



The Use and Impact Socialization of Religious Moderation Values Through Media of Hand Puppet Theater Stages Toward Forming Character of Tolerance In Primary School Students

Rhesti Laila Ulfa

UIN Sulthan Thaha Saifuddin Jambi

rhestilailaulfa@uinjambi.ac.id

Ikhtiati

UIN Sulthan Thaha Saifuddin Jambi

ikhtiati@uinjambi.ac.id

Fia Alifah Putri

UIN Sulthan Thaha Saifuddin Jambi

fiialifahputri@uinjambi.ac.id

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Abstract

Indonesia is a country with a rich diversity of religions and cultures. This diversity is a defining characteristic of the Indonesian nation and must be preserved and respected. This research aims to promote values of religious moderation through hand puppet theater performances to shape the tolerance character of elementary school students. Adopting a Participatory Action Research (PAR) methodology, which includes counseling, art performances, group discussions, and material distribution, this research strives for accurate results. The findings of this study will demonstrate the impact and effectiveness of performances in influencing the character of students at MIS Nurul Yaqin. A child's character is significantly shaped by their experiences at home, school, and in their community. This research indicates that the character development of MIS Nurul Yaqin students is influenced by three key aspects: (1) moral knowing, (2) moral feeling, and (3) moral action.

Keywords: Socialization, religious moderation, hand puppets

Introduction

Indonesia has remarkable religious and cultural diversity (Priatmoko, 2019). This diversity is a defining characteristic of the Indonesian people and must be preserved and cherished (Wulandari, 2020). However, friction caused by religious and cultural differences still frequently occurs (First et al., 2017). Religious moderation in Indonesia is an effort to promote tolerance, mutual respect, and understanding among people of different faiths (Yulianto, 2020). Therefore, it's crucial to introduce and teach the values of religious moderation and tolerance to children from an early age (Wulandari, 2020). In Islamic understanding, the Quran offers a perspective on national life and mutual respect:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ
أَتْقَىٰكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Meaning: “O people, indeed, We have created you from a man and a woman. Then, We made you into nations and tribes so you might know each other. Indeed, the noblest among you in the sight of Allah is the most pious one. Indeed, Allah is All-Knowing, All-Compliant” (Al Hujarat: 13).

According to Almu'tasim (2019), Indonesia possesses a highly complex diversity of regional and religious groups, with over 700 languages spoken. In recent years, there have been several conflicts triggered by tensions between ethnic, religious, and cultural differences. Therefore, it is essential to introduce and instill the values of religious moderation and tolerance in children early to prevent larger conflicts in the future. Additionally, the media plays a crucial role in promoting religious moderation. Media outlets can showcase everyday examples demonstrating tolerance and mutual respect (Faye, 2015).

From an educational perspective, implementing the 2013 curriculum emphasizes character development and tolerance. This implementation aims to increase Indonesian citizens' awareness and understanding of tolerance and harmony between religions and cultures (First et al., 2017). Indonesia's national policy mandates character education, specifically within the 2013 curriculum, which focuses on developing students' character, including tolerance (Suud, 2020). However, there is an ongoing debate about implementing character education within Indonesian schools (Dahliyana, 2017). Hand puppet theater is one method for teaching values of religious moderation and tolerance to students (Sulianto et al., 2014). This medium allows students to learn fun and interactively, fostering tolerance and mutual respect between religions and cultures (Xolmurzayevna & Abduhalilov, 2022).

Hand puppet theater is one medium that can be used to introduce values engagingly and interactively for students (Sulianto et al., 2014). In educational contexts, hand puppet theater can serve as an alternative to teach religious moderation and tolerance values to students in school settings.

There are several reasons why hand puppet theater is chosen as a medium for teaching these values. Firstly, hand puppet theater captures students' attention and allows them to learn in a fun way. Secondly, hand puppet theater can be an effective communication tool for conveying moral messages and positive values.

Therefore, research on the effectiveness of using hand puppet theater to teach values of religious moderation and tolerance to elementary school students is crucial. This study can provide recommendations for educators on teaching these values and serve as a foundation for developing more character-building educational programs in Indonesia.

While hand puppet theater offers the potential to be an effective medium for teaching religious moderation and tolerance, its use in Indonesia remains limited. It highlights the importance of research into the effectiveness of this medium for promoting these values in elementary school settings.

This study aims to gain a deeper understanding of effective ways to teach religious moderation and tolerance to elementary school students through hand puppet theater, fostering community service awareness. Additionally, this research has the potential to provide valuable recommendations for educators, parents, and education practitioners on how to increase the effectiveness of teaching religious moderation and tolerance to students.

In the Indonesian context, religious and cultural diversity is a defining characteristic that must be cherished and its continuity preserved. However, conflicts still frequently arise between religious and cultural groups due to a lack of understanding and tolerance. Therefore, it is crucial to provide education and socialization on tolerance and religious moderation from an early age for students.

The purpose of the public service activity titled "Socialization of Religious Moderation Values Through Hand Puppet Theater Performances in Elementary Schools" is as follows:

Literature review

Some previous research that is relevant to the title "Socialization of Religious Moderation Values Through the Media of Hand Puppet Theater Arts to Form the Tolerant Character of Elementary School Students" is:

1. Zainal et al. (2017) conducted research titled "Application of Puppet Media in Learning to Improve the Tolerant Character of Elementary School Students". The research results show that puppet media use in learning can increase students' tolerance of character, so it can be used as an alternative in developing character education in elementary schools.
2. Research conducted by Sri Wahuni (2016) entitled "Learning Character Values in History Learning Through the Hand Puppet Drama Method". The results of the research show that the hand puppet drama method can increase students' understanding of character values, including tolerance.
3. Wahyuni and Widodo (2018) conducted research titled "Application of Puppet Drama Techniques to Increase the Tolerance of Class IV Elementary School Students". The research results show that puppet drama techniques can improve students' tolerance, especially regarding respecting each other's differences.

From these three studies, using hand puppet theater art media in learning can increase students' tolerance of character, so it can be used as an alternative in developing character education in elementary schools. However, more in-depth research is needed to strengthen these results and evaluate the effectiveness of hand puppet theater art media, specifically in socializing the values of religious moderation and tolerance in elementary school students.

Research Methods

Participation Action Research (PAR) is an approach involving active research participation from the participants in all research stages, from formulation problems, planning, and implementation to taking decisions and actions advanced (Faisal, 1982) . In PAR, researchers and participants work the same way in identifying a problem or the issue you want to be researched, designing and planning the research, collecting data, analyzing results, and taking appropriate action with the results study. PAR aims to empower participants and create positive social change through nature research, collaborative and participatory.

In the context of a development community, PAR is used to overcome social problems like poverty, injustice, and inequality in access to source power. The resulting solution is hoped to be more effective and relevant, and common immunity is involved (Faisal, 1982).

Something that will be done through devotion to the public with the title Socialization of Values Moderation Religious Through the Media of Hand Puppet Theater Arts for Formation Character Tolerance:

1. Extension: The service team can give counseling about the importance of moderation, religion, and tolerance in society, especially for parent students, and how they can support socialization values in the environment around them.
2. Staging theater doll hands: The service team can direct theater doll hands in school bases and places to convey the message of values of moderation, religion, and tolerance to the public.
3. Discussion group: The service team can stage a discussion group with students, parents' students, and surrounding communities' schools to discuss problems with tolerance and moderation of religion and how to overcome them.
4. Deployment material educational: The service team can make material educational in the form of brochures, posters, and short videos about values, moderation, religion, and tolerance, and share material with society in a spacious all-around school.

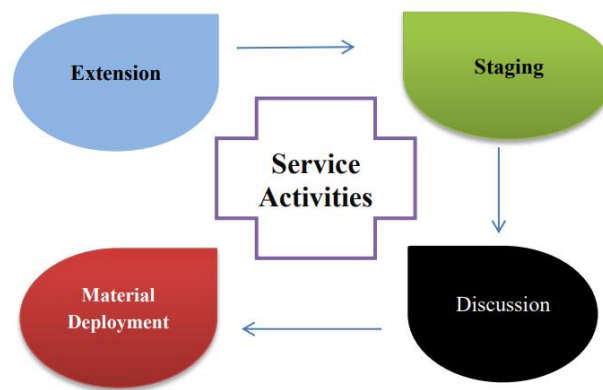


Figure 2. Flow of Service

This activity is predicted to help elementary school students understand and develop the values of tolerance, moderation, and a tolerant character in their daily lives.

Result and Discussion

Uses and Impact Socialization of Moderation Values Religious Through the Media of Hand Puppet Theater Arts in Forming Character Tolerance

Theater arts doll hand, or puppet hand, is a traditional art show involving d with by the hand of a human screen in various variations and styles in different cultures worldwide (Kröger & Nupponen, 2019). One of the famous forms of puppet leather is used in Indonesia. Following are several steps in general in-show theater doll hand:

- Making: Suitable dolls will be made with the characters, and the story will be staged. Dolls are usually made of wood, cloth, and leather.
- Script and Story: Drafting the script or the story will stage. It involves determining characters, plot, and dialogue.
- Performer Training: Training the performer or the mastermind will control the doll. Mastermind must be skilled in moving dolls, giving voice to characters, and telling stories with adapted sound and movement.

- Performance and Music: Preparation place performances and music supporters. Music is critical in showing wayang, often using gamelan or tool traditional music.
- Maintenance Performance: The performance started with a dancer opener or offerings as a sign commencement show. During the performance, the puppeteer is behind _ the screen and controls the doll, gives a voice, and tells a story.
- Interaction with Audience: In some performances, puppeteers can interact with the audience, ask opinions, or give moral messages.
- Closing Performance: The performance usually ends with frequent covers involving dancers or dance closing (Rizal Agustira and Rasyid, 2021).

Puppet hand theater not only shows entertainment but can also contain moral, religious, or social meaning, depending on the tradition and culture of the place where the show originates. The use of art media theater dolls is effective in socialization, and it values moderation of religion and tolerance at MIS Nurul Yaqin's target character moderate in contextualization. Service targets This is done at least capable displays involving performances of character students at MIS Nurul Yaqin in This Character child formed through what he sees at home, at school, and in the community (Sudaryanti, 2014).

It is essential for children to recognize and implant mark moderation by their teachers. To realize a kid with character, at least three coaching processes character mutually moderate relate must pass from (1) moral knowledge (*moral knowing*), (2) feelings verbally (*Moral feeling*), and (3) moral action (*moral action*), according to (T. Lickona, 2012) For optimizing development child, these three processes must be developed in a way simultaneously. The third target of this process becomes the public through the art theater Hand Dolls at MIS Nurul Yaqin.

T. Lickona (2012) states that character relates to moral knowledge, feelings, and behavior. Based on the third component said that good character, supported by knowledge about kindness, will do good and do Good. (T. Lickona, 2012) Moral knowledge has several sub-components: ethical awareness, understanding, future perspective, moral reasoning, decision-making decisions, and self knowledge. Second, honest feelings consist of expression of the heart, belief in self, empathy, love, kindness, control of self, and humility heart. Lastly, ethical behavior includes the moral component that will form good, challenging, or character superior. Following relevance three:

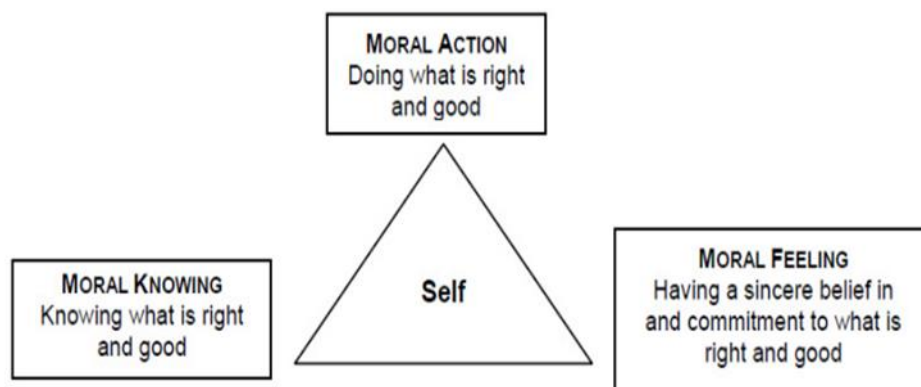


Figure 1. Relationships between moral knowledge, moral feelings, moral a, and Lickona, 2012).

Therefore, every level of education must give children educational character to build a moral country. School is a very close place to a child after home. As a result of interaction with friends and educators at school, children will have a chance to see and feel different environments and Study things they can't obtain in the environment family. As a result, the interactions that occur at school are very influential in the formation of the character of a child. Ideally, children must be taught values moderated by religion and age early to have a good foundation for developing when they study.

Research conducted on writers inside devotion public through art theater doll hand shows a few findings. Based on observations and interviews, sources say hello is essential to mark moderation religion. Of course, the researcher gets findings in understanding moderation religion and attainable several values of moderated religion that are introduced and instilled to the child who was introduced to him through several of those approaches detailed explained as follows:

1. Deep moral knowledge art theater doll hand

Moral cultivation is intended to educate a child to behave in a way that is based on principles Pancasila through stories and customs daily. According to (Asmuki & Aluf, 2018; and Malti & Buchmann, 2010), There are Many methods For instilling morals in children. Some of them are objective value, literary work, or story real, stories, audio-visual, wishes, praise and appreciation, quotes, advice and morals, rules, conditions, consequences or consequences, promise, ceremony, election library, and p necessary, task accountability, planning service school, help and guidance. In context, This source person doll hand gives understanding related to moral cultivation.

Planning, implementation, evaluation, and results are the planting process of moral values through story-telling methods and the art theater doll hand. Before an activity tells a story, the source person prepares the story, and doll hands and pillar books are used as a medium for telling stories. Source person art theater doll hand use modern fiction, folklore, and fact. For example, folklore or fairytales about animals, which all attract participants to MIS Nurul Yaqin theater; source names try stories with themes of vegetables for goats and rabbits, and stories modern fiction, in which various problems encountered by children, like help to charming fellow. Researchers record one story told by the source teater doll hands at MIS Nurul Yaqin with theme goat and rabbit as following the text:

In a forest, there is one rabbit that cannot walk. His body condition makes it difficult for the rabbit to search for food. Something Today, the rabbit is thirsty to go to the river's edge. In the middle of the journey, the bunny sees one lying Goat weak. The rabbit inspects the Goats, and then the rabbit starts smiling. Goat old That has legs however He No can see. At the same time, he has an eye. However, No one can walk like an animal. The rabbit soon helped the Goat go to the river closest. After they were satisfied with the drink, the bunny got an idea. "Friend, preferably We together. Work with me, help you, and you help me," said the Rabbit. " What do you mean?" he asked Goat with amazement. "Your eyes are blind, which makes it difficult to see; a medium I No can walk. You got it to help me with your feet for running and vice versa; use my eyes to help you look," answered Rabbit. The Goat started to become interested in an exciting bunny idea And

asked, " How?" said the Goat." Easy, my friend will sit on top of your back so that You can use my eyes; I will show road wherever you are gone. Temporary That is you help me walk with your feet," answered Rabbit with enthusiasm. Without thinking for a long time, the Goat Directly receives a brilliant idea from the Rabbit. The Goat quickly welcomed the rabbit to go up to his back, since the moment goats and hares became friendly. Rabbit was pleased Because He could walk and make friends. Goats also feel very lucky Because Rabbit helped them.

Student MIS student Nurul Yaqin was very enthusiastic to listen to the story told by the source doll hand. The story above, of course, has a sharp moral message that every creature's life must help in difficult times without seeing the type of gender, ethnicity, race, or religion. As a student, naturally, I realize that the story above is a frequent story found in life. That source strengthens the story by exemplifying the real-life things around students. Planting results in moral values through activity telling a story does knowledge child become wider, kid Can think and differentiate Good bad, kid tells return fill story that has said by the teacher, behavior child after reading the story become Good imitates from the previous story delivered by the teacher.

2. Feeling verbal (*Moral feeling*) in art theater doll hand

General moral sense refers to the response to emotional and affective experiences to individual connection with ethical situations or ethics. It involves emotions, intuition, and reactions to subjective photo sessions when faced with problems, right and wrong, good and bad, or moral dilemmas. Moradilemmasngs can cover various emotions, such as guilt, shame, empathy, love, pity, and moral outrage. This emotion plays a role in guiding the behavior of humans and retrieving decisions in ethical situations. For example, guilt may appear when somebody is confident they have violated moral principles; temporary empathy can lead to action, mercy, and love towards others.

The study of moral feelings is often related to Moral psychology and ethics. Scholars and researchers investigate how the evaluation of ethics influences individual intuition, influencing factors, morals in making decisions, and interactions between reason and emotion. Understanding moral feelings is crucial in exploring humans' morality because it significantly impacts moral judgment and action. Cultural and traditional philosophies have different moral sentiments, contributing to the public's diversity of moral beliefs and practices.

On context, This researcher retrieves related data on deep moral feelings regarding art theater doll hands at MIS Nurul Yaqin according to socialization events, i.e., from interviews with MIS teachers and students Nurul Yaqin as follows:

Teacher: "Socialization in Theater Arts doll hand is very interesting; moderation of religion for children with events like this is necessary. We are the real teachers who often teach things like This. However, with socialization, this is also with the source who tells the story and makes children realize his life. For example, the story of 'The Goat and the Rabbit' earlier shows that children are very immersive here. As a teacher, I also really enjoy art theater." (*Teacher Interview October 23, 2023*).

Student: " The event was a good, sad story about 'Goat and rabbit earlier. ' Just them, as animals, help each other, especially We as men. We are grateful for loving a normal body. Unlike rabbits that cannot walk, there is a good goat heart that can help rabbits who can't ride. Tomorrow, if Friends are having trouble And want help, let me be a useful person like Story Goat and Rabbit earlier." (*Interview with students on October 23, 2023*).

The context shows that students Nurul Yaqin explore the event through art theater doll hand. Where are the students at MIS Nurul Yaqin's own understanding that every man must Help others without looking at ethnicity, race, and religion? Moral feelings have a vital role in the development of students and society. Following several reasons according to (Alfaqi et al. 2020; Raharjo, 2020), Why moral feelings matter for students:

- Formation Character: Moral sense helps students form character. When students own moral consciousness, they tend to develop positive values like integrity, honesty, and responsibility.
- Understanding Ethical Values: Moral feelings help students understand values underlying ethical decisions and actions. It involves understanding right and wrong and the ability to make decisions and ethical consideration
- s. Enticement Social Relationships: Students who have strong moral feelings tend to build connections and healthy social. They are more likely to be respected and recognized by friends, peers, teachers, and parents because of the behavior of those who are positive.
- Empowerment Individual: Moral awareness empowers individuals to make good choices in life daily. It involves overcoming pressure from Friends and peers or influencing harmful others and choosing the right path.
- Development Empathy: A moral feeling of helpfulness student develops empathy towards others. They become more sensitive to the feelings and needs of others, which constitute an aspect important in creating an inclusive and caring society.
- Prevention Behavior Negative: Students with moral solid feelings tend not to be involved in negative behavior, like violence, harassment, or academic fraud. They are more capable of withholding themselves from detrimental actions _ themselves, and others.
- Preparation for the future:
 - Moral awareness helps students build a solid ethical foundation for facing challenges in the future. Strong moral values give a good foundation for making wise decisions in various situations in life.
 - Contribution towards Society:
 - Students with good moral feelings are more likely to contribute positively to the public. They can become agents of the changes that bring moral values to the environment and help form a fairer and just society.

Thus, moral feelings are crucial not only for the development of individuals but also have an impact on the environment and surroundings. Therefore, moral education and the development of character from an early age are important in system education.

3. Moral action in Art Theater Doll hand

Character building is something important for the generation. Because education character is required to ensure that they can compete in the global market while still upholding high morals and being capable of controlling bad development technology moment (Dahliyana, 2017; Lin & Jiang, 2023). One place that can give education character is through institutional education. Institution education has a unique program to provide education to the character of their students. Formation character and education character are needed because knowledge makes students more clever and has character and virtue character for their existence as the public become meaningful good forces and others (Hastuti et al., 2022).

In context, this moral action refers to actions that align with principles and values of ethics, which are generally acknowledged as correct by individuals, communities, or the public. Draft morality is subjective and varies between culture, religion, and system trust. It is important to note that discussing morality can be complicated and involve various perspectives. Ethical theory and the context of different cultures can give rise to diverse interpretations of what you mean by moral behavior. Additionally, the moral dilemma, when two or more conflicting ethical principles, can complicate decisions.

Research results. It was found that art theater doll hands at MIS Nurul Yaqin strengthen student morale in schoolgirls, i.e., with principal humanity and values ethics. Principle humanity is based on emphasized ethics – award to the dignity of humans and caring for suffering man. Principle: This is based on faith that all man's rights are respected and protected. This matter was found through a story told by the source doll hand.

Temporary mark ethics students cover a series governing moral principles and norms of behavior. Student ethics reflect moral values, integrity, and positive attitudes towards others. Ethical values This applies to the environment of the School of d and creates a moral that will guide students in the students. Development ethics This is important to form good character and prepare students to face future challenges.

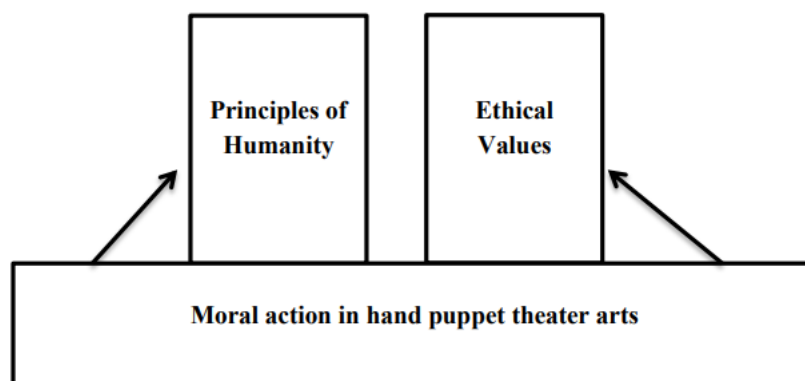


Figure 2. Existing moral actions in art theater doll hands at MIS Nurul Yaqin (Source: Image of findings by researchers).

The essence of "moral action" refers to action or assessed behavior from a corner moral point of view or ethics. Morality is related to standard guiding values. Actions are human, and judgments are considered good or bad, right or wrong, fair or not fair. The nature of moral action can differ depending on the perspective adopted by ethics. Some people might see action as good or bad based on consequences, while others may rate it based on moral

rules or characters involved. It is important to remember that draft ethics and morality can vary between culture and individual, including moral action at MIS Nurul Yaqin after the socialization event held that principal humanity is built. Mark's ethics are based on each student, including MIS student Nurul Yaqin.

After socialization, art theater mixed hands at MIS Nurul Yaqin, then socialization closed with Photo together with resource persons, researchers, students, heads, and teachers of MIS Nurul Yaqin as follows:



Figure 3. Session Photo together by socialization moderation religious through doll hands at MIS Nurul Yaqin

Socialization moderation of religion through doll hands at MIS Nurul Yaqin is expected to give a new spirit of understanding and implementation of the concept of religious moderation that is, in a way, intact by the Ministry of Religion of the Republic of Indonesia Moderation. Of course, objective socialization. It refers to an approach that prioritizes religious beliefs, tolerance, respect for differences, and cooperation between adherents of interfaith students and students of MIS Nurul Yaqin. Approach this aims to create a peaceful and harmonious environment among people of different religions, ethnicities, and races. Moderation of religion taught from an age base can help prevent conflict interfaith in the future, building inclusive and supportive society peace. It is important to remember that the practice of moderation in religion can vary depending on the context, culture, politics, and social public.

Conclusion

Uses and impacts socialization values moderation religious through the medium of art theater doll hand in form character tolerance that use of art media theater doll hand effective in socialization values moderation religion and tolerance at MIS Nurul Yaqin own target character moderate in contextualization. Service targets this is done at least capable displays involving

performances of character students at MIS Nurul Yaqin. This character, a child, is formed through what he sees at home, at school, and in society. The character that is built significantly impacts the students of MIS Nurul Yaqin, which consists of three aspects, namely (1) Moral knowing, (2) Moral feeling, (3) Moral action.

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