

Learning Video Based on Local Culture of “Wayang Golek” Reyog Ponorogo in the Early Childhood Education Curriculum on the Theme of My Homeland

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Abstract—This article aimed to explain the results of the application of learning videos for early childhood by using a local cultural approach of “*wayang golek*” (rod puppets) Reyog Ponorogo. This learning video was applied in the early childhood education (PAUD) curriculum by choosing the theme of My Homeland. This research used a development method. The results obtained in this research were (1) the development of the PAUD curriculum with a local cultural approach to the “*wayang golek*” Reyog Ponorogo could be used in developing the theme of “My Motherland”; (2) the video media was very helpful in introducing the local culture of Reyog Ponorogo and the character values in each character; and (3) the implementation of video media supported by the teacher as a role model for the mastermind of the story helped teachers introduce fairy tales and stories to early childhood.

Keywords—*video media, early childhood teacher education curriculum, local culture, “wayang golek” Reyog Ponorogo, patriotic character*

I. INTRODUCTION

The development of a child's thinking ability is growing rapidly during his/her golden age, especially at the level of Early Childhood [1]. Early childhood education is strived to be able to foster newborns up to the age of 6 years as an effort to create a golden generation that is ready to compete in the global arena. In this effort, there is a need for synergy between several components such as human resources, natural resources, and the ability to adapt to technology [2].

This golden period at early age should be used for parents or educators to develop and direct the ability to think and recognize children's intelligence. A child's intelligence cannot only be measured by the ability to read and count, but this ability is also seen in spatial-visual intelligence centered on a child's right brain [3].

One effort that can be made to stimulate this intelligence is to introduce something that is in the environment around them and ask children to create their imagination into a picture or verbal expression. Audiovisual media in learning is said to be very effective because the learning videos delivered by educators will shape students' learning enthusiasm, attract students to learn more, and save time for educators [4].

Learning video media used in early childhood can be used by teachers for storytelling activities or explaining folklore or character explanations. Fairy tales themselves through audiovisuals are believed to be very useful for children, one of which is to form children's interest and understanding of knowledge at a higher level [5]. Bettelheim revealed in his theory that when children find meaning in a story, what will develop are social skills so that they are involved in their emotional growth, which functions in achieving their life goals [6]. In another study, it was explained that storytelling in children could also form a pattern of interactive learning methods [7].

In accordance with the Minister of Education and Culture's Regulation of No. 137 of 2014 on National Standards for Early Childhood Education, PAUD Teacher Competencies include pedagogic competence, social personality, and professional. This pedagogic competence serves to prepare PAUD teachers to be able to design a curriculum by developing themes that are appropriate to the needs of early childhood [8]. One of the themes that can be developed to stimulate students' visual intelligence skills is a theme based on local culture and the character of patriotism. Therefore, it is very relevant if the fairy tales are shown to students through video media also contain character meanings with the introduction of local culture [9].

The surrounding environment has a very large impact on the growth process of early childhood, which will also affect the development of their lives [10]. Education is one of the accurate media in creating a young generation who think ahead but still fight for and maintain local cultural values [11]. One of the local cultures that should be introduced and developed in the younger generation is the culture of Reyog Ponorogo. In its development, the Reyog Ponorogo culture has been developed in the form of new socio-cultural innovation of “wayang golek” Reyog Ponorogo [12].

This local culture is full of character values displayed in the story and the introduction of the characters in it [13]. In the development of this local culture, in previous research, researchers have developed a new form of culture that collaborates between West Javanese culture in the form of “wayang golek” and East Javanese culture in the form of Reyog Ponorogo until a new culture of “wayang golek” Reyog Ponorogo was born [12]. In the introduction of Reyog Ponorogo culture, it is generally done by staging dances, but in the form of this new culture, it is packaged in the form of wayang golek, which can be played by a “dalang” or teacher as a learning facilitator in the classroom. Departing from this, the use of video media in learning will make it easier for teachers to introduce fairy tales about this folklore in the classroom [9].

Based on previous studies, this research aimed to find out how the implementation of the PAUD curriculum with the theme of My Homeland is integrated into the local culture of “wayang golek” Reyog Ponorogo. In addition, this research also aimed to find out how teachers use audiovisual media in the form of learning videos by combining them with the local cultural wisdom of “wayang golek” Reyog Ponorogo. In the process of developing the video, the teacher was the mastermind or actor in the video, and therefore in this research, it is indicated the impact and effectiveness of using this video media on students.

II. METHOD

This research used a qualitative descriptive method. This research was conducted on PAUD teachers in Ponorogo Regency selected with a sample of 6 schools with two practice teachers each or a total of 12 PAUD teachers. The study data in this research was a form of teacher response in the preparation and implementation of the use of “wayang golek” Reyog Ponorogo media in the form of videos that are included in the PAUD curriculum on the theme of My Homeland. Data collection techniques in this research were carried out by means of observation, interviews, and documentation. Data analysis was carried out using the Miles and Huberman technique, including data collection, data reduction, data presentation, and conclusions [14].

III. RESULT AND DISCUSSION

A. *Preparation of PAUD Curriculum on the theme of My Homeland with a Local Cultural Approach of “wayang golek” Reyog Ponorogo*

The process of obtaining data in the field was carried out through a study of approaches to teachers who in previous research have been given FGDs and puppeteering training of “wayang golek” Reyog Ponorogo and the use of musical accompaniment instruments. The teachers who were trained in this activity were samples of all PAUD teachers in the city of Ponorogo, while the total number of teachers who have received training was 12 teachers from the six assisted PAUD schools.

In the process of implementing the PAUD curriculum development on the theme of My Homeland using the local cultural approach of “wayang golek” Reyog Ponorogo, several stages were carried out, including 1) Preparation of learning designs with the theme of My Homeland adjusted to the PAUD curriculum; 2) Wayang performing training for involved PAUD teachers; 3) Video capture and preparation of PAUD teacher interactive videos for learning; 4) Roadshow was limited to implementation in the PAUD target schools; and 5) Observation of the implementation of PAUD teachers. At the initial stage, the teacher prepared a story design using the characters in “wayang golek” Reyog Ponorogo.

Each team consisting of two teachers in one PAUD school institution collaborated in creating a story development plot for the puppeteering activity. Based on the Early Childhood Learning Planning Guidelines, the PAUD curriculum is a set of plans and arrangements regarding the objectives, content, and development materials as well as the methods used in organizing activities for educational purposes [15].

The PAUD curriculum itself consists of semester programs in the form of theme development, RPPM, and RPPH. In this research, the teachers applied the puppeteering activities of “wayang golek” Reyog Ponorogo using the theme of My Homeland. From the results of observations on 12 teachers who are a combination of 6 PAUD schools in Ponorogo, each school developed the story material for “wayang golek” Reyog Ponorogo with the theme of My Homeland (Table 1).

The next process of developing a story study was done by designing a puppetry story shown in the video. The storyline was consulted to the team to re-examine its suitability with the PAUD curriculum. Table 2 exhibits the summary of the development of the storyline and meaning in the theme of My Homeland. Each team in one school sent two teachers who would be trained and given special training related to puppeteering activities by the research team and the team assigned by the Reyog Ponorogo Foundation.

TABLE I. THE DEVELOPMENT OF THE STORY STUDY WITH THE THEME OF MY HOMETLAND

Names of Schools	Story Study Development	
	Story Topic	Involved Characters
ABA Smart Brotonegaran	The Self-sacrifice of Patih Bujang Ganong	Klana, Bujang Ganong, Warok, Mbok Emban
RA Aisiyah Jintap	The Reign of Warok	Warok, Klana Sewandana, Bujang Ganong, Jathil
BA Aisiyah Bangunsari 2	The Loyalty of Mbok Emban	Mbok Emban, Dewi Songgolangit, Merak
TK Aisiyah Singosaren	The Sincerity and Responsibility of Mbok Emban	Raja Kediri, Bujang Ganong, Dewi Songgolangit, Mbok Emban
RA Aisiyah Mangkujayan	The Self-sacrifice of Dewi Songgolangit	Klana Sewandana, Bujang Ganong, Dewi Songgolangit, Mbok Emban,
PAUD Kuncup Harapan	The Leader who loves his people, Klana Sewandana	Klana Sewandana, Bujang Ganong, Jathil, Warok
PG Aisiyah As-Salam 2	The Never-Give-Up Spirit of Klana Sewandana	Bujang Ganong, Klana Sewandana, Dadak Merak, Raja Kediri

The theme chosen in the development of this curriculum is the theme of My Homeland. This theme was chosen because it is relevant to the local cultural approach conveyed to PAUD students. The introduction of this theme is closely related to the introduction of national identity, one of which is taken from the local culture. Education is one of the means to preserve knowledge and the existence of local culture; local wisdom needs to continue to be developed as an effort to maintain the character of patriotism of the younger generation. [11].

The Ministry of National Education explains that character is a character, nature, morals, or personality inherent in a person which is formed from internalization as a virtue, and the results are believed to be the basis for thinking and acting [16]. Quality characters must be nurtured from an early age. According to Freud's opinion, "Failure to cultivate a good personality at an early age will form a problematic personality later when they are adults" [17]. Patriotism is an expression that is often heard in people's daily lives.

This character of patriotism itself is an embodiment of a sense of pride in his/her homeland, an attitude of self-sacrifice for his country, and a desire to uphold the dignity of his nation [18]. Patriotism is also an embodiment of ways of thinking, acting, and acting by showing loyalty, concern, and respect for the environment, language, social, cultural, political, and economic environment in a nation [19].

TABLE II. THE STORY SUMMARY AND CHARACTER VALUES HIGHLIGHTED

Names of schools	Story Line	
	Story Main Points	The Value of the Patriotism Characters that is Highlighted
ABA Smart Brotonegaran	Patih Bujang Ganong, as the king's confidant, was willing to sacrifice his body to maintain the integrity of the kingdom and his attitude of righteousness in facing challenges.	Self-sacrifice, obedience, and respect for the Leader, the strength of the territory's resilience
RA Aisiyah Jintap	Warok exemplified the nature of leadership as an advisor to leaders and civil servants in society. Warok was a communication liaison between the community and the Leader (King) fairly.	Justice, leadership spirit, self-sacrifice, honesty
BA Aisiyah Bangunsari 2	The loyalty of Mbok Emban, as a servant of the state (royal), who gives responsible considerations. In accompanying the Leader or queen, Mbok Emban character invited to do meditation (prayer) to achieve goals in her country.	Being responsible, appreciating the sacrifices of others, and striving to achieve goals
TK Aisiyah Singosaren	Mbok Emban as a servant (in royal terms) with full sincerity and selflessly accompanied her queen or Leader when they were in troubles. The Mbok Emban's attitude of responsibility was shown in the process of escorting the princess when making big decisions in her life.	Sincerity in serving, responsibility
RA Aisiyah Mangkujayan	The willingness of a king's daughter in sacrificing her heart and happiness for the form of loyalty and obedience to the king.	Self-sacrifice, realization of people's justice
PAUD Kuncup Harapan	Klana Sewandana who was confused by his life story to choose his personal interests or the interests of his people, prioritized the interests of the people to get welfare and put his personal interests aside.	Self-sacrifice, patriotism, democratic
PG Aisiyah As-Salam 2	Klana Sewandana has many obstacles and challenges in his efforts to marry the daughter of the King of Kediri, Dewi Songgolangit. The obstacles were faced with his supernatural strength and unyielding spirit within him.	Never give up, religiosity

TABLE III. THE COMPONENTS OF OBSERVATION FOR THE DEVELOPMENT PREPARATION OF “WAYANG GOLEK” REYOG PONOROGO ACTIVITIES

No	The Characteristic Components of the My Homeland Theme in Characterizations
1	Self-sacrifice
2	The upholding of the dignity of the country/leader
3	Responsibility
4	Loyalty
5	Care

From the results of the study on the preparation of the development of puppetry stories by a team of PAUD teachers in Ponorogo Regency, all of the above have met the criteria for the theme of My Homeland. From the results of the observation obtained by the researcher, the suitability of the subject matter of the story with the theme is also based on the embodiment of the character values that will be highlighted in each story. The observation component to see the suitability of story development with the theme in the PAUD curriculum can be seen in Table 3.

Based on the analysis of the development of the main story presented by the teacher, it can be seen that the components of the theme of My Homeland have been fulfilled. Several characters involved in the story are selected and adapted to the theme of the study. As in the characterization of the Bujang Ganong character, there was a team that chose this character as the center for introducing patriotism. In the development of the story, Bujang Ganong is shown as a warrior figure who has a self-sacrificing attitude, especially for the kingdom and his king. This, if associated with the embodiment of patriotism, indicates that a servant of the state and also the community must have an attitude of self-sacrifice for their country and maintain the resilience of the country.

The next depiction is shown on the character of Mbok Emban. There were two teams of teachers who chose this character as a form of introduction to patriotism. This Mbok Emban character was shown as a character who upholds loyalty, caring, and responsibility. The qualities displayed by this Mbok Emban characterize her as a servant who could be trusted by her Leader or king and queen. If it is related to the real realization of the patriotism character, the character of this Mbok Emban is expected to exist in people who uphold loyalty to the nation and state, loyalty to leaders, and have concern for the existing problems. When a community is given a mandate, it is with the responsibility to carry out that action. The next figure shown is Klana Sewandana, who is known as the king of the Bantarangin kingdom. This figure, as one of the central characters in the story, is described by his character, who is willing to sacrifice and take responsibility. This characterization is expected to be realized in leaders that when becoming a leader, must be trustworthy, willing to sacrifice for the community,

and dare to be responsible for the actions that have been chosen.

TABLE IV. THE TEACHER'S OPINION REGARDING THE DEVELOPMENT OF “WAYANG GOLEK” REYOG PONOROGO STORY ON THE THEME OF MY HOMETLAND

The Names of Schools	The Interview Summary	
	Story Topic	Opinion
ABA Smart Brotonegaran	The Self-sacrifice of Patih Bujang Ganong	The arrangement of this story was designed to be easily accepted by PAUD students about the characters of state servants. The story of this “wayang golek” Reyog Ponorogo makes it easier for teachers to express themselves according to stories in the surrounding environment.
RA Aisiyah Jintap	The Reign of Warok	This Warok figure was chosen because the character was very relevant to people's daily lives in order to each from an early age how to be a wise and responsible person
BA Aisiyah Bangunsari 2	The Loyalty of Mbok Emban	The design for this puppetry activity helps teachers to teach characters from an early age to children. Mbok Emban is an example of a form of loyalty in carrying out our duties. We present this character for the children to follow later.
TK Aisiyah Singosaren	The Sincerity and Responsibility of Mbok Emban	The Mbok Emban character was chosen to introduce students to the meaning of sincerity and responsibility because in early childhood, the character of responsibility, especially in being a citizen, is still very difficult to apply.
RA Aisiyah Mangkujayan	The Self-sacrifice of Dewi Songgolangit	The depiction of a leader who has self-sacrifice and is considerate in making decisions is used to introduce children to these characters when they become leaders.
PAUD Kuncup Harapan	The Leader who loves his people, Klana Sewandana	The preparation of the story by highlighting the character of Klana Sewandana aimed to introduce students to the attitude of a leader who is fair and prioritizes the interests of the people rather than personal
PG Aisiyah As-Salam 2	The Never-Give-Up Spirit of Klana Sewandana	Story development with Klana Sewandana as the center of the story teaches students to always be enthusiastic and never give up, especially to defend their nation and country in the future.

Furthermore, the depiction of the character is seen in the figure of Warok. This character was chosen in the

embodiment of the theme of My Homeland because this Warok character is shown as a person who is responsible or an intermediary between the Leader and the community. In relation to political activities, this Warok figure can be the key to the realization of a democratic attitude as someone who is trusted by his/her Leader. In actual realization, it is hoped that this Warok character can be an example of how to become an example of a civil servant or political figure in the community who is able to protect the community and be an intermediary between the government and the public. Then, the researchers also conducted interviews with the teachers involved in the preparation of the video, which began with the preparation and development of the puppetry story of “wayang golek” Reyog Ponorogo. The summary of teacher interviews related to story preparation shows in Table 4.

B. Preparation and Implementation of Video Media in PAUD Curriculum with Local Cultural Approach of “wayang golek” Reyog Ponorogo

The next stage is a series of previous research processes by providing puppeteering training to PAUD teachers who would act as masterminds for their respective schools. This puppeteering training was provided by the research team and a team appointed by the Reyog Ponorogo Foundation. The following is a description of the puppeteering training activities for PAUD teachers in Ponorogo Regency. This puppeteering training activity taught about the tricks in puppeteering and using wayang golek (Figure 1).

PAUD teachers were required to be able to develop stories from the main story according to the specified theme, namely My Homeland. The next stage was the making of learning videos. In the preparation of this video, it focused on puppeteering activities for teachers according to the main story of each.



Figure 1. Puppeteering Training Activities by Team

Each team consisting of two teachers from each school worked together to become the mastermind and regulator of the accompaniment instrument (Figure 2). This video was packaged in such a way that it would be able to attract PAUD students to listen to stories from the local Ponorogo culture, namely Reyog Ponorogo.

Video is said to be the most meaningful medium to convey new experiences for students. The video itself is a technology for capturing, recording, and storing, transferring, and reconstructing still images by presenting scenes in motion electronically. The video will be more interactive if it uses real objects directly. If an animation uses artificial objects, the object of this video is real, namely the teacher as the object of conveying information through fairy tales or stories [2].



Figure 2. Practice Activities for Puppeteering

In this activity, the video was used as an effort to transfer knowledge, stories, and characters formed in the Reyog Ponorogo character itself. This video was played by the teacher directly and made in a youtube channel upload. Later, this video will be easier for students to use in understanding the theme of My Homeland. The initial appearance of the compiled video is by showing the characters that will be used in the story. The Figure 3 shows an example of the initial appearance of the video.

The purpose of showing the characters played in this teacher's puppeteering activity is to give an apperception to students and the process of introducing the activities to be carried out in advance. At the beginning of this video, the teacher gave a glimpse of the character of the existing characters to give an idea to the students about the learning activities that will be carried out.



Figure 3. An example of the Initial Appearance of a Character Introduction Video

The next step was the teacher opening the story by first showing two gunungan (Javanese "mountain," a figure in the Indonesian theatrical performance of "wayang golek" as a sign that the story will begin. An example of the opening of the story can be seen in Figure 4.



Figure 4. An Example of the Display of the Opening of the Story with the Sign of Two Gunungan Wayang

After the opening was done with the sign of gunungan wayang, the next step in displaying this learning video was to start with the Reyog Ponorogo characteristic song to raise the spirits of students. It could also be started with the national anthem, according to the story that will be raised. After that, the teacher started the story according to the characters displayed according to the creations of each teacher. Figure 5 shows an example of how the teacher's video in puppeteering activity.



Figure 5. An Example of Teacher's Puppeteering Activity

This learning video focused on introducing the local cultural figures of Reyog Ponorogo, which are packaged in the form of "wayang golek" Reyog Ponorogo. In this video, the teacher raised the original story from Reyog Ponorogo, which was developed from the manual and story scripts that have been developed by previous researchers [20]. Basically, a good video is developed by raising something original or with an original role that is realized in the form of audiovisual. This, of course, will make it easier for students to see, listen, and understand the true meaning of what is conveyed by the teacher. [3].

Furthermore, after the teachers finished carrying out the taken video, interviews were carried out to see the teacher's response in acting as a puppeteer and also a storyteller for students directly in the form of videos. Table 5 is the summary of the results of the interview. Learning video media supports the implementation of effective, efficient, and interesting learning for early childhood children. The use of video media by using original characters whose role is the teacher is believed to be able to foster enthusiasm for students, especially when participating in online learning today

TABLE V. TEACHER'S OPINION REGARDING THE IMPLEMENTATION OF "WAYANG GOLEK" REYOG PONOROGO VIDEO ON THE THEME OF MY HOMETLAND

Names of Schools	Opinion
ABA Smart Brotonegaran	At the beginning of the exercise, it was still difficult to play as the puppeteer, but after practicing and succeeding in making videos, it was very interesting to use new models and media for students.
RA Aisiyah Jintap	The use of this video media makes it very easy for teachers, especially during this pandemic, to introduce students to local cultural figures and introduce characters indirectly to students.
BA Aisiyah Bangunsari 2	The use of this video media in PAUD learning is very appropriate to be able to divert the attention of PAUD students who are still difficult to control. Moreover, this video media is played directly by each teacher so that it is applied as a learning innovation for students
TK Aisiyah Singosaren	Making this video media requires teachers to have critical thinking power, high creativity in compiling stories and playing them in puppetry. This is challenging and becomes a new innovation in teaching the theme of My Homeland and can later be used in other themes.
RA Aisiyah Mangkujayan	This video media is very appropriate if used in PAUD learning, especially for my students who are very active and enjoy fairy tales. This is one way to attract students to be motivated to become characters in the figures.
PAUD Kuncup Harapan	The preparation of the PAUD curriculum with the theme of My Homeland is very appropriate when using the example of "wayang golek" Reyog Ponorogo. Usually, children only see dance shows, but here they are introduced to stories and interesting forms of "wayang golek" and have never been seen by students.
PG Aisiyah As-Salam 2	This video media preparation activity is very effective for use in PAUD learning. Especially during a pandemic, students are assigned online. One of the online learning strategies is through video using the original environment around them, namely Reyog Ponorogo.

IV. CONCLUSION

The PAUD curriculum raises one of the central themes in early childhood learning, namely the theme related to My Homeland. The theme needs to be designed using an appropriate approach and is easy for students to accept. The results of this study indicated that one of the strategies designed by the teacher was to

compose the story of the Reyog Ponorogo puppetry, which is realized and acted out using one of the new cultural innovations, namely wayang golek.

The teacher, as the main actor, played the puppeteer, was the key in conveying the meaning, message, and character values that students will receive. This needs to be supported by interesting learning media so that students feel happy and comfortable. Learning video media was one of the strategies that could be used to introduce and support the achievement of delivering the theme of My Homeland. The character values of patriotism shown in this video of the “wayang golek” Reyog Ponorogo included the values of self-sacrifice, responsibility, loyalty, and caring. Broadly speaking, the results of the research showed that learning videos using “wayang golek” Reyog Ponorogo are successful in introducing character values and developing the theme of My Homeland.

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