

## Utilization of Wayang Punakawan Media in Local History Learning in Grade 6 of Sekolah Dasar Negeri Adan-Adan 1

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### Abstract

Local history is an important part of the identity of a community because it records events, figures, culture, and wisdom values at the regional level. Learning local history, especially for children, plays a role in fostering a sense of pride, care, and attachment to their home region. However, during the process of learning local history, students often experience boredom. This situation encourages researchers to create innovations that are in accordance with the characteristics of elementary school-age children, namely by utilizing Wayang Punakawan media in the learning process of character education. This study aims to evaluate the impact of the use of Wayang Punakawan media on students' local history knowledge. The method used in this study is classroom action research, in the sixth grade, Adan-Adan 1 State Elementary School, Kediri Regency, East Java. The results of the study showed that: (1) The ability of teachers to plan character education learning using Wayang Punakawan media obtained an average score of 3.54 (very good); (2) The teacher's ability to carry out character education learning with Wayang Punakawan media received an average score of 3.71 (very good), and; (3) The learning outcomes of sixth grade students of Adan-Adan 1 State Elementary School showed improvement.

**Keywords:** *Wayang Punakawan, Local History, Learning Innovation, Classroom Action Research*

### Abstrak

Sejarah lokal merupakan bagian penting dari identitas suatu masyarakat karena mencatat peristiwa, tokoh, budaya, dan nilai-nilai kearifan di tingkat daerah. Pembelajaran sejarah lokal, khususnya bagi anak-anak, berperan dalam menumbuhkan rasa bangga, kepedulian, dan keterikatan dengan daerah asalnya. Namun, selama proses pembelajaran sejarah lokal, siswa sering mengalami kebosanan. Situasi ini mendorong peneliti untuk menciptakan inovasi yang sesuai dengan karakteristik anak usia sekolah dasar, yaitu dengan memanfaatkan media Wayang Punakawan dalam proses pembelajaran pendidikan karakter. Penelitian ini bertujuan untuk mengevaluasi dampak penggunaan media Wayang Punakawan terhadap pengetahuan sejarah lokal siswa. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas, di kelas enam, Sekolah Dasar Negeri Adan-Adan 1, Kabupaten Kediri, Jawa Timur. Hasil penelitian menunjukkan bahwa: (1) Kemampuan guru merencanakan pembelajaran pendidikan karakter menggunakan media Wayang Punakawan memperoleh nilai rata-rata 3,54 (sangat baik); (2) Kemampuan guru dalam melaksanakan pembelajaran pendidikan karakter dengan media Wayang Punakawan mendapat nilai rata-rata 3,71 (sangat baik), dan; (3) Hasil belajar siswa kelas enam Sekolah Dasar Negeri Adan-Adan 1 menunjukkan perbaikan.

**Kata kunci:** *Wayang Punakawan, Sejarah Lokal, Inovasi Pembelajaran, Penelitian Tindakan Kelas*

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## INTRODUCTION

The art of Wayang is one of the cultural heritages that originated from ancestors and has undergone significant development in the land of Java, estimated to have existed since about

1500 years before AD (Nurnani, 2024). The term Wayang comes from the Old Javanese language, namely "*wod*" and "*yang*" which means repetitive and impermanent movement (Juwono, 2024). In addition, Wayang can also be interpreted as images or imitations of humans made of materials such as leather and wood, which are used to stage various plays or stories (Suryanto, 2024). Initially, Wayang functioned as a means of ritual respect for the ancestors of adherents of the "*hyang*" belief. However, with the development of the times, the function of Wayang has shifted to a social communication medium that can be used for religious da'wah. Currently, Wayang are also used as a means of learning in the field of education (Maharani, 2024).

Wayang in Indonesia consists of various types, including Wayang Punakawan, Wayang Purwa, Wayang Klitik, Wayang Gedog, Wayang Golek, Wayang Beber, Wayang Wong (human), Wayang Suket (grass), and many more (Zuhriah et al., 2024). In addition to its various types, the characters and stories in Wayang are also very diverse, usually raising themes about local history, character education, royal history, local culture, daily life, and spiritual stories from various religions with different characters and dispositions (Khawismaya et al., 2024). The stories and characters of the Wayang characters can be used as a learning medium by teachers to introduce students and preserve the culture that has existed for a long time, as well as increase local history knowledge among students.

Local history is a discipline in history that focuses on the analysis of events, individuals, cultures, and social dynamics that occur in a particular region or community (Miskawi et al., 2024). In contrast to national history which emphasizes major events and influential figures at the state level, local history pays more attention to aspects of daily life, traditions, and changes that take place in a more limited geographical context, such as villages, cities, or certain regions (Setiawan & Kurniasih, 2025). This approach allows for a deeper understanding of the interaction of local communities with their environment, responses to changing times, as well as the formation of a unique collective identity. Learning local history has a very important role for 6th grade elementary school students, because it can foster a sense of love and pride for the area where they live. By understanding various local events, figures, and cultures, students can recognize the historical roots and wisdom values that exist around them. This learning process also encourages them to appreciate cultural heritage, such as traditions, folklore, and historical relics that exist in their area. In addition, local history makes history lessons more relevant to everyday life, making them easier to understand and engaging students to learn. It also encourages students to care more about the preservation of the culture and the surrounding environment (Matui, 2024). Thus, studying local history not only expands knowledge, but also forms the character of children who love and respect the nation's cultural diversity.

Based on the results of observations made by researchers on the local history learning process in grade 6 of Sekolah Dasar Negeri Adan-Adan 1, it was found that teachers have not been able to create a learning atmosphere that can optimally activate students. This is due to the lack of use of media in learning, the methods used tend to be monotonous and prioritize lectures, as well as the lack of student involvement in learning activities. When the teacher delivers the material with a conventional approach, only outstanding students actively participate, while other students prefer to joke with their peers or even play alone. This condition has a negative impact on the average learning outcomes of students who are below the standard of completeness and expected grades.

Grade 6 elementary school children are currently facing a crisis of local historical

knowledge, which is a lack of understanding of events, figures, and cultures in their own area. This is because the educational curriculum emphasizes national or global history more, while local history is often ignored or taught only at a glance. As a result, many children do not know local heroes, local traditions, or historical places in their immediate neighbourhood (Fikri et al., 2024). In addition, history learning tends to be memorized and less interesting, so children lose interest in digging deeper. As a result, the younger generation is increasingly disconnected from their cultural roots, loses a sense of pride in local identity, and lacks respect for the surrounding historical heritage (Usman et al., 2024). Therefore, local history knowledge in educational institutions today needs to be given more intensive attention through various methods, so that students can be actively involved and not feel bored in the learning process (Nasution, 2024).

To overcome the obstacles faced, the researcher proposes an innovation that is in accordance with the characteristics of children at the elementary school level in the learning process, namely by utilizing Wayang Punakawan learning media for local historical knowledge. The learning characteristics of students at the elementary school level include the tendency to play, move, work in groups, and do or demonstrate activities directly (Andini et al., 2024). Therefore, teachers are expected to be more creative in designing and implementing learning in accordance with the characteristics of elementary school students, in order to improve learning outcomes and create an interesting as well as fun learning atmosphere for students in accordance with the value of local knowledge-based education (Suroto, 2024). The use of Wayang Punakawan media in learning local history knowledge is considered in accordance with the learning characteristics of elementary school students as well as is expected to improve learning outcomes and character values of students.

Previous research on the use of Wayang media in the learning process has been carried out a lot, including: (1) Dendi Pratama (2017) who applied Wayang Kulit Purwa in elementary schools in Ponorogo, East Java; (2) Dandan Luhur Saraswati, Dendi Pratama, & Delia Achadina Putri (2019) who use Wayang Kulit as a medium for learning history; (3) Sitti Munawwarah, Edhy Rustan, & Hisbullah (2022) who use Wayang Kertas as a means of learning in the context of regional insights; (4) Anindhitya Yudhanta Prasetya, Atania Rosbina Br Bangun, Sri Wardani, & Nuni Widiarti (2024) using Wayang Kertas to improve students' cognitive abilities, and; (5) Ratna Sari, Sripit Widiastuti, & Desy Anindia Rosyida (2025) using Interactive Wayang Kertas for Javanese language learning in grade 4 elementary school students. The five studies show that students show high enthusiasm in participating in learning involving Wayang as a learning medium. Therefore, the researcher is interested in conducting research on local history learning innovations by utilizing Wayang Punakawan. Wayang Punakawan was chosen because it is better known by the community in Adan-Adan Village, Kediri Regency, East Java. In addition, Wayang Punakawan is able to convey useful messages, tell inspiring history and stories, have exemplary characters, and bring noble and important values in life.

Therefore, the objectives of this study are: (1) Analysing the role of Wayang Punakawan media in helping students understand and internalize local historical knowledge, as well as; (2) Examine the influence of the use of Wayang Punakawan media on students' academic learning outcomes, both in terms of cognition and effectiveness. The benefits of this research include: (1) Providing more interesting and effective teaching methods in shaping students' characters through Wayang Punakawan; (2) To be a reference for educators in designing innovative learning media that is in accordance with the local cultural context, and; (3) Increase students'

awareness of the importance of local history and character in daily life, so that it can be implemented in their behaviour. Thus, the researcher determined the title Utilization of Wayang Punakawan Media in Local History Learning in Grade 6 of Sekolah Dasar Negeri Adan-Adan 1.

### Research Methods

The form of this research is classroom action research carried out at Sekolah Dasar Negeri Adan-Adan 1, Kediri Regency, East Java. Classroom action research is a form of observation of learning activities in the form of actions that are deliberately presented and take place collectively in the classroom (Darmadi et al., 2024). This research is collaborative and participatory, meaning that researchers work together with peers to assist in the observation and data collection process. The research subjects consisted of 16 6th grade students of Sekolah Dasar Negeri Adan-Adan 1, Kediri Regency, East Java, consisting of 9 female students and 7 male students. To ensure the smooth implementation of class action research, procedures or steps that are in accordance with the problem being studied are needed (Utomo et al., 2024). According to Kurt Lewin (1951), classroom action research activities are carried out through four stages, namely: (1) planning stage; (2) the implementation stage; (3) the observation stage, and; (4) the reflection stage.

The planning stage is a process that involves analysing the Flow of Learning Objectives (*Alur Tujuan Pembelajaran*), Learning Outcomes (*Capaian Pembelajaran*), Teaching Modules (*Modul Ajar*), and Learning Objectives Achievement Criteria (*Kriteria Ketercapaian Tujuan Pembelajaran*) to formulate effective learning strategies. The learning design includes the preparation of learning media such as Wayang Punakawan, as well as the equipment needed for the implementation of local history knowledge. The researcher also compiled a modified observation sheet 1 to evaluate the learning implementation plan, as well as a modified observation sheet 2 to assess the implementation of learning. In addition, a student question sheet in the form of a written test with a written test format was prepared.



**Figure 1.** Wayang Punakawan media used during research at Sekolah Dasar Negeri

Adan-Adan 1 (Source: Personal documentation, 2025)

The next stage is the implementation stage which is carried out by implementing the planned scenario in accordance with the learning implementation plan that has been well prepared. The next stage is the observation stage of the implementation of the learning plan using observation sheet 1 and observation sheet 2, as well as analysing student learning outcomes. The last stage is the reflection stage by the researcher who discusses with collaborators about the findings and problems faced by both parties, which still need improvement. The data obtained includes information about teachers' ability to design and implement local history learning through Wayang Punakawan media, which is carried out in several cycles, as well as student learning outcomes both individually and in average classes. In this class action research, the data collection technique used was a written test. The written test aims to obtain data on student learning outcomes related to the mastery of the material that has been taught, as well as non-test data obtained from observation sheet 1 and observation sheet 2. The data collection tools applied in this study are adjusted to the data collection method used, namely: (1) Observation sheet 1 as an instrument to observe the teacher's ability to prepare a Learning Implementation Plan (*Rencana Pelaksanaan Pembelajaran*), and; (2) Observation sheet 2 that has been modified for the use of Wayang Punakawan learning media. In addition, there is also a student question sheet consisting of 10 multiple-choice questions, 5 description questions, and 1 skill question in the form of a written test.

Research data can be categorized into two types based on their form and nature, namely qualitative data and quantitative data. Qualitative research is an approach that aims to understand the phenomenon that is being studied in depth (Creswell, 2012). In contrast, quantitative research focuses on collecting and analysing numerical data to answer research questions (Lune & Berg, 2017). In this study, quantitative data analysis was carried out by calculating the average value of each aspect contained in observation sheet 1 and observation sheet 2 using the formula that has been determined as follows.

$$\bar{x} = \frac{\sum X}{N} \text{----- (1)}$$

Information:

$\bar{x}$  : Average Score  
 $\sum X$  : Total All Indicators  
 $N$  : Number of Indicators

Calculate the student's completion percentage using the following formula.

$$\text{Percentage} = \frac{\sum \text{students complete}}{\sum \text{student}} \text{----- (2)}$$

The analysis of qualitative data and quantitative data in this study was obtained through observations made by collaborators during the implementation of the research. The data analysed included findings related to the advantages and disadvantages related to Wayang Punakawan as a learning medium, which were then used as discussion material to formulate the next steps for learning activities. In the context of learning local history at Sekolah Dasar



Negeri Adan-Adan 1, the criteria for achieving learning objectives are set at 70. If in the first cycle the learning results do not meet these criteria, then the second cycle will be carried out, and so on. The cycle process will be stopped if the percentage of completeness of learning outcomes reaches at least 80% of students with a score of  $\geq 70$ .

## Results and Discussion

### Research Results

The results of this study were obtained through observation sheet 1, observation sheet 2, and analysis of learning outcomes carried out in three cycles. This research was carried out in three cycles, namely cycle I, cycle II, and cycle III which took place on February 8, 15, and 22, 2025, respectively. The data collected included the teacher's ability to plan and implement learning, as well as the percentage of completeness of student learning outcomes. For a further explanation, see table 1 below.

**Table 1.** Research Results

	Cycle I	Cycle II	Cycle III
Observation Sheet 1	2.98	3.64	4
Observation Sheet 2	3.39	3.78	3.96
Learning Outcomes	56,25%	75%	100%

Based on the data presented in the table, in the first cycle, the teacher's ability to plan learning obtained an average score of 2.98 which was relatively poor. Meanwhile, the teacher's ability to carry out learning obtained an average score of 3.39 which was included in the good category and the completeness of learning outcomes was 56.25%. In cycle II, there was a significant increase, where the teacher's ability to plan learning obtained an average score of 3.64 which was included in the very good category. The teacher's ability to carry out learning has also increased with an average score of 3.78 which is still included in the very good category and the completeness of learning outcomes has increased to 75%. In cycle III, the teacher's ability to plan learning obtained an average score of 4 which was included in the very good category, while the teacher's ability to carry out learning obtained an average score of 3.96 which was included in the very good category with the completeness of learning outcomes reaching 100%.

### Monitoring and Evaluation

Based on observation sheet 1, data obtained from the implementation of cycle I, cycle II, and cycle III showed an increase in teachers' ability to plan learning. The aspect of teachers' abilities is divided into five indicators, namely: (1) Learning Goal Flow; (2) Learning Modules; (3) Criteria for Achieving Learning Objectives; (4) Teaching at the Right Level, and; (5) Evaluation. In the implementation of the first cycle, the teacher's ability to plan learning obtained an average score of 2.98. In this first cycle, there are two indicators that are still considered lacking by researchers, namely the ability to provide why and how questions and in determining the form and technique of assessment. In cycle II, the average score obtained increased to 3.64. In this cycle, two indicators that previously received negative scores in cycle I showed an increase. In cycle III, the teacher's ability to plan learning reached a maximum score

of 4.00.

Based on observation sheet 2, data obtained from the implementation of cycle I, cycle II, and cycle III showed an increase in teachers' ability to plan learning. The aspect of teachers' ability to carry out learning is divided into three indicators, namely: (1) the ability to open lessons; (2) core learning activities, and; (3) closing activities. In the implementation of the first cycle, teachers' ability to plan learning obtained an average score of 3.39. In this first cycle, there are two indicators that are still considered lacking by researchers, namely when conducting initial motivation and reflection on learning involving students. In cycle II, the average score obtained increased to 3.78. In cycle II, two indicators that previously obtained lower scores in cycle I showed an increase. In cycle III, the teacher's ability to plan learning reached a score of 3.96.



**Figure 2. & Figure 3.** Teachers conduct local history learning using Wayang Punakawan (Source: Personal documentation, 2025)

One of the elements that affects learning outcomes at school is the availability of learning media. Learning media plays an important role in increasing students' motivation and interest in learning (Ginanto et al., 2024). With learning media, students become more enthusiastic in the learning process and can deepen their understanding of the subject matter (Astuti et al., 2024). From these two views, it can be concluded that learning media makes a positive contribution to improving learning outcomes. In this study, learning outcomes were measured through a written test consisting of 10 multiple-choice questions, 5 description questions, and 1 skill question given at the end of each learning to assess the extent of students' understanding of the material taught. The success indicator to be achieved in this study is the percentage of students who obtained a score of  $\geq 70$  out of 80%. If the percentage of student completeness has not met the set indicators, then the research cycle will continue to be carried out until the desired results are achieved. In the first cycle, the percentage of student completion only reached 56.25% due to students being in a hurry and lack of time to complete written test questions. In the second cycle by providing additional time, the percentage of completeness increased to 75%, although there were still 4 students who had not completed. After reflection, it was found that some students who had not completed the test had difficulty understanding

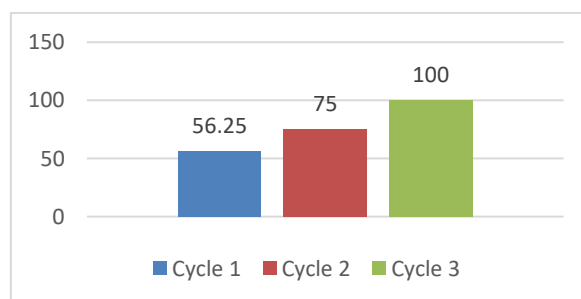
the written test questions. In cycle III, the teacher paid special attention to the four students by explaining more deeply about the written test questions. As a result, in cycle III, the percentage of completeness reached 100% (all students completed).



**Figure 4.** Students take a written test to assess the extent to which students understand local history material (Source: Personal documentation, 2025)

This study aims to evaluate the improvement of student learning outcomes after participating in local history learning using Wayang Punakawan media. To measure the extent of the improvement in learning outcomes, the researcher presents it in column 1 as follows.

#### **Column 1.** Improving Student Learning Outcomes



From the columns displayed, it can be concluded that there was an increase in student learning outcomes from cycle I to cycle II by 18.75%, namely from 56.25% in cycle I to 75% in cycle II. Furthermore, from cycle II to cycle III, there was an increase to 25%, with the percentage of learning outcomes increasing from 75% in cycle II to 100% in cycle III. This increase can be attributed to the use of Wayang Punakawan media in learning local history which has proven to be effective in helping teachers create a more concrete learning atmosphere and facilitate the cultivation of material concepts. In addition, Wayang Punakawan media also plays an important role in attracting students' attention to the material being taught, so that they can more easily understand the lessons, which ultimately contributes to improving learning outcomes. However, the effectiveness of the use of Wayang Punakawan media is highly dependent on the application of learning methods that are able to encourage active student participation. Therefore, the combination of local history learning with Wayang Punakawan media can be said to be an effective strategy to improve learning outcomes, with the note that teachers apply an approach that actively involves students in the learning process.



Based on the research that has been conducted, it can be concluded that the application of Wayang Punakawan media in the context of learning local history has the potential to improve student learning outcomes. In addition, the use of varied methods and interesting Wayang Punakawan media can trigger students' enthusiasm in following the learning process. The active involvement of students in learning activities is essential, as it contributes to improving learning outcomes. However, the value aspect in local history learning needs to be considered, given that attitudes, skills, and knowledge must be holistically integrated, which in turn will influence student behaviour.

### **Obstacles Faced**

One of the main challenges in the use of Wayang Punakawan media is the lack of teachers' understanding of the techniques of making and using Wayang Punakawan. Wayang Punakawan has characteristics so special training is needed for teachers to master it. One of the solutions that can be applied is to organize workshops or training for teachers, both through collaboration with local Wayang artists and with local educational institutions. In this way, teachers will be more confident in using Wayang Punakawan as a learning medium. In addition, the availability of materials and time is also a challenge. Making Wayang Punakawan requires certain materials that may be difficult to find around the school, such as cowhide leather, mahogany, and samson paper. In addition, the manufacturing process also takes a long time. To overcome these obstacles, schools can work with the arts community or use alternative materials that are easier to obtain. The creation of Wayang Punakawan can also be done in stages or involve students as part of a creative project, so as not to burden teachers individually.

Another obstacle faced is the low interest of students in traditional arts caused by the increasing attraction of digital media. In order for Wayang Punakawan to be well received, teachers need to present learning interactively, for example by combining Wayang stories with current issues or applying a more interesting storytelling approach. In addition, the evaluation of Wayang Punakawan based learning is often difficult to measure concretely. As a solution, teachers can apply assessment methods such as observation, student reflection journals, or group assignments that reflect local historical knowledge and character education values. That way, the impact of learning can not only be felt qualitatively, but also its development can be monitored from time to time. By overcoming these various challenges through the right solutions, the use of Wayang Punakawan at Sekolah Dasar Negeri Adan-Adan 1 can be an effective means in instilling knowledge of local history to grade 6 students.

### **Conclusion**

Local history has a crucial role in shaping the identity of a community, because it reflects events, figures, culture, and wisdom values at the regional level. Through understanding local history, we can examine social dynamics, environmental changes, and cultural heritage that shape the character of a society. Learning local history, especially for children, is essential for fostering a sense of pride, care, and attachment to their home region. However, there is currently a knowledge crisis about local history caused by a lack of emphasis in the educational curriculum and unattractive teaching methods. Therefore, it is necessary to make efforts to preserve and convey local history with a more creative and contextual approach, so that the younger generation does not lose their identity and remains connected to their cultural roots. One of the interesting learning media to teach local history is Wayang Punakawan.

Based on the analysis of the data obtained from this study, it can be concluded that namely: (1) The ability of teachers to plan local history learning using Wayang Punakawan media obtained an average score of 3.54, where the criteria on observation sheet 1 and observation sheet 2 were in the range of 3.50-4.00 which was included in the very good category; (2) The ability of teachers to carry out local history learning with Wayang Punakawan media obtained an average score of 3.71, with the criteria on observation sheet 1 and observation sheet 2 also in the range of 3.50-4.00 which shows a very good category, as well as; (3) The learning outcomes of grade 6 students of Sekolah Dasar Negeri Adan-Adan 1 showed a significant increase. The percentage of student learning completeness increased by 18.75%, from 56.25% in Cycle I to 75% in Cycle II, and from 75% in Cycle II to 100% in Cycle III. Thus, student learning outcomes in learning local history have achieved success, because they have exceeded the set percentage, which is  $\geq 80\%$ .

Some suggestions that can be conveyed by the researcher are: (1) It is recommended to related parties, especially the Kediri Regency Education Office (Dinas Pendidikan Kabupaten Kediri), to socialize the results of this research to elementary school teachers, especially in the context of learning that uses Wayang teaching media, so that it can be used as a reference in improving student learning outcomes, and; (2) Teachers are expected to be able to apply a learning model that uses Wayang media to create an active, creative, effective, and fun learning atmosphere. The implication is that this research is expected to attract students' attention and increase their enthusiasm in participating in the learning process, including in learning local history. In addition, Wayang Punakawan contains various cultural and moral values that can be taught to students, so that they can understand ethics, norms, and social values that are important in life. In the implementation of this research, there are several limitations that can affect the results of this research, such as the limited time and funds that the researcher has, which can result in the results of this research having several limitations. Therefore, it is recommended that the results of this research can be used as comparative material, so that this research can be more complex and expand the treasures regarding the use of Wayang learning media in education.

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