



CATHARSIS 14 (1) 2025  
1-9

p-ISSN 2252-6900 I e-ISSN 2502-4531



## Catharsis: Journal of Arts Education

<http://journal.unnes.ac.id/sju/index.php/chatarsis>

### Character Values Education Through Tarek Pukat Dance for UNIKI Performing Arts Education Students

Novysa Basri<sup>1✉</sup>, Miftahul Jannah<sup>2</sup>, Umul Aiman<sup>3</sup>, Rudy Juli Saputra<sup>4</sup>, Novita Hidayani<sup>5</sup>,  
Rizki Rahmad<sup>6</sup>, Aida Fitri<sup>7</sup>

<sup>1</sup>PGSD, Universitas Almuslim, Bireuen, Indonesia, novysabasri@gmail.com

<sup>2</sup>PGSD, Universitas Negeri Makassar, Makassar, Indonesia, miftahul.jannah@unm.ac.id

<sup>3</sup>pendidikan seni pertunjukan, Universitas Islam Kebangsaan Indonesia, Bireuen, Aceh, Indonesia.,  
umul.aiman92@gmail.com

<sup>4</sup>PGPAUD, Universitas Almuslim, Bireuen, Indonesia, rudyjuli1987@gmail.com

<sup>5</sup>Pendidikan Seni Pertunjukan, Universitas Islam Kebangsaan Indonesia, Bireuen, Indonesia, hidayani10@gmail.com

<sup>6</sup>Pendidikan Seni Pertunjukan, Universitas Islam Kebangsaan Indonesia, Bireuen, Indonesia,  
rizkikikoo@gmail.com

<sup>7</sup>PGSD, Universitas Syiah Kuala, Banda Aceh, Indonesia,  
[aida@usk.ac.id](mailto:aida@usk.ac.id)

Received 26 January 2025, Accepted 16 March 2025, Published 30 June 2025

#### Abstrack

The purpose of this study was to determine the character value education in the Tarek Pukat dance of UNIKI Performing Arts education. This study uses a qualitative descriptive method, and a case study approach. Data collection techniques use the stages of observation, interviews and document analysis. With the aim of examining the character values contained in the Tarek Pukat Dance. A qualitative approach with a case study design was used to specifically understand character values in educational praxis through the Tarek Pukat Dance. The results of this study indicate that in the Tarek Pukat dance, the character value education that is seen is in the form of religious, responsibility, tolerance, discipline, cooperation values, humility and this is packaged into character value education in the Tarek Pukat Dance, namely religious values that are born in the Tarek Pukat Dance contain strong religious values, such as patience and perseverance, discipline, humility and responsibility. Social values in the Tarek Pukat Dance such as cooperation, mutual cooperation, humility and tolerance. Cultural values that can be taken from the Tarek Pukat Dance symbolize Acehnese cultural values, such as strength and resilience of local culture and love of the homeland. Aesthetic value: Tarek Pukat Dance also symbolizes aesthetic values, such as beauty and art from local culture. Tarek Pukat dancers in UNIKI performing arts education have and are able to implement the religious values of Tarek Pukat Dance used in religious ceremonies, social events, such as weddings and other events. Cultural events such as festivals have aesthetics, such as art performances.

**Keywords:** Education; Values; Character; Tarek\_pukat Dance.

## INTRODUCTION

Culture is the totality of knowledge, beliefs and values held by humans as social beings, (Alam, 2014). It contains various models of knowledge or systems of meaning that are comprehensively interwoven, all represented by historically transmitted symbols, (Agustiono, 2011). These knowledge models are used selectively by society to communicate, preserve and connect knowledge, and to behave and act in dealing with the environment in order to meet their needs, (Normina, 2017).

The culture that is born and develops cannot be separated from the customs and traditions instilled by the community, so that the instillation of love for local culture is born with the instillation of education on values towards local culture, (Amri, 2020). One form of culture that is born and develops is art, art that is universal in nature and is an important part of people's lives, (Basri & Ridha, n.d.). Its presence always accompanies humans, wherever, whenever, and by whomever. There is not a single culture in this world that does not accommodate art as an integral element in its life, (Basri et al., 2023). This shows that art is one of the human needs that transcends the limitations of place, time and status, (Triyanto, 2018).

Art can be understood as a form of communication between humans that is carried out through the interpretation of certain works. So that art can be a medium in the formation of children's character, where currently the instillation of character values in children is greatly reduced due to the influence of external culture from the use of technology. In this communication, the language used includes elements of visual imagery, words, movement, space, rhythm, and tone. As seen in fine arts, dance, music, and theater. All of these elements are carefully

processed to create symbols that are rich in meaning, (Sugiharto, 2013).

In the context of dance art, one of the main elements that is the focus is the potential for movement that is possessed by the human body. Simply put, dance can be defined as the movement of the human body that is done rhythmically and beautifully, (Nurseto et al., 2015). Before we delve deeper into what is meant by beautiful movement, it is important to first understand the concept of movement and rhythm itself. Rhythmic movement, or rhythmic movement, is movement that has regularity and harmony with the existing beat and rhythm, (Sumaryono, 2013).

Literary works of art are rich in values that reflect life experiences, such as religious values, psychological values, socio-cultural values, and moral values. These values are the basis for developing character and attitude education, (Ismawati, 2023). The process of learning these values is carried out through habits that involve appreciation of literary works, (Sukirman, 2021). Artworks can be used as an educational medium that functions to develop, transform, and shape the character and attitudes of students, (Pasya et al., 2021). This character formation is reflected in various aspects, such as spiritual, knowledge, charity, and social, (Damayanti et al., 2022). In addition, works of art also provide benefits as a means of recreation that can bring peace of mind, provide a sense of joy, peace, and comfort and help reduce boredom in the learning process. Thus, literary works play an important role in shaping the character and attitude of students towards a more positive and humanistic direction, (Saputra, Basri, & Aryesha, n.d.).

One of the works of art in Aceh that has values in forming character is the Tarek Pukat Dance. Tarek Pukat is a form of art that reflects the culture of the results of the thoughts and ideas of the coastal communities of Aceh. Each component in Tarek Pukat

holds meaningful local wisdom, conveying messages about social norms and cultural values that regulate interactions in the social life of the community, (Fitriani, 2019). The Tarek Pukat Dance not only functions as a form of appreciation for the culture and traditions of the coastal Acehnese people, but also depicts the spirit of mutual cooperation, especially when carrying out fishing activities at sea, (Fitriani, 2018).

Javanese Shalawat is rich in character education values, such as religious, honest, hardworking, and disciplined. The emphasis on these values in Javanese Shalawat can be a valuable source of learning to form good individual character. Religious values are reflected in the phrase "sregep zikir," while honest values are found in the word "ngabdine." Meanwhile, the character of hardworking and disciplined is represented by the word "mituhu" (Sinaga et al., 2023).

Thus, character education has a very important role in forming and developing the underlying values (Miranti et al., 2021). These values will encourage individuals to apply them in their daily behavior, thus contributing to moral improvement. This process is certainly inseparable from the influence of culture and the environment around the individual, (Basri & Triyanto, 2017; Sugiarto & Rohidi, 2021).

From the previous article it can be seen that the importance of character education. Character education is very important in shaping the personality and character of an individual. The role of dance in character education can be one of the effective media in character education. Tarek Pukat Dance as a cultural heritage and Tarek Pukat Dance is one of the cultural heritages that has character values that can be learned and internalized. So that character education must be possessed by every student of Tarek Pukat Dance so that the messages and value messages contained in the Tarek Pukat Dance can be internalized and implemented in everyday life.

The problem in this article is the lack of understanding of character values in the Tarek Pukat Dance that occurs in students at

the UNIKI Performing Arts Education, perhaps they do not yet understand in depth the character values contained in the Tarek Pukat Dance. The lack of internalization of character values in the learning process so that the learning process of the Tarek Pukat Dance at the UNIKI Performing Arts Education may not be effective in internalizing character values to dancers. There needs to be research on character value education through the Tarek Pukat Dance to understand how character values can be learned and internalized by dancers.

The purpose of this study is to identify the character values contained in the Tarek Pukat Dance. To make the character value education media through the Tarek Pukat Dance effective and efficient. The effectiveness of character value education through the Tarek Pukat Dance in improving the understanding and internalization of character values by students.

## METHODS

This study takes a qualitative approach to explore a deep understanding of character value education through Tarek Pukat Dance, especially among students in the UNIKI Performing Arts Education Department, (Fitri, Basri, Saputra, et al., 2024). To answer the problems raised, the researcher applied a case study method in order to conduct an in-depth analysis related to character value education through the Tarek Pukat Dance at the UNIKI Performing Arts Education Study Program. The data collection method was used to obtain more detailed information regarding the issues studied, (Moleong, 2021). The techniques applied in data collection include:

1. Interview: Through interviews, researchers collected information on character value education internalized in the Tarek Pukat Dance from students at the UNIKI Performing Arts Education. Using interview guidelines to collect information on character value

education contained in the Tarek Pukat Dance.

2. Observation: The observation method is used to obtain data on the learning process of Tarek Pukat Dance in UNIKI Performing Arts Education. Observation using an observation form as a tool to collect data related to the learning process of Tarek Puka Dancet.
3. Document Analysis: Document analysis is applied to extract the character values contained in the Tarek Pukat Dance. The analysis uses a document analysis form that functions to collect data on the character values contained in the Tarek Pukat Dance.

With this combination of methods, the research aims to present a comprehensive picture of character value education through dance for dancers in UNIKI Performing Arts education, so that the research results can be obtained in detail.

#### **Data Analysis Methods**

1. Thematic Analysis: The thematic analysis method was applied to explore data related to character values education through Tarek Pukat Dance for UNIKI performing arts education students.
2. Content Analysis: Content analysis is used to explore the character values contained in the Tarek Pukat Dance for UNIKI performing arts education students.

#### **Research Sample**

1. Dancers at UNIKI Performing Arts Education: Students from UNIKI Performing Arts Education were selected as research samples considering their in-depth experience in studying Tarek Pukat Dance.
2. Number of Samples: The total sample involved in this study were students from the UNIKI Performing Arts Education.

#### **Research Procedures**

1. Data Collection: The data collection process is carried out through three main methods, namely interviews, observation, and document analysis.
2. Data Analysis: The data that has been collected will be analyzed using thematic analysis and content analysis methods.
3. Drawing Conclusions: Research conclusions are drawn based on the results of the data analysis that has been carried.

#### **Validity of Research**

1. Validity: The validity of the research is guaranteed through the application of appropriate and suitable research instruments.
2. Reliability: Research reliability is maintained through the use of consistent and reliable research instruments.
3. Objectivity: The objectivity of research is guaranteed by the application of objective methods, (Mekarisce, 2020).

### **RESULTS AND DISCUSSION**

1. Interpretation of character values developed through the Tarek Pukat Dance

Sekar Pudyastuti Dance is a dance that expresses gratitude and prayer to God. This dance is not just a movement, but also contains character education values that are expressed in every aspect, from dance movements, costumes, to song accompaniment or *gérongan*. Some of the character education values contained in Sekar Pudyastuti Dance include religiosity, responsibility, tolerance, discipline, democratic attitude, feeling and will, humility, self-awareness, and the philosophy of human life, (Damayanti et al., 2022).

Dance arts education at the Sarwi Retno Budaya Art Studio has a noble goal, namely to form professional dancers who are not only skilled in art, but are also equipped

with character values that support the development of children's personalities, (Resi et al., 2019). Through the educational process, it is hoped that they can become individuals who are responsible for maintaining, preserving and developing the cultural civilization of the Indonesian nation, (Yuliana et al., 2021). Rateeb Meuseukat dance instills various character values to children and students, including: spiritual values, honesty values, politeness values, cooperation values, tolerance values, discipline values, creativity values, and responsibility values. By strengthening these values, it is hoped that the dancers can grow not only as artists, but also as agents of positive change in society, (Saputra, Basri, Kharizmi, et al., n.d.).



**Figure 1.** Joint Movement

From the previous article and the picture above, it can be seen that in a dance there is character education. In the Tarek Pukat dance, the character education values that are seen are religious and responsible, tolerance, discipline, cooperation values, humility. In the tarek pukat dance there is an education of these values. Where it can be seen from the dancers who are separated between men and women do not touch each other. The tarek pukat dance follows the customs and culture of the community and the beliefs of the Acehnese people who adhere to Islam. The responsibility shown in the tarek pukat dance is that as the head of the family he remains responsible for his family. The tolerance instilled here is that in Aceh not only Muslims, but also many other religions live side by side with the majority of Muslims,

but there is no hostility between religions. The Acehnese people live in harmony and peace between religious communities. Discipline in the tarek pukat dance is shown from the habits of the Acehnese people who live with a fixed prayer schedule in droves for congregational prayers, and the Acehnese people still do tarek pukat in the morning and evening when they have carried out their obligations to Allah SWT. The value of cooperation is seen when doing dancing activities to help each other and are done together. Likewise in the daily life carried out by the Acehnese people who live in harmony by working together in daily activities in their environment. The humility possessed by the Acehnese people in this dance is a sense of gratitude to Allah SWT with the sitting movement indicating that the movement is like a prayer movement. Fulfilling obligations to Allah SWT is then working as a servant of Allah SWT.

## 2. The impact of Tarek Pukat Dance on students' personal growth

From the character education contained in the Tarek Pukat dance, it can be seen from the habits of the Tarek Pukat dancers that they understand the character education contained in the Tarek Pukat dance. The dancers carry out daily activities in accordance with the teachings of Islam and they understand the importance of knowledge of the character education contained in the Tarek Pukat dance. The learning process of the Tarek Pukat Dance in the UNIKI Performing Arts Education is carried out through interactive and fun learning methods. The Tarek Pukat Dance has a positive influence on dancers in the UNIKI Performing Arts Education, such as increasing patience, perseverance, and cooperation.

Dance education is one of the forms of education that is most appropriate for the development of non-material and abstract cultural characters, which can influence the human soul and personality, (Habsary et al., 2022). The dance learning process also involves five fundamental aspects, namely

interactive, inspiring, fun, challenging, and motivating aspects for students to participate actively. All of this provides enough space for them to develop initiative, creativity, and independence, according to their talents, interests, and physical and psychological development, (Retnoningsih, 2017). Murwita Dance Studio integrates character values such as discipline, responsibility, cooperation, tolerance, and self-confidence in the dance learning process. The instilled character values have proven to contribute positively to student achievement at Murwita Dance Studio, (Laili, 2023).

Dance art learning and character education at the Tembi Children's Dance Studio take place actively and enjoyably. In this place, a number of character values are internalized in students, including discipline, namely students demonstrate compliance with studio regulations, including in terms of dress. Hard work, namely they practice independently outside of studio hours to improve their dance skills. Independent, namely students are able to wear their own clothes when preparing for dance practice. Responsibility, namely they are committed to memorizing the various dance movements taught. Friendly/Communicative, students do not hesitate to ask questions, help each other, and joke with their teachers and friends. Love for the Homeland that occurs, they participate in studio activities outside of school, and respect the rules and teachers who teach, (Wati, 2018).



**Figure 2.** Kayoeh Movement

The movements in the Tarek Pukat dances as seen in the Kayoeh motion picture from the Character Value Education reflected in politeness, enthusiasm, assertiveness, courage, and fighting spirit as a form of responsibility, politeness that emphasizes the importance of unity, togetherness, and cooperation. The movements in the Tarek Pukat Dance emphasize that a man must be responsible for his family and himself. Dancers are able to live in tolerance and maintain friendship and solidarity between each other, and uphold respect for elders in order to support the tolerance that exists in Aceh.

### 3. Cultural Relevance and Its Role in Character Education

The Getak Mask Dance at Madhu Ro'om Art House has seven values of character education, namely religious, disciplined, responsible, curious, love of peace, democratic, and love of the homeland. The application of these character values can increase motivation in practice for students or dancers and can be applied to everyday life, (Pasya et al., 2021). The Dulang Dance movement has the meaning of gratitude to the creator, politeness, humility and upholding religious values (Fitri, Basri, Aiman, et al., 2024).

Referring to the previous article, it is found that the Tarek Pukat dance has a character education that is instilled that before working to earn a living as fishermen, the coastal Acehnese people must fulfill their obligations to Allah SWT, so that the sustenance sought will be abundantly blessed. The politeness that is born in the Tarek Pukat dance movement can be seen from the separation of male and female activities. The humility possessed by the Tarek Pukat dance can be seen from the mutual cooperation activities and this cannot be separated from the teachings of Islam. and working together to form a pukat. the dancers instill character value education by always being compact, highly motivated and enthusiastic in carrying out training activities, studying both in formal and non-formal education such as going to

Islamic boarding schools at night. Thus, the character value education in the Tarek Pukat dance has been absorbed and implemented by the dancers in everyday life. The religious values of the Tarek Pukat Dance contain strong religious values, such as the patience and perseverance of the dancers. The social values of the Tarek Pukat Dance also contain social values, such as cooperation and mutual cooperation. The cultural values in the Tarek Pukat Dance symbolize the cultural values of Aceh, such as the strength and resilience of love for the homeland and culture. The aesthetic values in the Tarek Pukat Dance also symbolize aesthetic values, such as beauty and art as well as customs and culture in Aceh.

#### 4. Student Involvement and Perception of Character Education

##### **Participation in the Tarek Pukat Dance**

Tarek Pukat Dance is one of the traditional dances from Aceh, especially from the coastal communities in Aceh. This dance reflects the spirit of collaboration, cooperation, and unity of the fishing community when pulling fishing nets (pukat).

The cultural and character values contained in the Tarek Pukat dance include collaboration, discipline, responsibility, a sense of solidarity, and a spirit of togetherness. Student participation in this dance training has a positive effect on their social attitudes. Students who are actively involved in dance practice show progress in terms of responsibility, mutual respect, and discipline. Social interaction increases because this dance is performed in groups, so students learn to work together and communicate effectively. Traditional dance activities such as Tarek Pukat function as an effective means to instill character values in a contextual and enjoyable way.

##### **Students' views on Character Education**

Character education is a very crucial element in the formation of students' character and morality. This study also emphasizes students' views on the

significance of character education in traditional art activities. Most students have a positive view of character education, especially when applied in art and cultural activities such as dance.

The students felt that character learning through art was not boring and easier to understand because it was delivered through direct practice. Understanding values such as tolerance, collaboration, cooperation, and discipline became more significant when implemented in real situations, for example through group dance practice. A number of students also expressed that participating in traditional dance made them like local culture more and appreciate diversity more.

The results of the study indicate that participation in the Tarek Pukat dance provides a significant contribution to the development of students' character. Traditional dance is not only a way to preserve culture, but also an effective tool in instilling character values to the younger generation within the student circle. Students' views on character education integrated into art activities tend to be positive, because they feel involved in an active and emotional way.

## **CONCLUSION**

Tarek Pukat dance which was born on the coast of Aceh has Movements. The movements in this dance are not just an artistic expression, but are also rich in symbolism that reflects the education of character values, culture, and traditions that can be accepted and preserved by UNIKI performing arts education students. Tarek Pukat Dance, for example, contains deep meaning; it is an expression of gratitude to the Creator, respect for respected individuals, and reflects simplicity, humility, and appreciation for religious values. Tarek Pukat Dance has Character Value Education. In the Tarek Pukat Dance, the Character Value Education that is seen is in the form of religiousness, responsibility, tolerance, discipline, cooperation values, humility and this is packaged into Character Value Education in



the Tarek Pukat Dance, namely religious values that are born in the Tarek Pukat Dance contain strong religious values, such as patience and perseverance, discipline, humility and responsibility. Social values in the Tarek Pukat Dance also contain social values, such as cooperation, mutual cooperation, humility and tolerance. Cultural values that can be taken from the Tarek Pukat Dance symbolize Acehnese cultural values, such as the strength and resilience of local culture and love of the homeland. Aesthetic values: The Tarek Pukat Dance also symbolizes aesthetic values, such as the beauty and artistry of local culture. Tarek Pukat dancers in UNIKI performing arts education have and are able to implement the religious values of the Tarek Pukat Dance used in religious ceremonies, social events, such as weddings and other events. Cultural events such as festivals. Aesthetic events, such as art performances.

## REFERENCES

- Agustiono, A. (2011). Makna Simbol dalam Kebudayaan Manusia. In *Jurnal Ilmu Budaya* (Vol. 8, Issue 1).
- Alam, B. (2014). Globalisasi dan Perubahan Budaya: Perspektif Teori Kebudayaan. *Antropologi Indonesia*, 0(54).
- Amri, E. (2020). Antropologi Sosial Budaya. *Antropology*, 2.
- Basri, N., & Ridha, M. (n.d.). *FUNGSI TARI LIKOK PULO ACEH: MEDIA KOMUNIKASI (Function Of The Likok Pulo Aceh Dance: Communication Media)*.
- Basri, N., Saputra, R. J., Halim, F., & Syahrin, A. (2023). DEVELOPMENT OF CREATIVE ACTIVITIES THROUGH BATIK DECORATIVE ART VARIETY TO IMPROVE KINDERGARTEN TEACHERS' CREATIVITY. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 7(2).
- Basri, N., & Triyanto, H. (2017). Catharsis: Journal of Arts Education Likok Pulo Aceh Dance as A Educational Media of Religious Values for Acehnese in Pulo Aceh. In *144 CATHARSIS* (Vol. 6, Issue 2).
- Damayanti, H. W., Sarjiwo, S., & Probosini, A. R. (2022). Nilai-Nilai Pendidikan Karakter pada Tari Sekar Pudyastuti dan Relevansinya dalam Pembelajaran Seni. *Indonesian Journal of Performing Arts Education*, 2(1).
- Fitri, A., Basri, N., Aiman, U., Juli Saputra, R., Hidayani, N., & Rahmad, R. (2024). *The meaning of the Dulang dance movement as a traditional dance in traditional ceremonies in Langkat Regency, North Sumatra, Indonesia*. 19(2), 2685287.
- Fitri, A., Basri, N., Saputra, R. J., & Halim, F. (2024). The role of local wisdom values in Rateeb Meuseukat dance learning at elementary school teacher education, faculty of teacher training and education, Syiah Kuala University. *Jurnal JPSPD (Jurnal Pendidikan Sekolah Dasar)*, 11(1), 26.
- Fitriani. (2019). PEWARISAN TARI TAREK PUKAT (TARIAN PESISIR ACEH) DI SANGGAR CUT NYAK DHEN. *Visipena Journal*, 10(1).
- Fitriani, F. (2018). NELAYAN SEBAGAI IDE PENCIPTAAN TARI TAREK PUKAT DALAM KAJIAN INTERAKSI SIMBOLIK. *Imaji*, 15(2).
- Habsary, D., Bulan, I., & Setiawan, A. Y. (2022). Penelitian Nilai Karakter dalam Pembelajaran Seni Tari: Konsep dan Metode. *Arus Jurnal Sosial Dan Humaniora*, 2(2).
- Ismawati, D. (2023). Nilai- Nilai Pendidikan Islam Dalam Budaya Tari Gandai Adat Pekal Desa Pagardin Kecamatan Ulok Kupai Kabupaten Bengkulu Utara. *Journal of Islamic Education Studies*, 2(1).
- Laili, M. (2023). METODE PEMBELAJARAN TUTOR SEBAYA DAN DISKUSI KELOMPOK SEBAGAI PENGUAT PENANAMAN NILAI KARAKTER DI SANGGAR TARI MURWITA. *Jurnal Pendidikan Sendratasik*, 12.
- Mekarisce, A. A. (2020). Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif. *Jurnal Ilmiah Kesehatan Masyarakat : Media Komunikasi Komunitas Kesehatan Masyarakat*, 12(3).



- Miranti, A., Lilik, L., Winarni, R., & Surya, A. (2021). Representasi Pendidikan Karakter Berbasis Kearifan Lokal dalam Motif Batik Wahyu Ngawiyatan sebagai Muatan Pendidikan Senirupa di Sekolah Dasar. *Jurnal Basicedu*, 5(2).
- Moleong, J. L. (2021). metodologi penelitian kualitatif J lexy Moleong. *Jurnal Ilmiah*.
- Normina. (2017). Pendidikan Dalam Kebudayaan. *Jurnal Ittihad*, 15(28).
- Nurseto, G., Lestari, W., & Hartono. (2015). Pembelajaran Seni Tari: Aktif, Inovatif dan Kreatif. *Catharsis: Journal of Arts Education*, 4(2).
- Pasya, S. A. N., Probosini, A. R., & Djatmiko, G. (2021). Nilai-Nilai Pendidikan Karakter pada Tari Topeng Getak di Rumah Seni Madhu Ro'om Pamekasan Madura. *Indonesian Journal of Performing Arts Education*, 1(2).
- Resi, L. A., Haryono, S., & Subiyantoro, S. (2019). Pendidikan Seni Tari Sanggar Seni Sarwi Retno Budaya Surakarta Sebagai Pengembangan Karakter Anak. *Mudra Jurnal Seni Budaya*, 34(3).
- Retnoningsih, D. A. (2017). Eksistensi Konsep Seni Tari Tradisional terhadap Pebentukan Karakter Siswa Sekolah Dasar. *Dialektika Jurusan Pgsd*, 7(1).
- Saputra, R. J., Basri, N., & Aryesha, V. (n.d.). Catharsis: Journal of Arts Education Character Education Through Traditional Ranup Lam Puan Dance: A Study of Kindergarten Teachers at Almuna Bireuen. *CATHARSIS*, 13(2), 2024.
- Saputra, R. J., Basri, N., Kharizmi, M., Halim, F., & Aryesha, V. (n.d.). Catharsis: Journal of Arts Education Islamic Character Values through Ratéeb Meuseukat Dance Learning from Al-Muna Teachers Kindergarten Bireuen. 101 *CATHARSIS*, 12(2), 2023.
- Sinaga, F. S. S., Jamil, S., & NS, S. (2023). Nilai-Nilai Pendidikan Karakter dalam Tradisi Shalawat Jawa. *Tonika: Jurnal Penelitian Dan Pengkajian Seni*, 6(1).
- Sugiarto, E. & Rohidi, T. R. (2021). Pendidikan Seni Berbasis Masyarakat, Pandangan Paradigmatik untuk Arah Pendidikan Seni. Semarang: LPPM UNNES.
- Sugiharto, B. (2013). Seni dan Dunia Manusia. *Untuk Apa Seni?*
- Sukirman. (2021). Karya Sastra Media Pendidikan Karakter bagi Peserta Didik. *Jurnal Konsepsi*, 10(1).
- Summaryono, S. (2013). Pertunjukan Wayang Topeng Pedalangan Yogyakarta. *Resital: Jurnal Seni Pertunjukan*, 12(2).
- Triyanto. (2018). Pendekatan Kebudayaan dalam Penelitian Pendidikan Seni. *Jurnal Imajinasi*, XII(1).
- Wati, R. P. (2018). Pembelajaran Seni Tari Di Sanggar Tari Aanak Tembi Dan Relevansinya Bagi Pendidikan Karakter Anggota Sanggar. *E-Journal Uny*, 4(3).
- Yuliana, Y., Margono, M., & Suhartono, E. (2021). Peranan Sanggar Tarara dalam pelestarian Tari Tandhang. *Jurnal Integrasi Dan Harmoni Inovatif Ilmu-Ilmu Sosial*, 1(3).