



Character Education Through *Rateeb Meuseukat* Dance Videos Based on Local Culture Study on PAUD Teachers

Rudy Juli Saputra¹✉, Novysa Basri^{2*}, Umul Aiman³, Sari Rizki⁴, Fina Meilinar⁵

1 PGPAUD, Universitas Almuslim, Bireuen, Indonesia, rudyjuli1987@gmail.com

2 PGSD, Universitas Almuslim, Bireuen, Indonesia, novysabasri@gmail.com

3 Pendidikan Seni Pertunjukan, Universitas Islam Kebangsaan Indonesia, Bireuen, Indonesia,
umul.aiman92@gmail.com

4 PGPAUD, Universitas Almuslim, Bireuen, Indonesia, sari.riski1986@gmail.com

5 Pendidikan Bahasa Indonesia, Universitas Almuslim, Bireuen, Indonesia, finameilinar@gmail.com

Received Received 26 January 2026, Accepted 16 March 2026, Published 30 June 2026

Abstrack

This study aims to analyze the impact of using digital Laweut Dance videos as a learning tool in improving elementary school students' literacy skills. Good literacy is an important foundation in children's education, especially regarding reading, writing, and understanding information. However, a lack of interest in learning and limited available learning methods hinder this achievement. Therefore, this study proposes the use of video media as an interesting and interactive option to improve literacy skills. This study adopted a multidisciplinary approach that included quantitative and qualitative methods. The study was conducted at SDN 2 Meurah Dua in Meurah Dua District, Pidie Jaya Regency, involving fourth-grade elementary school students. Data were obtained through pretests and posttests to assess students' literacy skills before and after learning sessions using Laweut Dance videos, as well as through interviews and observations to gather students' and teachers' views on the effectiveness of videos as a learning tool. The results of this study indicate that the use of digital Laweut Dance videos can improve students' literacy skills, especially in aspects of reading and writing related to understanding local culture. In addition, both students and teachers provided positive feedback on the use of videos as a fun and engaging learning medium. The practical findings of this study indicate that the integration of digital media based on local culture can be a reference for teachers in developing more relevant literacy learning, as well as being a consideration in developing curriculum and education policies that connect digital technology with local wisdom.

Keywords: Literacy, Laweut_Dance, Video, Digital

.
.

INTRODUCTION

Character education is now an important focus in the education system in Indonesia (Dian Dwi OkPutra et al., 2023). This is in line with the national education goals which not only emphasize intellectual aspects, but also on developing thought patterns, attitude patterns and character within children (Kasandra et al., 2023).

Character education that starts from an early age is very crucial, because during childhood, the main values related to character can be instilled and developed better (Miranda, 2018). Therefore, character education should be an inseparable element in the early childhood education (PAUD) curriculum (Dewi & Handayani, 2019).

Indonesian local culture contains many varied riches, one of which is traditional dance (Putriani et al., 2023). Dance carries social values that can be used to teach various aspects of life, such as discipline, cooperation, respect, and responsibility (Basri & Triyanto, 2017).

Rateeb Meuseukat dance, which is one of the traditional dances from Aceh, has meanings and symbols that are very relevant for character education, especially for children at the PAUD stage (Fitri et al., 2024), (Saputra, Basri, & Aryesha, n.d.). This dance not only displays the beauty of the movements, but is also filled with moral and social messages that can be conveyed to children (Prastiya et al., 2023).

However, even though traditional dance has a significant opportunity to shape character, its use in character education at the PAUD level is still very rarely seen (Nisa' & Khotimah, 2023).

In addition, in today's digital age, the use of technological media such as video is very efficient in the learning process (Dwi et al., 2002). The Rateeb Meuseukat dance video,

which is rooted in local culture, can serve as a powerful tool in conveying character values to children (Ariyani & Chairawati, 2018).

It is important to use video media because nowadays children are very used to technology (Kuswarsantyo et al., 2016). Videos can serve as an engaging tool in teaching character education with more interactive and enjoyable methods (Sari et al., 2022). Therefore, this study aims to investigate how to use the Rateeb Meuseukat Dance video in teaching character education in PAUD, as well as to identify the character values contained in the dance (Wahyudi & Indra Gunawan, 2024).

The most crucial thing in this study is that character education in Indonesia faces a number of obstacles, especially at the PAUD level (Erita et al., 2025). Children at an early age are in a developmental phase that is very sensitive to character formation (Safitri & Fatmawati, 2023). In this phase, they should be given a good understanding of the social and moral values that are essential for their future life (Basri et al., n.d.). Unfortunately, although there are various ways to teach character education, not many have utilized local cultural riches, such as traditional dances, as a learning tool.

However, these studies still leave several gaps. First, many studies on character education at the PAUD level focus on general learning strategies and do not specifically use local cultural heritage as the core learning resource. Second, studies on traditional dance often emphasize performance, movement skills, or cultural preservation, while the specific transformation of dance values into early childhood character education remains less explored. Third, although digital video media has been widely used in learning, there are still limited studies that examine how PAUD teachers use a traditional dance video to mediate character education in classroom practice. Thus, research that connects local

culture, dance video media, and teachers' pedagogical roles in character education is still needed.

The urgency of this study is strengthened by the current learning context. Young children are increasingly familiar with digital media, while at the same time they need learning experiences that introduce local identity and cultural values. If local culture is not actively integrated into early childhood learning, children may become familiar with digital content but less connected to the cultural heritage around them. PAUD teachers therefore need practical and culturally grounded media that can help them deliver character education in a concrete, engaging, and meaningful way.

The novelty of this study lies in its integration of Rateeb Meuseukat dance, local Acehese cultural values, and video-based learning media within PAUD character education. Unlike studies that only discuss dance as performance or video as a general learning aid, this study highlights the role of PAUD teachers as facilitators, interpreters, and role models who connect dance movements with specific character values. The study also identifies the concrete forms of character values that emerge during the learning process.

This study aims to describe how PAUD teachers use the Rateeb Meuseukat dance video as a medium for character education, identify the character values represented in the video and learning activities, and analyze how the video supports the delivery of character education rooted in local culture. The study is expected to contribute theoretically to discussions on culturally responsive character education and practically to the development of local culture-based video media for PAUD teachers.

The Rateeb Meuseukat dance, which originates from Aceh, has deep meaning and contains cultural values that are very important for character education (Aini, 2016). However, there are still few who understand the potential of this dance in the context of character education in PAUD (Randalele et al., 2022). In

addition, although the use of video technology is common in the learning process, the actual application of traditional dance videos to teach character values is still very limited (MULJONO, 2022).

Based on this, it is crucial to create an educational model grounded in local culture, one that not only introduces children to that culture but also instills essential character values. By using video as a learning tool, character values can be conveyed in a more engaging, understandable way, and more in line with increasingly evolving technological advances.

The purpose of this study is to investigate the impact of the Rateeb Meuseukat Dance video, which is sourced from local culture, on character development in early childhood education. To what extent is the Rateeb Meuseukat dance video able to influence the character development of children at the PAUD level? Furthermore, this study will also identify the character values that can be conveyed through the Rateeb Meuseukat Dance video. This dance contains various values such as discipline, cooperation, respect, and responsibility. This study aims to identify these values and the ways they can be applied in the context of character education in PAUD. Furthermore, this study will assess how effective the Rateeb Meuseukat Dance video is as a character education tool for educators in PAUD. This study will also explore the role of the video as an effective learning tool that can be used by PAUD teachers to instill character values in children.

The novelty of this study is evident in the integration of local culture into character education. This research emphasizes the use of local culture, particularly the Rateeb Meuseukat dance, as a means of teaching character education in early childhood.

This research will apply a qualitative method with a case study strategy, because it aims to explore in depth the phenomenon of using Rateeb Meuseukat dance videos in character formation for PAUD teachers (Derizis & Komara, 2020). This method

provides researchers with the opportunity to thoroughly understand the application of the video in the character learning process and its influence on teachers and children (Fadli, 2021).

This is innovative because many previous studies have focused on common methods in character education, while few have included local cultural elements in children's character education. The study "Using Video as a Learning Tool" highlights the use of video as a means of teaching character education. With the development of technology, today's children are more frequently exposed to digital media such as video. Therefore, this study explores how traditional dance videos, such as Rateeb Meuseukat, can be utilized as an engaging and effective tool in character education for children in early childhood education (PAUD).

In the study entitled Character Education Through Local Culture-Based Rateeb Meuseukat Dance Videos: A Study of Early Childhood Education Teachers, the problem to be studied is the impact of using local culture-based Rateeb Meuseukat Dance videos on children's character development in Early Childhood Education. The purpose of this study is to understand how effective the dance videos are in improving the understanding and development of character values in children in Early Childhood Education. What character values can be introduced to children through Rateeb Meuseukat Dance videos. In this section, the study will identify the character values contained in Rateeb Meuseukat Dance, such as discipline, cooperation, respect, and responsibility, and how these values are applied in the context of education for early childhood.

How effective is the Rateeb Meuseukat Dance video as a learning tool for PAUD teachers in teaching character values? This study will also assess how PAUD teachers utilize this dance video in the teaching and learning process, and the extent to which this video can support teachers in instilling positive character in children. How PAUD teachers use

traditional dance videos to support character teaching. This study will also investigate the role of teachers in selecting and using dance videos as elements in character teaching methods in PAUD.

METHODS

This research will use a qualitative approach with a case study strategy, because it aims to investigate in depth the phenomenon of the use of Rateeb Meuseukat dance videos in character formation of PAUD educators (Moleong, 2021). This approach provides an opportunity for researchers to comprehensively understand the use of videos in the character learning process and their influence on teachers and children (Imanina, 2020).

Type of Research This study utilizes a descriptive qualitative approach, which aims to explain how character education is carried out through Rateeb Meuseukat dance videos in PAUD and how this process impacts teachers and children. (Rusli & Rusandi, 2021).

Steps in the Research Method (Assyakurrohim et al., 2022):

Primary Data Collection:

- 1) **In-depth Interviews:** Researchers will conduct interviews with early childhood education teachers who have integrated the Rateeb Meuseukat dance video into their learning activities. The purpose of these interviews is to gain a deeper understanding from the teachers regarding this dance video and how it is applied in character education.
- 2) **Participatory Observation:** Researchers will directly participate in the learning process at PAUD which uses the Rateeb Meuseukat dance video, to observe how the video is applied in character teaching, as well as the responses given by children to the material being taught.
- 3) **Documentation:** Collection of materials relevant to the use of video in the learning process, such as lesson plans that include the use of dance video media, as well as observation notes and input from teachers.

Secondary Data Collection: Researchers will collect literature sources related to character education theory, local culture, and

the use of video media in early childhood education. This literature will serve as a theoretical basis for analyzing the collected data (Faustina et al., 2023).

Data Analysis: This study will analyze data through a thematic analysis approach. Data from interviews, observations, and documentation will be evaluated by identifying emerging themes, such as the character values found in the Rateeb Meuseukat Dance, and the effectiveness of dance videos in learning (Yosep Dwi Kristanto & Russasmita Sri Padmi, 2020).

Miles and Huberman's Interactive Model: The analysis procedure is carried out interactively by combining three main aspects: data reduction, data presentation, and conclusion drawing. Data reduction is carried out by selecting relevant information, which is then presented in an orderly manner and interpreted to reach conclusions (Thalib, 2022), (Lisa et al., 1967).

The approach used is the Character Education Strategy, which aims to explore how character education can be incorporated into the Early Childhood Education (PAUD) curriculum by utilizing media derived from local culture, in this case the Rateeb Meuseukat Dance (Sinurat, 2024).

A local cultural approach will be used to examine how traditional cultural elements such as dance can introduce social and ethical values to children. This approach will analyze the role of local culture as a tool in the character education process that is appropriate to the social context of children in Indonesia (Aditya, 2024).

Learning Media Approach: Regarding the use of video as a teaching tool, this study will use learning media theory to assess the effectiveness of the Rateeb Meuseukat dance video as a teaching medium. This approach will help understand how visual media such as video can enhance children's understanding and participation in the character learning process (Santana & Zahro, 2019).

The study was conducted in TK Almuna, Bireuen. The participants were selected purposively because they had direct

involvement in planning, implementing, or accompanying learning activities using the Rateeb Meuseukat dance video. The participants consisted of 7 PAUD teachers with teaching experience ranging from 12. The participant profile should include teaching role, length of teaching experience, and experience in using dance/video media so that the research context can be clearly understood.

Observation was conducted during learning activities that used the Rateeb Meuseukat dance video. The observation focused on how the teacher introduced the video, guided children to follow the movements, connected movements with character values, and responded to children's participation.

Observation notes also recorded children's visible responses, such as attention, imitation, cooperation, and willingness to participate. In-depth interviews were conducted with PAUD teachers to explore their understanding of the character values contained in the Rateeb Meuseukat dance, their reasons for using video media, their strategies for explaining the cultural meaning of the dance, and the challenges they experienced during implementation.

Documentation was collected in the form of lesson plans, photographs or records of learning activities, teacher notes, and relevant learning materials. These documents were used to complement observation and interview data and to verify how the video was integrated into the learning process.

Through these methods and strategies, this research is expected to provide a comprehensive understanding of the possibility and effectiveness of implementing the Rateeb Meuseukat Dance video which is rooted in local culture in character building for PAUD teachers.

The data were analyzed using thematic analysis with reference to the interactive model of Miles and Huberman, which includes data condensation, data display, and conclusion drawing (Lisa et al., 1967; Thalib, 2022). First, interview transcripts, observation notes, and

documents were read repeatedly to identify relevant information. Second, data were coded based on emerging themes, such as discipline, cooperation, respect, responsibility, resilience, courage, cultural awareness, teacher facilitation, and the effectiveness of video media. Third, the coded data were organized in tables and descriptive narratives to compare findings across interviews, observations, and documents. Finally, conclusions were drawn by interpreting the relationship between the Rateeb Meuseukat dance video, teacher strategies, and the character values that appeared in the learning process.

The findings show that the Rateeb Meuseukat dance video functioned not only as an audiovisual learning medium but also as a cultural bridge that helped teachers introduce character values through concrete movement, rhythm, group practice, and teacher explanation. The results are presented in four main themes: the use of the video in learning, specific character values that emerged, the effectiveness of video media, and the role of PAUD teachers in connecting dance, culture, and character education.

RESULTS AND DISCUSSION

This study aims to investigate the application of the Rateeb Meuseukat Dance video, rooted in local culture, in character education for early childhood education (PAUD) educators and to identify the character values that can be introduced through this video. This study employed descriptive qualitative methods, including in-depth interviews with PAUD teachers, direct observation of the learning process, and analysis of related documents.



Figure 1. Dance movement learning process)

The Impact of the Rateeb Meuseukat Dance Video on the Formation of Character in Early Childhood Education Children. Research findings show that the implementation of the Rateeb Meuseukat Dance video has a positive impact on character development in children in Early Childhood Education.

Teachers who use these dance videos in their teaching report that children show greater interest and enthusiasm in participating in class. The dance videos, with their accompanying visuals and music, make learning more engaging and enjoyable for children, making it easier for them to understand and absorb the character values being taught.

Furthermore, these videos can capture children's attention and engage them in the dance movements and attitudes, serving as a tool for teaching discipline, cooperation, respect, and responsibility. Children who watch the dance movements and hear the background stories behind them react positively to the character education delivered through the videos.

Character Values in the Rateeb Meuseukat Dance



Figure 2. Practice process using Rateeb Meuseukat dance video)

The Rateeb Meuseukat Dance Video contains various character values that are very relevant for early childhood education (Fitri et al., 2024). Based on the results of interviews with PAUD teachers, there are several character values that can be conveyed through this dance, namely Discipline, Rateeb Meuseukat Dance requires regular and synchronous movements.

Children who watch or participate in this dance are taught to be more disciplined in following movements and instructions. Cooperation: This dance often involves group movements, which require coordination and cooperation between the dancers. Children are taught to work together, respect each other's roles, and support each other within the group.

Respect and Responsibility, the Rateeb Meuseukat dance, which originates from Acehese culture, has social values that teach respect for parents, teachers, and others (Saputra, Basri, Kharizmi, et al., n.d.). Children learn about responsibility in carrying out their tasks or roles in dance activities.

Resilience and Courage, dance movements that require perseverance and enthusiasm to continue practicing teach children not to give up easily and to have courage in facing challenges. Togetherness in Diversity, traditional dances such as Rateeb

Meuseukat teach the importance of respecting cultural diversity, while strengthening local cultural identity which is part of character education.

Table 1. Specific forms of character values emerging through Rateeb Meuseukat dance video learning

Character value	Element in Rateeb Meuseukat/video	Observable form in learning	Teacher strategy and implication
Discipline	Sequential and synchronized movements that require children to follow rhythm and instructions.	Children wait for cues, follow movement order, and repeat movements according to the teacher's direction.	Teachers use counting, pauses, and repetition to train orderliness, attention, and consistency.
Cooperation	Group formation and collective movement that require harmony among participants.	Children adjust their movements with friends, help peers who have difficulty, and practice	Teachers organize children into small groups and emphasize that the dance becomes beautiful when everyone

Respect	Cultural etiquette, teacher guidance, and interaction among dancers.	together.	works together. Teachers connect respectfully behavior in dance practice with respect for teachers, parents, peers, and cultural traditions.	Cultural awareness and local identity	Acehnese dance, rhythm, costume elements, and cultural meanings shown in the video.	perform in front of friends, and become more confident.	and appreciate children's effort rather than only the final performance.
		Children listen to the teacher, appreciate friends' performance, and avoid disturbing others during practice.	Teachers give simple roles and encourage children to take responsibility for their part in the group activity.			Children recognize Rateeb Meuseukat as part of Acehne culture and begin to associate dance with local heritage.	Teachers explain the origin and meaning of the dance in simple language, strengthening children's appreciation of local culture.
Responsibility	Each child has a role in maintaining movement, formation, and learning order.	Children complete assigned movements, keep their place in the group, and participate until the activity ends.	Teachers give simple roles and encourage children to take responsibility for their part in the group activity.				
Resilience and courage	Movements that require repeated practice and willingness to perform.	Children try again after making mistakes, show courage to	Teachers provide encouragement, demonstrate movements patiently,				

Table 1 shows that character values emerged through the integration of cultural content, movement practice, and teacher facilitation. Discipline was reflected when children tried to follow the order of movements and teacher instructions. Cooperation appeared when children practiced together and adjusted to their friends. Respect and responsibility emerged through listening, waiting for turns, and completing assigned roles. Resilience and courage appeared when children repeated difficult movements and showed willingness to perform. Cultural awareness developed when teachers explained that Rateeb Meuseukat is part of Acehnese cultural heritage.

The Effectiveness of Rateeb Meuseukat Dance Videos as Teaching Media for Early Childhood Education Teachers

Previous research has shown that students grasp and remember dance movements more quickly, while also exhibiting a high level of interest in the learning process. The use of digital video has proven effective in supporting the process of introducing local culture in an engaging and informative manner. This makes it easier for students to understand the movements, meanings, and cultural values contained within the dance. The use of digital video is highly beneficial in helping introduce local culture in a fun and educational way (H et al., 2025). This study also tests how effective the use of Rateeb Meuseukat Dance videos is in character education learning activities by PAUD teachers.



Figure 3. Character education process movements in dance movements)

Based on observations and interviews with teachers, the dance videos proved effective in capturing children's interest. Children showed greater interest and enthusiasm when learning through videos compared to conventional teaching methods. This is because video media is more interactive and visually engaging. This facilitates the delivery of character values. The dance videos help

teachers explain character values in a way that is clearer and easier for children to understand.

In these videos, children can directly see examples of behavior and movements that reflect character values. Increasing children's participation in learning activities: Dance videos create a more cheerful atmosphere, which encourages children to actively contribute to the learning process.

However, early childhood education teachers face a number of challenges, such as a lack of time and resources to show videos. Furthermore, some teachers feel the need to provide additional explanations to help children better understand the meaning of the dance movements.

Teachers' Duties in Utilizing Dance Videos as a Character Learning Tool

The use of digital media, such as traditional dance videos, has become an innovative and creative learning method for early childhood educators, improving their pedagogical and professional competencies in teaching dance. For example, the creativity of the plate dance makes dance videos a digital learning tool to foster positive character traits in children (Lestari, 2019), (Reni Rahmawati, 2023).

Early childhood education teachers play a significant role in using dance videos as a tool to teach character values. Research findings indicate that early childhood education teachers who utilize dance videos serve two roles: as guides, helping children understand character values, and as role models for children in expressing themselves through dance.

Early childhood education teachers also need to adapt how they integrate dance videos with other activities, such as group discussions or group exercises, to enhance understanding of the character values being introduced. Furthermore, teachers should provide in-depth explanations of the local cultural values embedded in the dances, thereby fostering a deeper appreciation for Indonesian cultural heritage for children.

Local culture has significant significance in education because it can strengthen individual identity and character. The Rateeb Meuseukat dance, as part of Acehese culture, is considered a medium for teaching local values while introducing social values to children (Muslem Ilyas & Tuhfatul Athal, 2025).

Based on the findings of this study, it can be concluded that the use of Rateeb Meuseukat dance videos, rooted in local culture, has a positive effect on character development in early childhood education (PAUD). The videos effectively convey values such as discipline, cooperation, responsibility, and respect, while also introducing children to their local culture. Despite some challenges, such as lack of facilities and limited time, overall, these dance videos are an effective tool for supporting character development in PAUD.

This study also reveals that PAUD teachers play a crucial role in using videos as a learning medium that can enrich children's learning experiences, teach character values, and introduce local culture, which is essential for the development of children's identities in Indonesia.

CONCLUSION

The Impact of Rateeb Meuseukat Dance Videos on Character Development in Preschool Children: Research findings indicate that Rateeb Meuseukat Dance videos have a positive impact on character development in preschool children.

Increased Children's Interest and Enthusiasm. Children showed greater interest and enthusiasm when participating in learning activities using dance videos. This is because the videos combine visual and musical elements, which can captivate children's attention.

Facilitated Understanding of Character Values. Children find it easier to understand and internalize character values through visualizations in dance, such as body

movements that reflect the values of discipline, cooperation, and mutual respect.

Increasing Children's Involvement. Through dance videos, children become more proactive in participating. They are interested in following the dance movements and interacting with their peers in group activities, making the character learning process more enjoyable and engaging.

The Rateeb Meuseukat Dance Video presents various character values that can be used as a tool for early childhood education. Based on interviews with PAUD teachers, the character values presented in this dance video include: Discipline. Children understand the importance of order and adherence to time when following the dance movements. Complying with each dance step reflects the importance of carrying out tasks with full dedication. Cooperation: In group dances, each dancer has a role that must be carried out well so that the overall dance movement is harmonious. This teaches children to work together to achieve a common goal. Respect: The Rateeb Meuseukat dance reflects the element of mutual respect. Children are taught to respect each other, both in interactions with their peers and with parents and teachers. Responsibility: Each movement in this dance teaches children to be responsible for their roles within the group and to respect each member of the community. Resilience and Courage, dance movements that require practice and perseverance teach children not to give up easily, face challenges, and show courage in presenting what they have learned.

The Rateeb Meuseukat Dance Video has demonstrated success in supporting character learning in Early Childhood Education (PAUD). Here are some key findings regarding its effectiveness: Increased Child Engagement: Children are more enthusiastic about learning when videos are used as a learning aid. They become more active in imitating dance movements and following teacher instructions. Convey Character Messages More Clearly: Videos allow children to see and better understand how character values are implemented in

everyday life through visual examples and dance movements. Easily Accessible and Acceptable by Children: Children tend to be more responsive to visual and auditory media such as videos. This makes it easier for them to receive and remember information about the characters

Early Childhood Education (PAUD) teachers play a significant role in the successful use of the Rateeb Meuseukat Dance video in character development. Research findings indicate that PAUD teachers act as guides, helping children understand and apply the character values embedded in the dance. Some of the tasks teachers undertake when using this dance video include:

Preparing the Learning Process: Teachers prepare the dance video as part of a lesson plan aimed at fostering children's character. Being a Role Model: Teachers demonstrate good behavior that aligns with the character values in the dance, such as discipline and cooperation. Transforming Learning: Teachers adapt to children's needs and adapt the use of the dance video within a broader learning framework, including group discussions and collaborative practice.

However, the challenge teachers face is the importance of providing additional explanations regarding the meaning and character values embedded in the dance movements so that children truly understand the substance of what they are learning.

This research shows that the use of Rateeb Meuseukat Dance videos based on local culture has a positive impact on the character development of children in early childhood education (PAUD). Through these dance videos, children can learn character values such as discipline, cooperation, respect, and responsibility in a fun and easy-to-understand way.

The uniqueness of this research lies in the use of local culture as a character learning

tool, as well as the use of video as an efficient method for conveying these values. Despite some constraints related to facilities and time, this study demonstrates that dance videos can serve as a valuable resource in supporting children's character education

REFERENCES

- Aditya, M. C. P. (2024). Revitalisasi Tari Radat Selimut Putih: menjembatani Pendidikan Karakter dan pemahaman Budaya Lokal melalui manajemen Seni Pertunjukan. *Academy of Education Journal*, 15(1).
- Aini, I. Q. (2016). NILAI-NILAI PENDIDIKAN ISLAM YANG TERKANDUNG DALAM TARI RATEEB MEUSEUKAT Intan Qurratul Aini. In *Jurnal Ilmiah DIDAKTIKA Agustus* (Vol. 17, Number 1).
- Ariyani, D., & Chairawati, F. (2018). PENARI DAN PEMAHAMANNYA TERHADAP PESAN DAKWAH DALAM SYA'IR TARI RATEEB MEUSEUKAT. *Al-Idarah: Jurnal Manajemen Dan Administrasi Islam*, 2(1).
- Assyakurrohim, D., Ikhrum, D., Sirodj, R. A., & Afgani, M. W. (2022). Metode Studi Kasus dalam Penelitian Kualitatif. *Jurnal Pendidikan Sains Dan Komputer*, 3(01).
- Basri, N., Syahrin, A., Halim, fauziatul, Ridha, M., & Guru Anak Usia Dini, P. (n.d.). Catharsis: Journal of Arts Education Seumapa Islamic Art Values in The Wedding Ceremony Process in Aceh. *CATHARSIS*, 12(1), 2023. <https://doi.org/10.15294/catharsis.v12i1.75652>
- 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, Number 2).

- Derizis, M., & Komara, E. (2020). Makna Logo Rumah Zakat (Studi Kualitatif dengan Pendekatan Analisis Semiotika Roland Barthes Mengenai Makna Logo Rumah Zakat). *Buana Komunikasi (Jurnal Penelitian Dan Studi Ilmu Komunikasi)*, 1(1).
- Dewi, T. U., & Handayani, S. L. (2019). Penanaman Nilai Karakter Melalui Permainan Outdoor Bagi Anak-Anak Usia Dini di Wilayah RW 01 Kelurahan Pekayon Kecamatan Pasar Rebo Jakarta Timur. *Publikasi Pendidikan*, 9(1).
- Dian Dwi OkPutra, Kun Wardoyo, & Adi Rizaldi. (2023). Literasi Pendidikan Karakter Yunani Kuno. *JURNAL TAFIDU*, 2(1).
- Dwi, F., Santana, T., Hartono, H., Narawati, T., Cahyono, A., & Indra, R. (2002). Inovasi Model Pembelajaran Seni Tari Bagi Anak Usia Dini di Era Digital. *Inovasi Model Pembelajaran Seni Tari Bagi Anak Usia Dini Di Era Digital*.
- Erita, S., Witalia, W., & Ramadanti, T. (2025). Peran Pendidik PAUD dalam Pembentukan Karakter Anak Usia Dini di Era Teknologi Digital. *JURNAL KRIDATAMA SAINS DAN TEKNOLOGI*, 7(01).
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *HUMANIKA*, 21(1).
- Faustina, G. S., Supeni, S., & Sutoyo, S. (2023). MEMBANGUN NILAI KARAKTER CINTA TANAH AIR MELALUI KEGIATAN SENI TARI (Studi Kasus Sanggar Ngandhong Cinawi Desa Klodran Kecamatan Colomadu Kabupaten Karanganyar). *Jurnal Global Citizen : Jurnal Ilmiah Kajian Pendidikan Kewarganegaraan*, 12(2).
- 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 JPSD (Jurnal Pendidikan Sekolah Dasar)*, 11(1), 26.
- H, N., Susilawati, Y., Nuur Azizah, A., Hermansyah, F., Abidin, Z., & Abror, S. (2025). KEGIATAN PENGENALAN TARI REMO MELALUI VIDEO DIGITAL SEBAGAI UPAYA MENJAGA BUDAYA LOKAL TERHADAP SISWI KELAS V MI MIFTAHUL ULUM SIDONIPAH KEC. SIMOKERTO SURABAYA. *Prospeks: Prosiding Pengabdian Ekonomi Dan Keuangan Syariah*, 4(1).
- Imanina, K. (2020). Penggunaan Metode Kualitatif Dengan Pendekatan Deskriptif Analitis Dalam Paud. *Jurnal Ilmiah Kajian Ilmu Anak Dan Media Informasi PUD*, 3359(1).
- Kasandra, A., Hendrawan, F. E., Amisar, S. R. F., & Abdila, Y. E. (2023). Peran Lingkungan Pendidikan dalam Implementasi Pendidikan Karakter. *Journal of Education on Social Issues*, 2(3).
- Kuswarsantyo, -, Kusnadi, -, & Agustin, T. (2016). PENGEMBANGAN VIDEO PEMBELAJARAN TARI: Sebuah Alternatif Metode Belajar Tari. *Imaji*, 14(1).
- Lestari, E. D. (2019). Peran Media visual Dalam Membangun Karakter peduli Lingkungan anak Usia Dini Di RA AL-Hikmah Kota Jambi. *Jurnal Ilmiah Kajian Ilmu Anak Dan Media Informasi PUD*, 4(1).
- Lisa, R., Maschandra, & Iskandar, R. (1967). Analisis Penelitian Kualitatif Model Miles dan Huberman. *Angewandte Chemie International Edition*, 6(11), 951–952.
- Miranda, D. (2018). PENGEMBANGAN BUKU CERITA BERBASIS PENDIDIKAN KARAKTER UNTUK MENINGKATKAN KREATIVITAS AUD. *Jurnal Visi Ilmu Pendidikan*, 10(1).
- Moleong, J. L. (2021). metodologi penelitian kualitatif J lexy Moleong. *Jurnal Ilmiah*.
- MULJONO, K. U. (2022). Nilai-Nilai Pendidikan Karakter Tari Rampak. *Eprints.Uny.Ac.Id*.

- Muslem Ilyas, & Tuhfatul Athal. (2025). Nilai-Nilai Spiritual Dan Identitas Budaya Aceh Dalam Tari Saman. *Harmony Philosophy: International Journal of Islamic Religious Studies and Sharia*, 2(1).
- Nisa', Z., & Khotimah, N. (2023). Analisis Penerapan Nilai Pendidikan Karakter Disiplin Melalui Kegiatan Ekstrakurikuler Tari Anak Usia Dini. *PAUD Teratai*, 12(1).
- Prastiya, R., Fitri, A., Fauzi, F., Basri, N., & Syahrin, A. (2023). THE EFFECT OF PROJECT-BASED LEARNING MODELS ON STUDENTS' LEARNING OUTCOMES ON HIGH PRINT ART MATERIALS FOR FOURTH-GRADE STUDENTS AT SD NEGERI LAMPEUNEURUT ACEH BESAR. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 7(2).
- Putriani, N. N., Darmayanti, K. D., Listyasariasih, N. K., Angga, N. M., & Bhegawati, D. A. S. (2023). Pelestarian Budaya Kesenian Tari Kecak Sebagai Tari Tradisional Dalam Membangkitkan Pariwisata Di Bali. *Prosiding Pekan Ilmiah Pelajar (PILAR)*, 3.
- Randalele, C. E., Novita, F., & Lolon, I. N. T. (2022). Analisis Pendidikan Karakter dalam Tarian Molaemba dan Relevansinya bagi Pembentukan Karakter Kristiani Remaja. *SOPHIA: Jurnal Teologi Dan Pendidikan Kristen*, 3(2).
- Reni Rahmawati. (2023). Tari Topeng Karakter Sebagai Media Komunikasi Visual Bagi Guru Paud. *SETYAKI: Jurnal Studi Keagamaan Islam*, 1(3).
- Rusli, M., & Rusandi. (2021). Merancang Penelitian Kualitatif Dasar / Deskriptif dan Studi Kasus. *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam*, 2(No. 1).
- Safitri, E., & Fatmawati, S. (2023). Pentingnya Program Parenting Bagi Orang Tua Terhadap Pembentukan Karakter Anak. *BUNAYYA: Jurnal Pendidikan Islam Anak Usia Dini*, 2(2).
- Santana, F. D. T., & Zahro, I. F. (2019). MODEL PEMBELAJARAN TARI NUSANTARA : SEBUAH CONTOH KREATIVITAS MODEL TARI PIRING BAGI GURU PAUD.
- 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. Retrieved
- 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.
- Sari, R. P., Rohana, R., & Hera, T. (2022). PENGEMBANGAN VIDEO PEMBELAJARAN TARI BERBASIS BUDAYA LOKAL UNTUK SISWA SD. *Jurnal Sitakara*, 7(1).
- Sinurat, J. (2024). Pendekatan Holistik Dalam Pendidikan Karakter: Integrasi Antara Pembelajaran Akademik Dan Pembentukan Karakter Siswa. *Jurnal Kualitas Pendidikan*, 2(2).
- Thalib, M. A. (2022). PELATIHAN ANALISIS DATA MODEL MILES DAN HUBERMAN UNTUK RISET AKUNTANSI BUDAYA. *Madani: Jurnal Pengabdian Ilmiah*, 5(1).
- Wahyudi, A. V., & Indra Gunawan. (2024). Penanaman Karakter Anak Usia Dini melalui Pembelajaran Tari Kreatif Berbasis Ramah Anak. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*.
- Yosep Dwi Kristanto, & Russasmita Sri Padmi. (2020). Analisis Data Kualitatif: Penerapan Analisis Jejaring untuk Analisis Tematik yang Cepat , Transparan , dan Teliti. *Jurnal Koridor*, 1(5). Yosep Dwi Kristanto, & Russasmita Sri Padmi. (2020). Analisis Data Kualitatif: Penerapan Analisis Jejaring untuk Analisis Tematik yang

Cepat , Transparan , dan Teliti. *Jurnal Koridor*, 1(5).