

STRENGTHENING GLOBAL DIVERSITY CHARACTER P5 THROUGH THE SOCIODRAMA METHOD OF SOUTH SULAWESI FOLKTALES

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ABSTRAK

*Observations in October 2024 at SDN 8 Pulau Laiya showed that fifth-grade students had difficulty recognizing local cultural identity, tended to imitate irrelevant social media content, and did not understand their own regional culture and stories. They were also less able to explore and appreciate cultural diversity in Pangkep, knowing only their own culture, and showed a tendency to compare and be less accepting of other cultures and beliefs. Stereotypes and ridicule of cultural differences, especially between the Bugis and Makassar tribes, still occur frequently. Participation in joint decision-making is also low, with students tending to be passive and follow the opinions of class leaders or teachers. The values of inclusiveness and social justice are not yet well established. This study aims to apply the *sociodrama* method based on local folklore as a learning strategy to instill the values of global diversity. The approach used is descriptive qualitative with data collection techniques through observation, questionnaires, and interviews. The results show an increase in character traits such as tolerance, empathy, cooperation, and social awareness. Narratives have also proven effective in instilling the values of the Pancasila Student Profile, including responsibility, communication skills, problem solving, and fair leadership.*

1. INTRODUCTION

Based on observations conducted in October 2024 at SDN 8 Pulau Laiya, Pangkep Regency, it was found that the implementation of the Pancasila Student Profile Strengthening Project (P5) in grade V did not yet cover the theme of Global Diversity. So far, the themes covered have been limited to Independence and Creativity. In addition, the cultural material taught is not relevant to the local cultural context of Pangkep, as it draws on stories from outside the region, such as Malin

Kundang from Padang, Sangkuriang, and Timun Gold from Java. This has led to a gap in students' understanding of their own culture. In terms of recognizing and appreciating culture, students are unable to explain their identity or local culture because they are more influenced by TikTok and YouTube content that is not in line with local cultural values. They even consider Pangkep folklore irrelevant to their studies, and thus tend to ignore local culture. In terms of exploring and comparing cultures, students tend to only know their own ethnic culture, such as Bugis, and often underestimate other cultures such as Makassar. They also lack understanding of local beliefs, such as the belief in ancestors that is still practiced on Laiya Island. In terms of reflecting on their experiences of diversity, students are not yet able to demonstrate tolerance. For example, in an interview, one student admitted that they were not yet able to accept differences and often teased friends who spoke a different language and made fun of the names of traditional games played by other ethnic groups. In terms of social justice, students are not yet active in expressing their opinions when making decisions in class. When the teacher gave them the opportunity to make an agreement, only two students spoke, while the others tended to be passive and follow the decisions of the class president or teacher. This shows that the values of inclusiveness, tolerance, and democracy have not been instilled properly, so it is necessary to strengthen the implementation of the Global Diversity theme in a more contextual and appropriate manner.

The sociodrama method is used to address students' lack of understanding of the value of diversity by providing direct experience through role-playing that reflects real social situations. This method encourages students to feel the importance of tolerance and appreciation for cultural differences. This paper aims to describe the application of sociodrama in instilling the value of global diversity in context to fifth-grade students at SDN 8 Pulau Laiya.

Saryono 2015 (Faqih, 2019) explains that there are six steps in using the sociodrama learning method, including: 1) Setting learning objectives, namely the purpose and objectives of using the sociodrama learning method; 2) Identifying and determining the theme, content, and material in the sociodrama, namely what ethical and moral behaviors will be used as the theme, content, and material of the sociodrama for children; 3) Identifying, determining, and developing the sociodrama story; 4) Identifying, selecting, and determining the sociodrama actors; 5) Preparing and rehearsing the sociodrama play; 6) Performing and staging the sociodrama.

This is also in agreement with what was stated (Wijayanti et al., 2019) regarding the steps of the sociodrama method, including: 1) Preparation stage; 2) Role assignment stage; 3) Implementation stage; 4) Evaluation stage; 5) Refreshing stage. However, this study only uses the theory from Faqih, 2019.

The folk tale "The Origin of Gusung on Laiya Island" by Khaerunnisa Tayibu contains elements of global diversity that are relevant for strengthening the character of fifth-grade students at SDN 8 Pulau Laiya. This story introduces and appreciates local culture through Bugis traditions such as cemme-cemme sapareng and Pecaq Asyura, as well as the use of character names that reflect Bugis-Makassar identity. Intercultural interaction is depicted in the cultural practices of the community.

The values of reflection and responsibility for diversity are seen in the moral message about Gusung, as a symbol of protection from the past for the future. The aspect of social justice is seen in the leadership of the king who is willing to sacrifice himself for the peace of his people, reflecting the values of integrity and justice. This story effectively instills the values of global diversity in accordance with the Pancasila Student Profile.

2. METHODS

This study uses a qualitative descriptive design to naturally observe the characteristics of P5 global diversity in fifth-grade students at SD Negeri 8 Pulau Laiya. The aim is to describe the phenomena and characteristics that emerge, both naturally and as a result of interaction. Using a

sociodrama method based on South Sulawesi folk tales, this study describes the strengthening of P5 global diversity character and the role of storytelling in effectively conveying these values.

The data source for this study was 13 fifth-grade students at SDN 8 Pulau Laiya. Data was obtained through a questionnaire to measure P5 global diversity character, then analyzed and categorized into four levels: very high, high, low, and very low, according to the predetermined classification. (Silvyna et al., 2025), where scores of 0–40 were categorized as low, 41–75 as high, and 76–100 as very high. Students in the very high category were selected as subjects for in-depth interviews. Supporting data from fifth-grade teachers showed that the sociodrama method had not been fully implemented, and learning was still monotonous with printed books. These conditions were the reasons for choosing the location and using sociodrama as an innovation to strengthen the P5 global diversity character of students. The research was conducted in the odd semester of the 2024/2025 academic year.

The data collection techniques in this study used three main instruments: observation sheets to record student behavior during sociodrama, semi-structured interviews to explore the P5 global diversity character, and questionnaires to determine student responses to this character. These three instruments ensured that the data was complete, systematic, and easy to analyze.

The data analysis technique used in this study (Annisa & Mailani, 2023) is the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and conclusion drawing. In the reduction stage, student test data was filtered and grouped based on scores, then one subject was selected for analysis through interviews. Test and interview data were systematically arranged according to the P5 global diversity character indicators. Conclusions were drawn from the analysis of tests, interviews, and observations, and tested for validity to ensure accuracy.

3. RESULTS AND DISCUSSION

Results

1. Forms of Strengthening Globally Diverse Characters P5 through the Sociodrama Method

Based on the results of observations and interviews with two research subjects of AS (Alif Syaputra) and MA (Muh. Abizhar), it was found that the application of the South Sulawesi folklore sociodrama "The Origin of Gusung Pulau Laiya" was able to strengthen several main characters in the dimension of global diversity in grade V students.

a. Aspects of Knowing and Appreciating Culture

Through the sociodrama method, students understand the local cultural identity and show an attitude of respect for differences. For example, AS. subjects show tolerance when assigning roles, by appreciating the way each character speaks and dresses. This attitude is also reflected in the results of interviews with AS subjects:

“Because he sees the person's good intentions and wants to help, not to be hostile”.

(Source: Arni interview data, 2025)

The next attitude is to respect diversity. This can be seen during observation, when the US subjects are enthusiastic about exploring the local culture of Laiya Island even though they are not from the area. This attitude is also reflected in the results of interviews with AS subjects:

“I want to get acquainted first, listen to the story, who knows it could be a friend”.

(Source: Arni interview data, 2025)

The final attitude that the US subject showed was a sense of empathy. This can be seen during observation, when he helps and encourages his nervous friend while playing a character. This attitude is also reinforced through the results of interviews with AS subjects:

“I feel like I'm in that character's shoes. It seems to me that he understands better why he made that decision”.

(Source: Arni interview data, 2025)

Meanwhile, the MA Subject shows an attitude of respect for diversity. This can be seen from the

observation when he wears a costume and plays the character of the story seriously. This attitude is also affirmed through the results of interviews with MA subjects:

“I will ask him to join belajar together, help each other even though we have cultural differences”.
(Source: Arni interview data, 2025.)

b. Aspects of Communication and Intercultural Interaction

Through the sociodrama method, students show an improvement in intercultural communication and interaction. For example, the AS. subject showed respect, which was evident in his polite attitude towards his classmates and teachers, as well as respect for the delivery of stories that used regional terms. This is also confirmed through the results of interviews with AS subjects:

“if we are suspicious and stubborn with each other, everything can fall apart. But if you listen to each other, you can find a middle ground or a solution”.

(Source: Arni interview data, 2025.)

The next attitude that the AS subject showed was collaborative. This can be seen during observation, when he works together to write a script and adjust the storyline so that all roles get a balanced portion. This attitude is also reinforced through the results of interviews with AS subjects:

“since not everyone can do everything, we need help”.

(Source: Arni interview data, 2025.)

MA showed respect by attentively listening to local cultural stories and maintaining politeness during discussions. This is also supported by the results of the interviews of the Supreme Court subjects:

“if we are suspicious and stubborn with each other, everything can be destroyed”.

(Source: Arni interview data, 2025.)

The next attitude is collaborative. This can be seen during observation when subjects divide tasks fairly, help each other memorize dialogues, and practice together in a spirit of togetherness. Even students who were originally passive began to be active because they were driven by the subject. This is also reinforced by the results of the interviews of the Supreme Court subjects:

“Because Everyone Needs Someone Else”.

(Source: Arni 2025 interview data.)

c. Aspects of Reflection and Responsibility

Through the sociodrama method, students show increased understanding in intercultural communication and interaction. For example, the AS. subject shows social concern, seen when he helps a friend who is struggling during the performance, explains the meaning of the language he doesn't understand, and encourages him not to be inattentive. This is also stated in the results of the interview of AS subjects:

“because the citizens are quick to be suspicious and do not want to cooperate. They only think of themselves”.

(Source: Arni interview data, 2025.)

MA subjects also show an attitude of social concern that reflects an understanding of communication and intercultural interaction. During observation, the subject patiently helps explain the meaning of each part of the story and invites friends to discuss values such as cooperation and mutual respect in a diverse society. This was also conveyed in an interview with the Supreme Court subject:

“always working together to resolve a conflict”.

(Source: Arni interview data, 2025.)

d. Social Justice Aspects

Sociodrama helps foster students' awareness of the importance of social justice. For example, the AS. subject demonstrated an attitude of social justice during observation, where he voluntarily proposed that each member of the group be given a balanced role in both the amount of dialogue and the involvement of the scene. This was also expressed in an interview with the AS subject:

“ because they are aware that the enemy is actually not a new person, it is just the suspicion of the local community”.

(Source: Arni interview data, 2025.)

The MA subjects also show social justice attitudes in intercultural communication and interaction. Upon observation, it was seen that he patiently proposed an equal division of roles in his group, giving opportunities to all members, especially students who usually lack confidence. Despite having the ability to perform well, he chooses not to force himself to take the lead role and gives opportunities to friends who have never had an important role. This was also conveyed in an interview with the Supreme Court subject:

“ because they are aware of their concern for each other”.

(Source: Arni interview data, 2025.)

2. The Role of Folklore Narrative in Conveying P5 Values

Based on the results of observations and interviews with two research subjects, AS and MA, it was found that the application of South Sulawesi folklore sociodrama, "The Origin of Gusung on Laiya Island", was effective in conveying the values of the Pancasila Student Profile (P5) through cultural narratives. For example, AS subjects demonstrate social communication skills by practicing the value of the story, which is how opening up a conversation can prevent conflict. This is supported by the results of student interviews after participating in the sociodrama:

“I want to get acquainted first, listen to the story, who knows it could be a friend.”

(Source: Arni interview data, 2025.)

Furthermore, sociodrama fosters a sense of responsibility in students, where the traditional narrative in the story acts as a bridge of values across generations. This is supported by the results of student interviews after participating in the sociodrama folklore Origin of Gusung on Laiya Island, AS follows:

“It is important because even though the story is short, the content is still very appropriate for now.

(Source: Arni interview data, 2025.)

Finally, sociodrama fosters a sense of just leadership through narratives that provide a concrete picture of ethical and wise leadership. This is supported by the results of student interviews after participating in the sociodrama folklore Origin of Gusung on Laiya Island, AS follows:

“I want to be a leader who listens to everyone, like a king who never gets angry even when rejected by his own people”.

(Source: Arni interview data, 2025.)

Meanwhile, MA subjects help students resolve conflicts peacefully and strengthen ties with the surrounding environment, especially in preserving nature and traditions contained in folklore. This is supported by the results of the interview which stated:

“always working together to resolve a conflict”.

(Source: Arni interview data, 2025.)

Discussion

1. Forms of Strengthening Globally Diverse Characters P5 through the Sociodrama Method

The results of observations and interviews with AS and MA show that the sociodrama of the folklore Origin of Gusung Pulau Laiya is effective in strengthening the global diversity character of grade V students.

a. Aspects of Knowing and Appreciating Culture

Through sociodrama, students deepen their cultural understanding and respect for differences. AS, for instance, shows tolerance appreciating others' speech and dress during role division. This is also strengthened by the results of interviews with AS subjects.

“Because he sees the person's good intentions and wants to help, not to be hostile”.

(Source: Arni interview data, 2025)

This is reinforced by research (Kusdiani & Tirtoni, 2025) To foster tolerance and mutual

cooperation, teachers emphasize cooperation without distinction between ethnicities or religions, and provide concrete examples such as greetings according to beliefs and mutual respect.

The next attitude, namely the attitude of respecting diversity, was seen when the subject showed enthusiasm to explore the local culture of Laiya Island, even though he was not from the area. This is reinforced through the results of interviews with AS subjects.

“I want to get acquainted first, listen to the story, who knows it could be a friend”.

(Source: Arni interview data, 2025.)

This is reinforced by research (Agustina et al., 2023) The value of global diversity fosters mutual respect for cultural diversity in Indonesia, fosters tolerance, respects differences between students, and respects and maintains the nation's noble culture.

The last attitude that the subject shows is a sense of empathy. This can be seen when he helps and encourages his nervous friend when playing a character. This attitude is also confirmed through the results of interviews with AS subjects:

“I feel like I'm in that character's shoes. It seems to me that he understands better why he made that decision”.

(Source: Arni 2025 interview data.)

This is strengthened (Yudha & Aulia, 2023) Communication between individuals from different cultural backgrounds who respect and understand each other will create good interaction and a sense of empathy.

Meanwhile, the MA Subject shows an attitude of respect for diversity, which is seen when he wears costumes and plays the character of the story seriously. This attitude is also reinforced through the results of interviews with MA subjects:

“I will ask him to join belajar together, help each other even though we have cultural differences”.

(Source: Arni interview data, 2025.)

This is reinforced by research (Marhamah et al., 2024) that global diversity values foster mutual respect for Indonesia's cultural diversity, encourage tolerance, respect for differences among students, and preserve the nation's noble culture.

b. Aspects of Communication and Intercultural Interaction

Through the sociodrama method, students show improvements in communicating and interacting between cultures. AS and MA subjects showed respect and courtesy towards their peers and teachers, and appreciated the delivery of dialogues containing regional terms. This attitude is also supported by the results of interviews with AS subjects:

“If we are suspicious and stubborn with each other, everything can fall apart. But if you listen to each other, you can find a middle ground or a solution”.

(Source: Arni interview data, 2025.)

Meanwhile, the MA Subject also shows respect by paying attention to the way the story is delivered that reflects the cultural values of origin and maintaining good manners when discussing. This is also confirmed through interviews with the subject of MA.:

“If we are suspicious and stubborn with each other, everything can be destroyed”.

(Source: Arni interview data, 2025.)

This is strengthened by research (Muslihah & Widayati, 2025) Communication and culture influence each other; Culture shapes the way of communicating, while communication maintains and inherits culture. This process fosters understanding, appreciation, and respect for cultural differences.

The next attitude is collaborative, This can be seen during the observation that has been made when working together to prepare the script and adjust the storyline so that all roles get a balanced portion, this is also stated from the results of the interview of the AS subject:

“Since not everyone can do everything, we need help”.

(Source: Arni interview data, 2025.)

The next attitude, namely Collaborative attitude, is also seen when the subjects divide tasks fairly, help each other memorize dialogues, and practice together with a spirit of togetherness. Students who

were previously passive began to be active and got an important role. This is also confirmed from the results of the interview of the Supreme Court subject:

“Because Everyone Needs Someone Else”.

(Source: Arni 2025 interview data.)

This is reinforced by research by research (Suryaningsih et al., 2023) Global diversity learning in class IV B SDN Gandaria Utara 03 encourages understanding, appreciation, and intercultural cooperation. Teachers integrate multiculturalism into the curriculum to reduce prejudice and build equality, so that students are able to appreciate differences, understand commonalities, and work together across cultures.

c. Aspects of Reflection and Responsibility

Through the sociodrama method, students show an improvement in intercultural communication and interaction. The AS subjects showed an attitude of social concern by helping friends when they had difficulty staging, explaining language they did not understand, and encouraging friends not to be inferior. This attitude is also supported by the results of interviews with AS and Supreme Court subjects:

“Because the citizens are quick to be suspicious and do not want to cooperate. They only think of themselves.”

(Source: Arni interview data, 2025.)

The MA subjects showed an attitude of social concern in intercultural communication, as seen when they patiently helped explain the meaning of the story and invited discussions on the value of cooperation and mutual respect in a diverse society. This is also strengthened from the results of interviews with the subject of the Supreme Court:

“Always working together to resolve a conflict”.

(Source: Arni interview data, 2025.)

This is also strengthened by research (Hidayati & Hasibuan, 2023) The Merdeka Curriculum not only focuses on intelligence, but also character formation according to Pancasila values through the Pancasila Student Profile. Global diversity means that students are able to maintain local culture and identity, as well as be open-minded and appreciate differences in the global era.

d. Social Justice Aspects

Sociodrama fosters social justice awareness AS shows fairness by suggesting balanced roles in dialogue and scene involvement. This is also supported by the results of interviews with AS subjects:

“Because they are aware that the enemy is actually not a new person, it is just the suspicion of the local community”.

(Source: Arni interview data, 2025.)

The MA subjects also showed an attitude that reflected the attitude of social justice in intercultural communication, seen when patiently proposing equal roles sharing, giving opportunities to members who lack confidence, and not forcing themselves to take the lead role. This is also strengthened from the results of interviews with the subject of the Supreme Court:

“Because they are aware of their concern for each other”.

(Source: Arni interview data, 2025.)

This is reinforced by (Patria & Abduh, 2023) The fourth element of P5's global diversity, social justice, is demonstrated by students making friends regardless of race, ethnicity, and religion. Social justice means fair treatment and equal status for all individuals and groups in society.

2. The Role of Folklore Narrative in Conveying P5 Values

Based on observations and interviews, the sociodrama of The Origin of Gusung on Laiya Island effectively conveyed P5 values. AS, for example, demonstrated social communication skills by recognizing that initiating dialogue can prevent conflict. This is supported by the results of student

interviews after participating in the sociodrama:

“I want to get acquainted first, listen to the story, who knows it could be a friend”.

(Source: Arni interview data, 2025.)

This is also strengthened by research (Maisaroh & Dewi, 2018) When children play roles together, games become sociodrama that is beneficial for improving students' social and communication skills. This is supported by observations of children's cognitive development and skills seen in role-playing or fantasy.

Furthermore, sociodrama fosters a sense of responsibility through the role of traditional narratives that build bridges of values across generations. This is supported by the results of student interviews after participating in the sociodrama The Origin of Gusung on Laiya Island:

“It is important because even though the story is short, the content is still very appropriate for now”.

(Source: Arni interview data, 2025.)

This is supported by (Fitrianiingtyas et al., 2023), who state that responsibility involves fulfilling duties to self, others, and the environment (Kemendikbud, 2019). This emerges as students complete projects like sociodrama, promoting responsibility and reflection. Narrative also illustrates ethical leadership, as shown in student responses after performing The Origin of Gusung on Laiya Island:

“I want to be a leader who listens to everyone, like a king who never gets angry even when rejected by his own people”.

(Source: Arni interview data, 2025.)

This is reinforced by research (Dewi et al., 2024) Election activities in schools provide students with an understanding that everyone is considered equal legally. Opportunities for articulation or demonstration to convey points of view are important because every voice must be noticed and listened to regardless of background or beliefs.

While MA subjects help students resolve conflicts peacefully and strengthen ties with the environment, especially in preserving nature and folklore traditions. This is supported by the results of the interview which stated:

“Always working together to resolve a conflict”.

(Source: Arni interview data, 2025.)

This is also strengthened by research (Suryaningsih et al., 2023) This education aims to create an inclusive environment that respects the diversity of cultures, races, ethnicities, religions, sexual orientations, and social groups. Through sociodrama, students from various backgrounds are expected to feel recognized, appreciated, and able to contribute, as well as grow into open, diverse, and understanding individuals.



3.



4. CONCLUSIONS AND SUGGESTIONS

Based on the results of the research on strengthening globally diverse characters through the South Sulawesi folklore sociodrama method in grade V students of SDN 8 Pulau Laiya, Pangkep Regency, it can be concluded that the sociodrama method is effective in forming the character of tolerance, respect for diversity, empathy, respect, collaborative attitude, social concern, and social justice. This method encourages students to actively play a role in local folklore that is full of cultural values, so that they can better understand and appreciate diversity as a force in community life.

In addition, folklore narratives play an important role as the main medium that not only develops students' social and communication skills, but also fosters a sense of responsibility, fair leadership, problem-solving skills, and confidence through the experience of playing a role in a sociodrama. The emotional and cultural closeness of students to South Sulawesi folklore makes this learning process more meaningful and effective in instilling the values of justice, care, and respect for differences. Thus, the local narrative-based sociodrama method has proven to be an effective approach in strengthening globally diverse characters while preserving and elevating regional cultural wealth as an integral part of character education.

The sociodrama method based on local folklore needs to be applied continuously in learning. Teachers should be trained in narrative and multicultural approaches, as well as involving local cultural figures. The development of interactive media and long-term evaluation are also important to ensure the impact on students' character is in line with the Pancasila Student Profile.

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