary Schools. *International Journal of Multicultural and Multireligious Understanding*, *6*(6), 796–803. https://doi.org/10.18415/ijmmu.v6i6.1216.

Annisa, M. N., Wiliah, A., & Rahmawati, N. (2020). Pentingnya pendidikan karakter pada anak sekolah dasar di zaman serba digital. *BINTANG*, *2*(1), 35–48. https://doi.org/10.36088/bintang.v2i1.558.

Annisya, S., & Baadilla, I. (2022). Analisis Nilai Karakter melalui Media Animasi Fabel dalam Pembelajaran Bahasa Indonesia pada Siswa Sekolah Dasar. *Jurnal Basicedu*, *6*(5), 7888–7895. https://doi.org/10.31004/basicedu.v6i5.3648.

Azizah, N., Tussifa, B., Nurhabibah, P., Guru, P., Dasar, S., Cirebon, U. M., & Education, J. (2021). Pengembangan Media Pembelajaran Wayang Kartun Pada Materi Cerita Fabel Kelas Ii Sdn 1. *Jurnal Education and Development*, *9*(3), 152–158. https://journal.ipts.ac.id/index.php/ED/article/view/2787.

Azizah, Sani, N. K., Aras, N. F., & Adriana, L. (2020). Pengembangan Model Pembelajaran Nobangan Berbasis Permainan Tradisional Suku Kaili terhadap Nilai Karakter Cinta Tanah Air. *Jurnal Moral Kemasyarakatan*, *5*(2), 43–50. https://doi.org/10.21067/jmk.v5i2.4966.

Bagus, I., Arnyana, P., Dwijendra, U., Ganesha, U. P., Teaching, C., Lingkungan, P., Dasar, S., & Education, J. (2022). Membentuk karakter peduli lingkungan pada siswa sekolah dasar melalui pembelajaran ipa. *Jurnal Education and Development*, *10*(1), 207–212. http://journal.ipts.ac.id/index.php/ED/article/view/3382.

Buchori, A. (2019). Pengembangan multimedia interaktif dengan pendekatan kontekstual untuk meningkatkan pemecahan masalah kemampuan matematika. *Jurnal Inovasi Teknologi Pendidikan*, *6*(1), 104–115. https://doi.org/10.21831/jitp.v6i1.20094.

Chan, F., Kurniawan, A. R., Melinda, L. G., Priantini, R., Zubaedah, Z., Suharti, S. R., & Khodijah, S. (2020). Implementasi Pendidikan Karakter Disiplin Pada Peserta Didik Di Sd Negeri 187/1 Teratai. *PENDAS MAHAKAM: Jurnal Pendidikan Dasar*, *4*(2), 137–145. https://doi.org/10.24903/pm.v4i2.405.

Dharma, S., & Siregar, R. (2015). Internalisasi Karakter melalui Model Project Citizen pada Pembelajaran Pendidikan Pancasila dan Kewarganegaraan. *JUPIIS: Jurnal Pendidikan Ilmu-Ilmu Sosial*, *6*(2). https://doi.org/10.24114/jupiis.v6i2.2293.

Fadzilah, L., Mayasari, T., & Yusro, A. C. (2020). Discovery Character Experiment Worksheet on Temperature and Heat Material of Grade X Vocational School. *Jurnal Pendidikan Dan Pengajaran*, *53*(3). https://doi.org/10.23887/jpp.v53i3.26441.

Farida, C., Destiniar, D., & Fuadiah, N. F. (2022). Pengembangan Media Pembelajaran Berbasis Video Animasi pada Materi Penyajian Data. *Plusminus: Jurnal Pendidikan Matematika*, *2*(1), 53–66. https://doi.org/10.31980/plusminus.v2i1.1521.

Fatimah, A. S., & Santiana, S. (2017). Teaching in 21St Century: Students-Teachers' Perceptions of Technology Use in the Classroom. *Script Journal: Journal of Linguistic and English Teaching*, *2*(2), 125. https://doi.org/10.24903/sj.v2i2.132.

Ghufron, S., Muthohharoh, I., Nafiah, N., & Hartatik, S. (2021). Pengaruh Penggunaan Media Wayang Kardus terhadap Kemampuan Bercerita Peserta Didik di Sekolah Dasar. *Jurnal Basicedu*, *5*(5), 3196–3202. https://doi.org/10.31004/basicedu.v5i5.1267.

Herawann, K. D., & Sudarsana, I. K. (2017). Relevansi Nilai Pendidikan Karakter. *Jurnal Penjaminan Mutu Lembaga Penjaminan Mutu Institut Hindu Dharma Negeri Denpasar*, *3*(2), 223–236. http://ojs.uhnsugriwa.ac.id/index.php/JPM/article/view/1320.

Hua, T., Liang, C., Min, G., Li, K., & Chunxi Xiao. (2020). Generating video animation from single still image in social media based on intelligent computing. *Journal of Visual Communication and Image Representation*, *71*, 102812. https://doi.org/10.1016/j.jvcir.2020.102812.

Iswara, E., Juandi, D., & Sitasi, C. (2021). Students' Critical Thinking Skills in Solving on The Topic of Sequences and Series. *Plusminus: Jurnal Pendidikan Matematika*, *1*(3), 385–394. https://doi.org/10.31980/plusminus.v1i3.1317.

Jannah, D. R. N., & Atmojo, I. R. W. (2022). Media Digital dalam Memberdayakan Kemampuan Berpikir Kritis Abad 21 pada Pembelajaran IPA di Sekolah Dasar. *Jurnal Basicedu*, *6*(1), 1064–1074. https://doi.org/10.31004/basicedu.v6i1.2124.

Jeynes, W. H. (2019). A Meta-Analysis on the Relationship Between Character Education and Student Achievement and Behavioral Outcomes. *Education and Urban Society*, *51*(1), 33–71.

https://doi.org/10.1177/0013124517747681.

Komalasari, K., & Rahmat. (2019). Living values based interactive multimedia in Civic Education learning. *International Journal of Instruction*, *12*(1), 113–126. https://doi.org/10.29333/iji.2019.1218a.

Kusumawati, F. F., & Setyadi, D. (2022). Pengembangan Media Pembelajaran Matematika Berbasis Powtoon pada Materi Aritmatika Sosial. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *6*(2), 1486–1498. https://doi.org/10.31004/cendekia.v6i2.1267.

Mahfud, C., Prasetyawati, N., Agustin, D. S. ., Suarmini, N. W., & Hendrajati, E. (2019). The Urgency of Civic Education and Religious Character Education for Early Childhood in Indonesia. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, *5*(1), 97–106. https://doi.org/10.32332/elementary.v5i1.1496.

Massie, A. Y., & Nababan, K. R. (2021). Dampak Pembelajaran Daring Terhadap Pendidikan Karakter Siswa. *Satya Widya*, *37*(1), 54–61. https://doi.org/10.24246/j.sw.2021.v37.i1.p54-61.

Murdiono, M., Miftahuddin, & Kuncorowati, P. W. (2017). The Education of the National Character of Pancasila in Secondary School Based on Pesantren. *Journal Cakrawala Pendidikan*, *36*(3), 423–434. https://doi.org/http://dx.doi.org/10.21831/cp.v36i3.15399.

Murniyetti, M., Engkizar, E., & Anwar, F. (2016). Pola Pelaksanaan Pendidikan Karakter Terhadap Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter*, *6*(2), 156–166. https://doi.org/10.21831/jpk.v6i2.12045.

Natalia, E. D., Veronica, P., Anisa, A., & Dewi, M. (2021). Implementation of Pancasila Values in Character Education: A Literature Review. *International Journal Pedagogy of Social Studies*, *6*(1), 35–42. https://doi.org/10.17509/ijposs.v6i1.32569.

Noviyanto, T. S. H., Juanengsih, N., & Rosyidatun, E. S. (2015). Penggunaan Media Video Animasi Sistem Pernapasan Manusia Untuk Meningkatkan Hasil Belajar Biologi. *Edusains*, *7*(1), 57–63. https://doi.org/10.15408/es.v7i1.1215.

Nurrita, T. (2018). Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa. *Journal of Physics: Conference Series*, *03*(2), 171–187. https://doi.org/10.1088/1742-6596/1321/2/022099.

Parhusip, E. M., Gaol, R. L., HS, D. W. S., & Tanjung, D. S. (2022). Pengaruh Pembelajaran dalam Jaringan terhadap Pendidikan Karakter Siswa Kelas IV SD Negeri 091644 Bahlias Kecamatan Bandar. *Jurnal PAJAR (Pendidikan Dan Pengajaran)*, *6*, 212–221. https://scholar.archive.org/work/dtbuat3xajbixokvg5aobyiy4y/access/wayback/https://pajar.e journal.unri.ac.id/index.php/PJR/article/download/8530/pdf.

Pike, M. A., Hart, P., Paul, S. A. S., Lickona, T., & Clarke, P. (2020). Character Development through The Curriculum: Teaching and Assessing The Understanding and Practice of Virtue. *Journal of Curriculum Studies*, 1–18. https://doi.org/10.1080/00220272.2020.1755996.

Pratama, D. P. A., Sakti, N. C., & Listiadi, A. (2022). Pengembangan Media Pembelajaran Interaktif Berbasis Mind Mapping pada Era Pembelajaran Jarak Jauh. *Jurnal Pendidikan ...*, *14*(1), 146-159. https://doi.org/10.23887/jjpe.v14i1.47710.

Pratiwi, I. T. M., & Meilani, R. I. (2018). Peran Media Pembelajaran Dalam Meningkatkan Prestasi Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, *3*(2), 33. https://doi.org/10.17509/jpm.v3i2.11762.

Purnama, E., & Dwikurnaningsih, Y. (2021). Evaluasi Program Pendidikan Karakter di Toddler-KB-TK Kristen 03 Eben Haezer Salatiga. *Kelola: Jurnal Manajemen Pendidikan*, *8*(2), 225–238. https://doi.org/10.24246/j.jk.2021.v8.i2.

Qorimah, E. N., Cahyo Laksono, W., Hidayati, Y. M., Desstya, A., & Dasar, P. (2022). Kebutuhan Pengembangan Media Pembelajaran Berbasis Augmented Reality (AR) pada Materi Rantai Makanan. *Jurnal Pedagogi Dan Pembelajaran*, *5*(1), 57–63. https://doi.org/10.23887/jp2.v5i1.46290.

Qorimah, E. N., & Sutama, S. (2022). Studi Literatur: Media Augmented Reality (AR) Terhadap Hasil Belajar Kognitif. *Jurnal Basicedu*, *6*(2), 2055–2060. https://doi.org/10.31004/basicedu.v6i2.2348.

Rejekiningsih, T., Budiarto, M. K., & Sudiyanto, S. (2021). Pengembangan Multimedia Interaktif Berbasis Potensi Lokal Untuk Pembelajaran Prakarya Dan Kewirausahaan Di SMA. *Kwangsan: Jurnal Teknologi Pendidikan*, *9*(2), 167. https://doi.org/10.31800/jtp.kw.v9n2.p167--185.

Risabethe, Abiy, & Astuti., B. (2017). Pengembangan Media Pembelajaran UntukMeningkatkan Motivasi Belajar dan Karakter Semangat Kebangsaan Siswa Kelas V Sd. *Jurnal Pendidikan Karakter*, *7*(1). https://doi.org/10.21831/jpk.v7i1.15498.

Saputra, N. E., & Ekawati, Y. N. (2017). Meningkatkan Kemampuan Dasar Anak Tradisional Games in Improving Children ' S Basic Abilities. *Jurnal Psikologi Jambi*, *2*(2), 48–53. https://doi.org/10.22437/jpj.v2i2.4796.

Sugito, N., Aulia, R., & Rukmana, L. (2021). Pancasila as the Establishing Ideology of Nationalism Indonesian Young Generation. *1st International Conference on Character Education*, 177–182. http://creativecommons.org/licenses/by-nc/4.0/.

Sumargiyani, & Widayati. (2019). Pengembangan media pembelajaran di Sekolah Dasar. *Seminar Nasional Hasil Pengabdian Kepada Masyarakat Universitas*, *September*, 145–152. http://seminar.uad.ac.id/index.php/senimas/article/view/2075.

Sumayana, Y. (2017). Pembelajaran Sastra Di Sekolah Dasar Berbasis Kearifan Lokal (Cerita Rakyat). *Mimbar Sekolah Dasar*, *4*(1), 21–28. https://doi.org/10.23819/mimbar-sd.v4i1.5050.

Suryawati, E., Suzanti, F., Suwondo, S., & Yustina, Y. (2018). The Implementation of School-literacy-Sovement: Integrating Scientific Literacy, Characters, and HOTS in ScienceLearning. *Indonesian Journal of Biology Education*, *4*(3), 215–224. https://doi.org/10.22219/jpbi.v4i3.6876.

Taufan, M. Y. (2022). Professional Development of Teachers, Competencies, Educational Facilities and Infrastructure on Teacher Performance and Learning Achievement of High School Students in Makassar City. *Golden Ratio of Social Science and Education*, *2*(1), 24–38. https://doi.org/10.52970/grsse.v2i1.168.

Tristanti, L. Y., Ibrahim, M., Hidayat, T., & Akhwani, A. (2021). Pembelajaran Karakter Terintegrasi IPA di Sekolah Dasar. *Jurnal Basicedu*, *5*(5), 3373–3377. http://jbasic.org/index.php/basicedu/article/view/1351.

Widodo, H. (2019). Penguatan Pendidikan Karakter Di Sd Muhammadiyah Macanan Sleman Yogyakarta. *Lentera Pendidikan*, *22*(1). https://doi.org/10.24252/lp.2019v22n1i4.

Wuryanti, U., & Kartowagiran, B. (2016). Pengembangan Media Video Animasi Untuk Meningkatkan Motivasi Belajar Dan Karakter Kerja Keras Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter*, *6*(2), 232–245. https://doi.org/10.21831/jpk.v6i2.12055.

Zahwa, F. A., & Syafi'i, I. (2022). Pemilihan Pengembangan Media Pembelajaran. *Jurnal Penelitian Pendidikan Dan Ekonomi*, *19*(01), 61–78. https://doi.org/10.25134/equi.v19i01.3963.