

Realizing The Profile of Pancasila Students through Bebentengan Traditional Games in Elementary School Students

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Abstract

Realizing the profile of Pancasila students is a lofty goal that is the target of the Government of Indonesia. The implementation is through a learning process in academic units to realize these expectations. This study uses a descriptive qualitative approach using the literature study method and examines the values contained in the traditional Bebentengan game associated with the profile of Pancasila students. This research aims to discover the steps to realize the Pancasila student profile for elementary school students, which is integrated into the learning process through the game Bebentengan. The study results show that Bebentengan games can grow and realize the profile of Pancasila students. This can be seen from the character of the Bebentengan game, namely, working together, helping each other, and working hard.

Keywords: Traditional Games, *Bebentengan* Games, Pancasila student profiles

INTRODUCTION

Indonesia is known for its diversity and many cultures. *Bhinneka Tunggal Ika*, as the motto of the Indonesian nation, must be preserved. The richness of this cultural diversity is certainly the uniqueness of Indonesia. This culture is an irreplaceable wealth of the Indonesian nation, whose existence must be preserved as a characteristic of a country that is always cherished. So that what has been determined as Indonesia's wealth treasury is not lost or claimed by other countries. This trait is possessed by the Indonesian people and not by other nations. You can already imagine what Indonesia would be like without this culture and diversity; Indonesia would have no qualities to be proud of to differentiate itself from other countries.

One characteristic of Indonesia's diversity is traditional children's games. But nowadays, the types of traditional children's games are gradually becoming extinct, losing to the modern games played by many children today. This will eliminate the characteristics of the Indonesian nation. In the past, children were more familiar with various traditional games in society. The equipment used is self-made or uses objects in the environment. As a result of the

progress of the times marked by the rapid development of science and technology, many traditional games have, in turn, been replaced by various types of modern games. Although traditional children's games have advantages over modern games, one of them is introducing character building or the moral values of each game. Because the messages contained in traditional games convey more positive values. Traditional games are symbols of knowledge passed down from generation to generation and have different activities or messages behind them, while children's games are still children's games. That way, the shape remains fun and exciting play equipment for children.

Traditional games are passed down from generation to generation and have symbolic meanings behind the movements, language, and tools used. These messages are helpful for a child's cognitive, emotional, and social development as a preparation for or as a way to learn about life in adulthood. The rapid development of electronic games makes the position of traditional games even more fragile and almost unrecognizable.

Article 3 of Law Number 20 of 2003 concerning the National Education System states that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

This goal aims to create a society that believes in and fears God Almighty, has good morals, is physically and mentally healthy, has high intellectual ability, creativity, and independence, and has awareness as a democratic and responsible citizen in advancing nation and state.

Taking this into account, efforts must be made to maintain traditional Indonesian games, including:

1. Preserving traditional Indonesian games through education: Schools can integrate them into their curriculum to introduce and preserve them to the younger generation.
2. Holding traditional game events: This activity can be carried out in the community, where people can gather and play together. This event can be enlivened with a contest or competition to attract public interest.
3. Incorporating traditional games in festivals or exhibitions: Traditional games can be demonstrated and communicated to many people in cultural exhibitions or festivals.
4. Encouraging local industries related to traditional games: Because local industries related to traditional games produce tools, such as stones for playing Congklak, by

developing these industries, traditional Indonesian games can be more easily accessible to the public.

5. Creating media that supports traditional Indonesian games: Media, such as video tutorials or applications, can help introduce traditional Indonesian games to a broader audience.

Schools, as a basis for increasing competency and part of efforts to transfer generations, have a strategic role in efforts to maintain and, at the same time, efforts to modify and preserve Indonesia's cultural wealth. Developing traditional games does not only want to preserve but aims to continue to uphold and preserve the noble values of the Indonesian people amidst the swift currents of modernization that are eroding the local traditions of the Indonesian people.

The learning characteristics of elementary school students will be more meaningful through social interactions and games. Elementary school students often learn by interacting socially. They enjoy collaborating with peers, discussing, and working in groups. Learning processes that involve interaction and discussion with others can help them understand concepts better and build social skills. Learning with games fits perfectly with the characteristics of elementary school students.

The importance of learning while playing for elementary school students is as follows:

1. Increase learning motivation: Learning while playing can help increase students' learning motivation. Fun and interactive play activities can make students more enthusiastic and interested in learning. They will feel that learning is something fun and not a burden.
2. Improve social skills: Playing in groups or teams can help elementary students develop their social skills. They learn to cooperate, communicate, share, and respect the opinions of their peers. These social skills are essential in everyday life and will give them an advantage in the future.
3. Strengthens cognitive skills: Playing can stimulate students' cognitive development, such as memory, concentration, and problem-solving. Through play, they face challenges and tasks requiring critical thinking and strategy. This helps improve their memory and their ability to solve problems effectively.
4. Continuous learning: When students learn through play, learning becomes more continuous. They can apply the concepts learned directly in the context of a game, which makes learning more meaningful and memorable. In the process, they also

develop transfer skills, i.e., the ability to apply the knowledge acquired in different contexts.

5. Creativity development: Games often involve imagination and creativity. Elementary school students have strong imaginations; through play, they can develop their creative thinking skills, express their ideas, and find unique solutions to problems.
6. Helps build self-confidence: Play can help build students' self-confidence. They feel proud and confident when they reach a goal in a game or successfully overcome a difficult challenge. This gives them confidence that they can face and overcome challenges in learning and everyday life.
7. Keeping the fun in learning: Learning while playing maintains the fun aspect of the learning process. Students will feel that learning is a fun and exciting activity, not just a chore. This can help maintain their interest and interest in learning, positively influencing their academic performance.

Traditional games are believed to be able to grow the values contained in the Pancasila points, which can be embedded and grow in the souls of Indonesian children who are known to be friendly and have noble characters.

Games can have an essential role in realizing the profile of Pancasila students. Some of them are:

1. Promote a sense of solidarity and unity: Traditional games can teach values such as togetherness, cooperation, and tolerance. Through this game, students can learn to respect each other and work together to achieve common goals.
2. Develop creativity and critical thinking skills: Some traditional games require the ability to think creatively and innovatively to find ways to win or overcome challenges in the game. This can help students to develop critical and solutive thinking skills.
3. Forming noble character: Traditional games can teach moral values, such as honesty, patience, and perseverance. Students can learn to respect opponents and not harm others to achieve personal goals.
4. Preserving local culture and heritage: Students can learn about local heritage and Indonesian culture by playing traditional games. This can help them develop a love and pride for their culture and country.

By playing traditional games regularly, students can get many positive benefits that can help them become Pancasila students with good character and love Indonesian culture..

METHOD

The approach used in this study is qualitative. In contrast, the type of research used is descriptive research, namely research conducted to describe the embodiment of the profile of Pancasila students through traditional Bebentengan games, with a qualitative approach, namely to find out the factors that become obstacles and supporting factors in implementing the embodiment of the Pancasila student profile. Researchers use descriptive methods to describe the state of the subject/object of the researcher based on field facts. Primary data sources were obtained from literature studies. The data collection technique was carried out through interviews in the literature.

The method used in this study is qualitative. In contrast, the type of research used is descriptive research, which describes how to realize the profile of Pancasila students through traditional Bebentengan games. Using a qualitative approach aims to describe how the traditional game of Bebentengan can foster the values contained in Pancasila, which will ultimately be reflected in students' souls in the form of Pancasila Student profiles. This researcher also guides educators to be able to integrate traditional games into learning that is embedded in the essential competencies of certain student subjects.

RESULTS AND DISCUSSION

1. Character Values in Traditional Games

There are several reasons traditional children's games are no longer popular; the first is that parents or other adults do not teach them because of limited facilities or materials for playing. The second reason is the need for more space for children to play.

For example, a child wants to play f Bebentengan, but finding a place to play in urban areas is challenging. The third reason is due to limited raw materials and sources, less open space for children's play areas, and foreign solid cultural influences that have entered big cities are factors that make traditional children's games rarely played.

Many positive values can be obtained from traditional games, which can be the basis for forming children's character and can be integrated into learning so that elementary school students can benefit from character education from traditional children's games. Traditional games are fun and can help form one's character. Here are some character values that can be instilled through traditional games:

1. Cooperation: Many traditional games require cooperation between players. In games like "*Bentengan*" or "*Gobak Sodor*," players must work together to achieve a common goal. It teaches the importance of cooperation and team in achieving goals.
2. Honesty: Traditional games often require clear and honest rules. In games such as "*Engklek*" or "*Peyek*," players must be honest about the results of their throws or the steps they take. It helps to teach children the values of honesty and integrity.
3. Discipline: Some traditional games, such as "*Sepak Raga*" or "*Sepak Takraw*," require strict discipline in technique and movement. It teaches the value of discipline and the importance of practice and success in life.
4. Patience: Some traditional games, such as "*Congklak*" or "*Dam*," require patience in playing and waiting for one's turn. This helps teach patience and respect for other people's time.
5. Creativity: Some traditional games, such as "*Bakiak*" or "*Engklek*," require creative thinking of new strategies or moves. It teaches the importance of creativity and innovation in life.
6. Respect for differences: Some traditional games, such as "*Bentengan*" or "*Gobak Sodor*," can be played by players of all backgrounds and abilities. This helps teach the value of respecting differences and diversity.
7. Value wins and losses: Traditional games teach the importance of respecting wins and losses. This helps teach the value of modesty and respect for opponents.

Traditional games can help form one's character by teaching essential values in life. By playing traditional games, children and adults can learn cooperation, honesty, discipline, patience, creativity, respect for differences, and appreciation of wins and losses (Yulia, 2023).

Playing is the world of children because playing is one of the activities that children like, adults also like some games. With the help of games, children learn things about their lives and can exercise courage and build self-confidence. Through play, children can express themselves to make up for things they cannot experience.

Traditional games play an essential role in the culture and history of a nation. Here are some of the essential roles played by traditional games:

1. Preserving culture and traditions: Traditional games play an essential role in preserving the culture and traditions of a nation. These games are passed down from generation to generation and remain part of a nation's cultural identity.

2. Develop motor skills: Playing traditional games can help develop motor skills such as hand-eye coordination, balance, and other physical movements.
3. Increase creativity and imagination: Traditional games often rely on imagination and creativity to play them. It helps in enhancing children's ability to think creatively and solve problems.
4. Strengthen social relations: Playing traditional games often involves several people, thereby helping to strengthen social relations and building trust between players.
5. Developing moral values: Traditional games can help develop moral values such as cooperation, honesty, a sense of responsibility, respect, and patience.
6. Maintain physical health: Some traditional games, such as "*Sepak Raga*" or "*Gasing*," involve intense physical movements and help maintain physical health.
7. Reducing technology use: Playing traditional games can help reduce technology use, which can often interfere with social interactions and reduce physical activity.

Traditional games play an essential role in preserving culture, developing motor skills, increasing creativity and imagination, strengthening social relations, developing moral values, maintaining physical health, and reducing the use of technology. Therefore, traditional games must be maintained and promoted to stay alive in our culture.

2. Game of *Bebentengan*

a. About *Bebentengan* Games.

Bebentengan is one of the most famous traditional games in Indonesia. This game is usually played by children in a village or village environment. *Bebentengan* is done with two groups facing each other and members from each group holding hands to form a line.

The game aims to knock the opponent or drag the opponent out of the playing area. Each group member must help each other to keep from falling or being dragged out of the playing area. The group that wins the game is the group that succeeds in dropping or dragging all members of the opposing group out of the game area.

Bebentengan also have a variety of rules and ways to play that differ depending on the region or region. Several variations of the *Bebentengan* game in Indonesia include water *Bebentengan*, wooden *Bebentengan*, marble *Bebentengan*, and so on. This game is considered a way to strengthen brotherhood and foster a sense of togetherness among children in one environment.

Bebentengan is an original game of Indonesian culture developed in various regions with different names. *Bebentengan* games have different names in each region. The history of the development of the *Bebentengan* game has yet to be discovered with certainty; it is clear that this game has been known, loved, and played by the community since childhood until it has been passed down from generation to generation. *Bebentengan* became the prima donna and was often played in the 1980s and 1990s.

Bebentengan is a game played by two groups of 4-8 people each. Each group chooses a place as the base, usually a monument, stone, or monument as a "*Benteng*."

b. *Bebentengan* Game Steps

In this game, each member usually has roles such as "attacker," "spy," "intruder," and "guard." This game requires running speed and reliable strategic skills. To start the *Bebentengan* game, follow these steps:

1. Preparation: The players choose two groups that are equal in number of members. Each group forms a line and faces each other.
2. Determining the Boundary of the Game Area: Before starting the game, the players determine the boundaries of the playing area used. Usually, the game area is limited by a line or rope.
3. Game Start: The game starts once the game area boundaries are determined. Each member of each group holds hands to form a line. Then, both groups try to attack and knock down opposing group members or drag them out of the playing area.
4. Catching Opponents: Each group member must help each other to keep from falling or being dragged out of the playing area. If a member of the opposing group is caught or dropped, the group member must sit in the designated place.
5. Winning the Game: The group that manages to catch or knock all opposing group members out of the game area, then the group is declared the winner.
6. Playing Again: If the game still needs to be finished or there are group members who have not been caught or dropped, the game can be continued until one of the groups is declared the winner.

Remember that in *Bebentengan* games, the safety and security of the players must always come first. Therefore, players must pay attention to the rules and procedures of the game and must avoid actions that can endanger themselves or other players.

c. The Embodiment of Pancasila Student Profiles in *Bebentengan* Games.

Bebentengan games or chase games have positive values that can be taken, including:

1. Motor skills: *Bebentengan* games require physical movements such as running, jumping, and dodging. Therefore, this game can help in developing motor skills.
2. Creativity and imagination: *Bebentengan* games allow players to use their imagination and creativity to find ways to capture or evade opponents.
3. Co-op and teamwork: Some types of *Bebentengan* games require cooperation and teamwork between players to capture opponents or achieve a common goal.
4. Healthy competition: *Bebentengan* games can teach players to compete fairly and fairly, respect wins and losses, and respect opponents.
5. Decision-making ability: *Bebentengan* games require players to make quick and correct decisions in situations that often change rapidly.
6. Independence: *Bebentengan* games help develop independence and a sense of responsibility, where each player is responsible for achieving the game's goals.
7. Maintain physical health: Playing *Bebentengan* games can help maintain physical health and improve fitness.

Bebentengan games contain positive values such as motor skills, creativity, cooperation, healthy competition, decision-making ability, independence, and physical health. In addition, this game can be a means to develop social relationships and strengthen friendships. However, remember that safety is always the top priority when playing *Bebentengan* games.

The Pancasila Student Profile is an ideal description of an Indonesian student with a positive character and attitude based on Pancasila values. Some embodiments of the Pancasila Student profile in the *Bebentengan* game are:

1. Tolerance: A Pancasila student must have tolerance towards opponents in *Bebentengan* games, namely accepting differences and respecting the right of each individual to play and win.
2. Independence: Pancasila students must be able to play *Bebentengan* independently and be responsible for making the right decisions when playing.
3. Cooperation: Pancasila students must be able to work together with a team or playmate to achieve common goals in the game of *Bebentengan*.

4. Creativity: Pancasila students must have the ability to think creatively and find innovative ways to catch or avoid opponents in *Bebentengan* games.
5. Discipline: Pancasila students must have discipline in playing *Bebentengan*, comply with applicable rules and regulations, and uphold fair play and sportsmanship.
6. Appreciating the value of justice: Pancasila students must understand and respect the value of justice in *Bebentengan* games, namely giving equal opportunities to each player and avoiding fraudulent behavior.
7. Leadership: Pancasila students must be able to become leaders in *Bebentengan* games, namely giving directions or taking the necessary initiatives to achieve common goals and leading their teams wisely.

Games can be a means to develop the profile of Pancasila students, especially in terms of tolerance, independence, cooperation, creativity, discipline, respect for the values of justice, and leadership. Through castle games, kids can learn and hone skills and characters that will be useful in everyday life.

a. Aspects of learning

Bebentengan games have several learning aspects that can help develop children's skills and character, including:

1. Motor skills: *Bebentengan* play involves physical movements such as running, jumping, and dodging. This can help children develop their gross and fine motor skills.
2. Social skills: Playing *Bebentengan* also involves social interaction and communication between children. This can help children develop social skills such as communicating, cooperating, and resolving conflict.
3. Cognitive skills: *Bebentengan* games also involve cognitive skills such as strategic planning, making decisions, and predicting your opponent's actions. This can help children develop critical thinking and problem-solving skills.
4. Creativity: Children can learn to think creatively and find new ways to catch or avoid opponents in a game of *Bebentengan*.
5. Independence: *Bebentengan* games can help children to become more independent and responsible, as they have to make their own decisions and be responsible for their actions in play.

6. Physical health: Playing *Bebentengan* can also help children to improve their physical health because this game involves active physical movement and can help improve fitness.

Bebentengan games can be a fun and effective way to develop various skills and characters in children. Parents or educators can direct the *Bebentengan* game to be more effective in building children's skills and character by paying attention to this aspect of learning.

b. Integration in learning

1. Pre-Game

- a. Teachers analyze Core Competencies (KI) and Basic Competencies (KD)
- b. The teacher determines Basic Competencies that are integrated with the *Bebentengan* game.

2. Game Implementation

- a) The teacher prepares students in the field for game preparation
- b) The teacher divides the groups according to the strict rules of the game.
- c) Each group chooses a column or columns to use as a bastion. There is a safe zone around the *Benteng* where members of the *Benteng* owner can wait without fear of being attacked by enemies.
- d) Players must try to touch opposing team members to catch those who will be placed in a safe area. Prisoners can also be freed with the help of teammates by touching the prisoner's body. The prison is near the *Benteng*.
- e) Players often have to touch their tower again because "escort" and "prisoner" are determined by the last pole touch.
- f) The player closest to the *Benteng* has the right to be caught if he touches the opponent's member he wants to catch.
- g) The winner is the team that can touch the opponent's stick or pole while shouting "*Benteng*."

3. Assessment Techniques

Table 1. Instrument Evaluation Attitude

BEHAVIOR WHICH EXPECTED	CHECK (√)	
	Yes	No
A. Courage		
1. Brave go out from <i>Benteng</i> For touch against more young h		
2. Dare save a Friend Who becomes a prisoner		
3. Dare chase against Which younger		
B. Cooperation		
1. Composing strategy in the game		
2. Help member group so that No touch by against		
3. Help guard prisoner		
C. Work hard		
1. Work hard For touch <i>Benteng</i> against		
2. Defend the <i>Benteng</i> from against		
D. Honest		
1. No lying when touching between old players and players young h		
2. Confess defeat		
3. Become a prisoner If caught in touch		
AMOUNT		

CONCLUSION

Advances in science and technology have impacted the fading of the nature and nobility of the Eastern values inherent in the identity of the Indonesian nation. These values will gradually disappear if humans do not become aware of their national identity again.

For this reason, it is necessary to replant the eastern characteristics of the Indonesian nation, which have begun to be instilled in children to prepare for the next golden generation. However, because science and technology have greatly influenced the pattern of children's lives, there must be efforts to make children interested in the steps to replant cultural values that have faded.

To realize the values contained in Pancasila, one of the efforts is to integrate them into learning. One of them is by playing *Bebentengan*. Based on the literature study results, *Bebentengan* games can foster a Pancasila student profile for elementary school students. This can be seen from the character of the game, which mostly leads to the cultivation of Pancasila student profile values. Traditional games are a strategic effort to instill cultural values by integrating them into learning. .

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