



## Fable Puppet Show as an Alternative Communication Media Moral and Character Education of Elementary School Students

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### ABSTRACT

*Wayang Beber is one of Indonesia's cultural heritages, and it contains moral values relevant to children's character education. This research aims to explore the effectiveness of Wayang Beber Fabel as a visual communication medium in character education for elementary school students, as well as contributing to the preservation of local culture. The research uses a qualitative phenomenological approach. The method involves participant observation, in-depth interviews, and document analysis as data collection techniques. The research subjects included elementary school students and teachers who used Wayang Beber Fabel media in teaching and learning activities. Data analysis was done using thematic methods to understand student responses and identify challenges in implementing this media in the elementary school environment. The research results show that Wayang Beber Fabel can attract students' interest and deepen their understanding of character values such as honesty, responsibility and tolerance. Hopefully, this research will also contribute to character education in Indonesia by presenting local culture-based media that can be integrated into the elementary school curriculum. It is hoped that the findings of this research can promote the use of traditional art as an educational instrument. Not only does it support learning in schools, but it also strengthens national cultural identity.*

**Keywords:** *Wayang Beber; Character Education; Local Wisdom; Elementary School*

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## 1. INTRODUCTION

Wayang Beber is a traditional art that has existed since ancient times, even during the Jenggala and Kediri kingdoms. This is proven by the remains of artifacts found in the Gunung Kidul and Pacitan areas. Both of them carry the story of the Panji cycle. This story has become a standard and cannot be changed anymore. The Panji story is believed to be based on the true story of Raden Inu Kertapati and Dewi Sekartaji. Both lived in the 11th century during the Jenggala and Kediri kingdoms.

The Wayang Beber story is reinforced by the story of the marriage of Panji Inu Kertapati, who was the crown prince of the Jenggala kingdom, with his cousin, who was the daughter of the King of Kediri (Siskayanti & Chastanti, 2022). Wayang Beber is used to teach ethical messages to the broader community through stories containing moral teachings that are presented as attractive visual illustrations. Wayang Beber, one of the oldest puppets in Indonesia, is now less well-known by the public.

The name "Beber" comes from how it is presented, where the story sheets are laid out or "unfolded" to tell the story. Initially, wayang beber was drawn on palm leaves. Then, it developed using paper from tree bark or "dluwang" in Javanese, and now, it is on plain cloth. Each roll usually consists of four scenes (Rahmawati, 2018). In this modern era, where technology and modern culture are increasingly developing, the existence of Wayang Beber is increasingly marginalized. The younger generation is now more familiar with digital visual media. Currently, Wayang Beber's performance is experiencing a decline. Because it is being pushed by IT culture, pop culture, and the influence of Western culture, which is more popular with the younger generation. The impact is that the art of Wayang Beber is increasingly being abandoned and is at risk of extinction (Hariyadi et al., 2018). This will cause the loss of a critical part of Indonesia's cultural wealth and the moral messages contained therein.

Character education learning media that can convey moral values in an exciting and relevant way to students' lives are becoming increasingly important. Character education in early childhood aims to instill commendable behavior. This includes attitudes in worship, being a good citizen, interacting positively with others and the environment, and behavior supporting their success (Anisyah et al., 2023). Character education has been recognized as essential in shaping a young generation that is not only academically intelligent. In addition, it also has integrity, a sense of responsibility, and respects cultural diversity. The Ministry of Education and Culture has emphasized the importance of character education in the national curriculum. However, its realization in the form of media by the local cultural context is still limited. Character education based on local wisdom aims to prepare adolescents to face the era of globalization. The method instills a strong character and love for traditional cultural values. Local wisdom functions as a source of values rooted in tradition and becomes a guideline for life for its community to maintain the sustainability of the indigenous generation (Faiz & Soleh, 2021).

Wayang Beber Fabel, with animal stories familiar to children, has great potential as a learning medium for character education. Fable stories with moral messages can make it easier for students to internalize values such as honesty, caring, cooperation, and sincerity. Fable stories are the leading choice in instilling moral values early on to form children's character. Through various characters, viewers, listeners, and readers can understand and learn from the story's moral messages (Halla, 2020).

The Wayang Beber Fabel performance in a visually appealing form can attract students' attention and make learning more lively and interactive. Through Wayang Beber, students can learn about local

cultural values full of moral messages while appreciating traditional Indonesian art. Wayang Beber Fabel contains philosophical values supporting children's character formation. This puppet show, with the addition of fable stories, musical accompaniment, and the voice of a singer, creates a lively and exciting atmosphere (Noegroho, 2023). This study aimed to identify Wayang Beber Fabel's effectiveness as a medium for character education in elementary schools.

This study also aims to determine students' responses to this media and the challenges faced in its implementation. The study's results are expected to support local culture-based character education in Indonesia. Local cultural values can be used to develop national character education (Islami, 2022) so that the values of local wisdom can be valuable and sustainable. Local wisdom in society certainly has moral values that can be used as examples for society. Like the Wayang Beber Fabel performance, it can be used as a medium for character education communication because every Wayang Beber Fabel performance has moral teaching content for children. At the same time, it strengthens the argument about the importance of preserving traditional arts through integration into the educational curriculum. Institutions can improve the quality of the curriculum by integrating local cultural wisdom in each region (Gustiawati et al., 2020).

This study introduces a new approach to character education for elementary school students. It uses Wayang Beber Fabel as a visual communication medium based on local culture. Not only reviving one of Indonesia's oldest cultural heritages. This study also makes Wayang Beber a learning tool that can function dually - as a conveyor of moral and character values and as a tool for preserving traditional culture, which is currently being eroded by modernization. Wayang can be used as an educational tool for early childhood learning, as entertainment, and as a medium for moral guidance. Among the various types of wayang in Indonesia, wayang beber is unique (Arwani et al., 2022). Wayang Beber Fabel has not been widely used as a formal learning medium at the elementary school level, and the moral values implied in its stories are rarely conveyed through interactive visual methods like this. This innovative approach has the potential to attract students' interest while internalizing character values in a more exciting and closer way to their experiences.

The presence of Wayang Beber Fabel as a local culture-based character education media is very relevant in Indonesia, considering the nation's identity and cultural diversity. Wayang Beber, one of the visual cultural heritages rich in moral values, has great potential to be synergized in learning in elementary schools. Wayang Beber's uniqueness lies in how the puppeteer conveys the story, namely by pointing at the characters using sticks according to the storyline.

In each narrative, the puppeteer usually inserts moral messages to the audience so that this performance is entertaining and conveys life values (Margana, 2023; Habibi et al., 2019). Through fable stories full of moral messages, students can more easily understand and apply values such as honesty, responsibility, and tolerance. Of course, it is essential in their daily lives. Local culture-based learning media can foster students' pride and love for the nation's cultural heritage.

The urgency of this research is also supported by government policies that increasingly encourage the integration of character education into the national curriculum. However, there still needs to be more implementation of learning media that utilizes local cultural wealth. This study expects the formation of a local culture-based character learning model that contributes to the development of student character and efforts to preserve traditional culture. Learning that develops local culture is essential in equipping students to receive environmental insights, preserve culture, and form behavioral attitudes that reflect their identity as local sons (Lestarinigrum & Wijaya, 2019). This is an essential step in maintaining the sustainability of national culture amidst the challenges of massive modernization and meeting the need for character education that aligns with the nation's identity.

## **2. METHOD**

### **2.1 Research Design**

This research method uses a qualitative phenomenological approach to understand the experiences of students and teachers in using Wayang Beber Fabel as a medium for character education. The research focuses on students in grades 2 to 4 at SDN I Ciheuleut Elementary School in Bogor City. Along with teachers who actively use this media, it is hoped that they can provide an overview of how students' characters are formed through methods based on local culture. The phenomenological approach was chosen because it can explore the in-depth experiences of students and educators. Thus providing a richer understanding of the interaction process in the classroom.

### **2.2 Data Collection Technique**

Data were collected through participant observation, in-depth interviews, and document analysis. Participatory observation lets researchers directly see students' responses to the Wayang Beber Fabel media. They continued using the teacher's teaching method to integrate character values through the Wayang fable story. Meanwhile, in-depth interviews were conducted with teachers and students to gain insight into their perceptions of this media. Document analysis—such as learning modules and implementation notes—provides additional context related to the strategies and structures of the learning materials used.

### **2.3 Data Analysis Technique**

Data analysis was carried out using thematic methods. They are utilizing data from observations and interviews coded to identify key patterns. This process involves data coding, identification of central themes, and interpretation in the context of character education. To further increase the validity of the research results. They are using triangulation techniques by combining observation, interviews, and document analysis.

This triangulation allows for more credible data, providing a comprehensive understanding of the role of Wayang Beber Fabel as a medium. This media supports character learning in the classroom and strengthens local cultural values for students.

### 3. RESULTS & DISCUSSION

Wayang Beber Fabel is a character education medium that can help teachers in teaching. Wayang Beber Fabel can convey philosophical values and character education in each performance. These intellectual values and moral education help students understand character education. Character formation, rationality development, and even morality growth need to receive the same critical attention as other aspects of learning. They are supported by movements related to moral education (Conroy, 2021). Students have received Elementary character education. The increasing number of incidents indicating a moral crisis, especially in school-age students, emphasizes the importance of strengthening character education, especially in the disciplines (Karmini et al., 2021). However, the media used in character education still needs to be improved. Teachers only use simple picture media in telling stories. Educational practices that encourage student character development are beneficial, as explained in the definition of education (Pike et al., 2021). Wayang Beber Fabel can be used as a form of traditional character education that benefits teachers. Students develop moral habits through learning, accepting, and complying with existing rules and regulations. However, they have no influence in creating these rules or procedures, nor do they question and criticize them in traditional character education (Bleazby, 2020). Wayang Beber Fabel, in particular, facilitates the instillation of positive values in character education for elementary school children.

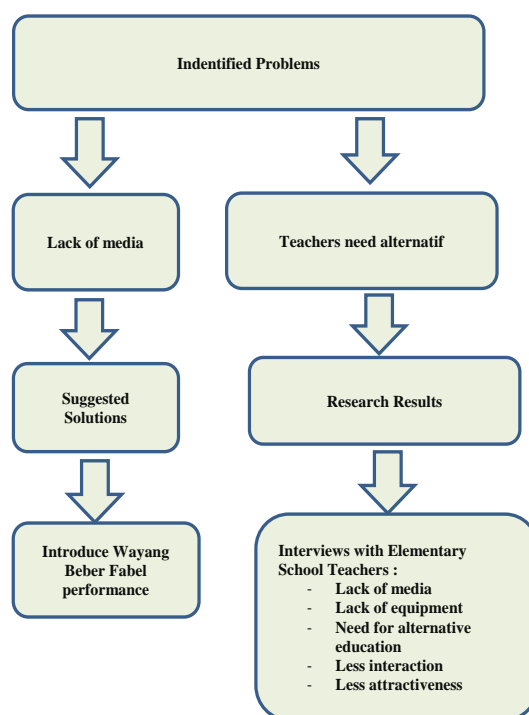


Figure 1. Block Diagram Problem Identification

The core of this block diagram is the identification of several obstacles elementary school teachers face in their efforts to provide character education to their students. Some of these obstacles include the need for more media that attract students' attention, alternative character education for teachers, and the lack of interaction and attraction in the learning process—based on the study's results through teacher interviews. Then, a solution proposal emerged as an answer to these obstacles. The proposed solutions include introducing the Wayang Beber Fabel performance as a media that attracts students' interest and is easy for them to remember. To introduce equipment in the form of Wayang Beber Fabel painting rolls that are colored and decorated manually to improve the visual quality of learning. Teachers need more alternative character education. Then, a workshop was proposed where they could design Wayang Beber Fabel with fairy tales, create storyboards, and do storytelling. Thus, teachers will have a creative and interactive tool to teach character to students.

The Wayang Beber Fabel performance is more interactive because students can participate by asking questions or commenting directly to the Dalang or narrator. This allows for more effective two-way communication. In addition, the use of Indonesian in the Wayang Beber Fabel performance ensures that every student can understand it. Musical accompaniment and melodious voices from singers or Sinden also add to the appeal and excitement of learning. Using Wayang Beber Fabel as an alternative media for character education for elementary school students can be an effective and exciting solution. This innovation combines elements of traditional Indonesian art with character education. Thus providing a learning experience that is fun, interactive, and relevant to local culture. With Wayang Beber Fabel, it is hoped that students will be more involved in learning, internalize character values, and become a young generation of quality and integrity.

Wayang Beber Fabel can be a traditional communication medium for elementary school students in character education. Elementary school teachers can use or play Wayang Beber as a means of teaching character values to students. Multicultural education is implemented by integrating character values in all subjects taught by teachers, which generally reflect the development of national character values. This approach is implemented through planning, implementation, and evaluation (Eko et al., 2020). Even Wayang Beber Fabel can be included in subjects outside the school environment. This means that Wayang Beber can be used as a medium for character education, taught outside school hours. In the form of an exciting performance, through pictures on cloth, singing, and musical accompaniment.

The Wayang Beber Fabel performance will attract the attention of elementary school students to watch it. As an alternative communication medium, Wayang Beber Fabel can support national character education for elementary school children. These values are essential to instill as an integral part of the personality to strengthen the nation's unity and character values. Currently, the problems that arise at the regional level are increasingly widespread due to the lack of attention and proper recognition of national character development (Eko et al., 2020).





**Figure 2. Atmosphere of the Beber Fable Wayang Performance**

After watching the Wayang Beber Fabel show, an excellent national character will be formed because a sense of unity and togetherness will be built with good character education. The Wayang Beber Fabel show is in the form of stories, songs, and accompanying music. Elementary school children will be interested in watching it. In addition, the show has positive content in the form of philosophical or moral educational values. Human morality requires moral education for a deeper level of integration. As a result, every moral science is an essential part of moral education (Krettenauer, 2021) . These philosophical values build character education for the nation's children. For example, the story of the Wayang Beber Fabel shows with the theme "The Pyramid of Life." This show is about the struggle of the Mouse Deer and the forest dwellers to survive.

Wayang Beber Fabel can be a very appropriate demonstration medium for character education. Cognitive, emotional, and social abilities are fundamental and highly dependent on a comprehensive conceptualization of character development in children. These abilities include having and using knowledge. Then, it will contribute to a sense of well-being, a meaningful life, and the ability to distinguish between right and wrong. As well as acceptance of community standards and the ability to recognize the perspectives of others (Shoshani & Shwartz, 2018) . Because in childhood, children are equipped with cognitive abilities. Cognitive ability is a child's ability to absorb knowledge. Thus, the Wayang Beber Fabel performance can help children develop their mental abilities. This is very appropriate because the form of the performance is exciting and entertaining. In addition to providing lessons on instilling philosophical values, this performance also instills character values in children from an early age. Usually, children are too rigid and less flexible when character education is delivered as a lesson in school. Wayang Beber Fabel can be used as a medium included in the school curriculum to support the development of the character of elementary school children.

All teachers are given control to implement character education policies in the classroom by the Indonesian government through a school-based curriculum that prioritizes the values set for their class through the subjects they teach (Qoyyimah et al., 2020). The Wayang Beber Fabel storytelling media can attract the younger generation's attention. The Wayang Beber Fabel performance is inspired by Wayang Beber, which is part of the original culture of the archipelago. Habits often carried out by a community eventually become traditions considered tangible manifestations of culture (Saputri et al., 2019). Wayang Beber Fabel contains local values or wisdom that have been changed by the times. The application of local knowledge and religious values is structured and systematic. Some argue that the local community's values are old-fashioned and do not keep up with the times (Rozi Syafwan, 2021).

In its performance, Wayang Beber Fabel uses Indonesian as its language of instruction. Traditional Wayang Beber performances use Javanese. Overall, Wayang Beber can be considered local wisdom originating from the archipelago. Therefore, character education becomes an actual tool for dealing with these problems, and character education needs to be strengthened by using local knowledge (Hidayati et al., 2020). The Wayang Beber Fabel show is designed to arouse interest in watching. This study discusses the importance of character education for elementary school students and the current shortcomings of character education media. The phenomenological approach method was used in this study to determine the teachers' experiences and perceptions regarding using Wayang Beber Fabel as a character education medium. The results of interviews with teachers showed that they considered Wayang Beber Fabel an exciting and effective medium for teaching character education to students.

The discussion of Wayang Beber Fabel as a medium for character education from the perspective of epistemological, ontological, and axiological philosophy provides an in-depth understanding of the contribution of local culture in shaping students' character. Epistemology is a popular and exciting study, but the search for the ultimate truth, its Object, is often considered impossible to achieve by human thoughts and feelings as God's creatures (Pajriani et al., 2023). Regarding epistemology, the knowledge process formed using Wayang Beber Fabel is a passive transfer of information and an active interaction between students, stories, and characters in the puppet. Through observation and interpretation, students understand the moral values conveyed by the characters in the fable. This knowledge is relevant to the student's daily context because they are invited to connect moral messages with their life experiences. This shows that local culture-based learning methods allow students to develop a more personal and meaningful understanding in line with reflective and contextual learning principles.

Ontologically, Wayang Beber Fabel is essential in character education because it contains cultural values fundamental to forming students' identities and behavior. Ontology can be simplified as a science that critically examines reality or actual reality (Ermisa & Ya Zulfah, 2023). Wayang Beber is an object of visual art and narrative and a means of connecting students with traditional values rooted in society. Values such as honesty, responsibility, and tolerance in each performance show that Wayang Beber



bridges traditional culture and the needs of modern character education. By presenting Wayang Beber as part of learning, students are invited to appreciate and understand local values that continue to be relevant, thus enriching their cultural identity in an increasingly global environment. Philosophical axiology is a subfield that examines the value or benefits of knowledge and questions its assessment (Armansyah et al., 2022) .

From an axiological or practical perspective, Wayang Beber Fabel is very valuable in character education because it supports teaching that strengthens students' cultural identity. This media is not only a means of conveying messages but also a means to instill positive behavior in their daily lives. Using Wayang Beber in elementary school allows students to internalize moral values naturally. So, character education is a theory and a behavior they understand and practice. It is hoped that Wayang Beber Fabel will provide a practical contribution to maintaining the sustainability of local culture, in line with the vision of national character education, which aims to form a generation that respects culture, has integrity, and is responsible for its community.

#### **4. CONCLUSION**

Wayang Beber Fabel can be an effective alternative character education for elementary school students. Through Wayang Beber Fabel's performance, students are expected to absorb the philosophical values and character education conveyed. Wayang Beber Fabel can be used to form students' character, develop rationality, and instill moral sentiment. In addition, Wayang Beber Fabel can be used as a traditional communication medium for national character education, which can be done inside and outside school. This study also revealed that currently, there are shortcomings in the available character education media. Teachers often only use simple stories with less exciting pictures. So, using Wayang Beber Fabel as a character education tool can be an exciting and effective alternative for teachers. Wayang Beber Fabel can attract students' attention with its thrilling and interactive performances and is equipped with music and Sinden singing. In the context of character education, paying the same attention to character formation, developing rationality, and instilling moral sentiment as in discursive-based learning is essential. It is hoped that by utilizing Wayang Beber Fabel, teachers can build learning that encourages student character development by actively involving them.

This study uses a phenomenological approach to understand the experiences and perceptions of teachers regarding the use of Wayang Beber Fabel in character education. This study provides in-depth insight into the potential and benefits of Wayang Beber Fabel as a character education tool. This study encourages the use of Wayang Beber Fabel in character education in elementary schools. In addition, it will help improve and support their holistic growth.

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