



AL-IRFAN: Journal of Arabic Literature and Islamic Studies
P-ISSN: 2622-9897 E-ISSN: 2622-9838

Vol. 8, No. 1, March 2025, 166-181

DOI: <https://doi.org/10.58223/al-irfan.v8i1.361>



The Role of Parents in Character Education for Children: A Narrative Analysis by A.J. Greimas on the Youtube Channel Bestie *Life-Ḥayātun afdal*

Emil Nurdiani

Sunan Gunung Djati State Islamic University Bandung, Indonesia
emilnurdiani13@gmail.com

R. Edi Komarudin

Sunan Gunung Djati State Islamic University Bandung, Indonesia
edikomarudin@uinsgd.ac.id

Yadi Mardiansyah

Sunan Gunung Djati State Islamic University Bandung, Indonesia
nashr7@uinsgd.ac.id

Abstract

Keywords:

Actantial
Structure,
Algirdas Greimas
Narrative, Bestie
Life, Role of
Parents.

The YouTube channel Bestie Life – Ḥayātun Afdal features inspirational stories that highlight the role of parents in guiding their children. This research aims to analyze the role of parents in character education for children through a review of actantial structure based on A.J. Greimas's narrative theory. The research method used is library research with a descriptive approach, focusing on the analysis of narrative texts. The data source for this research is a collection of stories from the Bestie Life – Ḥayātun Afdal channel, namely "Kisah Nilai Hidupmu_ Qiṣṣatu Qīmat Ḥayātik", "Kisah yang Menenangkan Pikiranmu_ Qiṣṣatu Tahdī'u Dhilhnak", and "Kisah yang Akan Membangkitkan Semangatmu_ Qiṣṣatu Satarfa'u Ma'nawiyyātak". The data collection technique was carried out using the note-taking method on data in the form of dialogue and situations. Data were collected through the note-taking method on dialogues and situations in the story. The research results show that the destinator (parents) actively play the role of life lesson givers, while the child as the receiver accepts the values of life. The presence of adjuvants

(supporters) and traitors (obstacles) clarifies that the learning process in real life is not always easy. Thus, this channel not only serves as a medium of entertainment but also as an inspiring source of learning for parents and children in understanding and internalizing life values

Abstrak

Kata Kunci:
Struktur Aktan,
Narasi Algirdas
Greimas, Bestie
Life, Peran
Orang Tua.

Channel YouTube Bestie Life – Ḥayātun Afdal menampilkan kisah-kisah inspiratif yang menyoroti peran orang tua dalam membimbing anak. Penelitian ini bertujuan untuk menganalisis peran orang tua dalam pendidikan karakter anak melalui tinjauan struktur aktan berdasarkan teori naratif A.J. Greimas. Metode penelitian yang digunakan adalah library research dengan pendekatan deskriptif, yang berfokus pada analisis teks naratif. Sumber data penelitian ini adalah kumpulan cerita dari channel Bestie Life – Ḥayātun Afdal, yaitu "Kisah Nilai Hidupmu_ Qiṣṣatu Qīmat Ḥayātik", "Kisah yang Menenangkan Pikiranmu_ Qiṣṣatu Tahdi'u Dhihna", dan "Kisah yang Akan Membangkitkan Semangatmu_ Qiṣṣatu Satarfa'u Ma'nawiyiyātak". Teknik pengumpulan data dilakukan dengan metode simak catat terhadap data berupa dialog dan situasi. Data dikumpulkan melalui metode simak catat terhadap dialog dan situasi dalam cerita. Hasil penelitian menunjukkan bahwa destinator (orang tua) berperan aktif sebagai pemberi pelajaran hidup, sementara anak sebagai receiver (penerima) menerima nilai-nilai kehidupan. Keberadaan adjuvant (pendukung) dan traitor (penghambat) memperjelas bahwa proses pembelajaran dalam kehidupan nyata tidak selalu mudah. Dengan demikian, channel ini tidak hanya menjadi media hiburan, tetapi juga sumber pembelajaran yang menginspirasi bagi orang tua dan anak dalam memahami dan menginternalisasi nilai-nilai kehidupan

Received: 26-12-2024, Revised: 02-03-2025, Accepted: 25-03-2025

© Emil Nurdiani, R. Edi Komarudin, Yadi Mardiansyah

Introduction

In the rapidly evolving digital era, YouTube has become one of the main platforms that not only serves as a medium of entertainment but also as a means of conveying moral values and education. With easy access and a wide variety of available content. One of the standout channels in presenting such content is Bestie Life – Ḥayātun afdal, an Arab channel about inspiration and moral guidance. In the video uploaded on this channel, several prominent elements are presented consistently, featuring the characters of parents and children who provide direction, advice, and guidance to a child.(t.t.-a).

This account is active in uploading short videos ranging from 30 seconds to 1 hour in duration. The uploaded videos consist of short stories with audio narration accompanied by text and photos that illustrate the theme of the story. From August 6, 2023, to December 29, 2024, the channel successfully uploaded 110 videos and attracted public attention with a follower count reaching 86 thousand(t.t.-a). This is the main reason behind this choice because this channel shows consistency and dedication in providing information to its followers. Moreover, with a large audience, it allows for a wider reach of information.

In the YouTube channel *Bestie Life – Ḥayātun afdal*, parents have different educational approaches in raising a child. However, their goal remains the same, which is to instill moral values. Character education itself is a process of personality formation that includes values such as honesty, responsibility, discipline, and empathy. According to Fadilah (2021), character education is a conscious or unconscious effort from every element of education to instill good moral or ethical values in students. This is in line with Nur Haris's (2023) understanding. In that understanding, it provides an illustration of the purpose of character education by instilling moral values. In the application of character values to children, the role of parents becomes crucial because they are the main figures in guiding and educating.

The role of parents in educating children is not only through words but also through real actions that shape the child's character. Role according to Nasrullah (2022:14) is an attitude or behavior that has a position tasked with determining something within a group or organization. This is in line with the understanding of Nining Aslihah (2007: 21) and the Great Dictionary of the Indonesian Language (KBBI). This can be interpreted that the theme of parental roles towards children aligns with that opinion, because parents hold a position and responsibility inherent in society as the primary guides in shaping the character, behavior, and moral values of children.

According to the Great Dictionary of the Indonesian Language (KBBI), parents are "biological father, biological mother, someone who is considered old,

someone who is respected." Meanwhile, the definition of a child according to Kosnan as quoted by Nikmah Rosidah (2019:4), a child is a young human in age, young in spirit, and in the journey of life. After understanding the above opinions, it can be concluded that the role of parents towards children in this study is to observe how the roles of various parental figures, whether father, mother, grandfather, or grandmother, influence children of different age ranges.

The role of parents towards children in the YouTube channel Bestie Life – *Ḥayātun afdal*. Telling a story with an engaging character structure that can inspire the audience. The characters portrayed have their own relationships and actions, making the story more engaging. In the story, it can be analyzed using a narrative structure. Using Algirdas Greimas's narrative theory, this analysis examines how the characters in the Bestie Life – *Ḥayātun afdal* videos are portrayed. Basically, in Greimas's narrative semiotics, there are two elements that are always present: the surface structure (the explicit form of the text) and the deep structure (the implicit form of the text). (Greimas dkk., 1987). However, in this study, the researcher focuses on the role of characters in the actantial structure. This is because the scope of this research theme examines the role of parents towards children. Therefore, the actantial approach is more relevant for mapping the function of each character in the storyline, which is then analyzed based on their relationships and roles in the narrative scheme.

Similar research on literary works with an analysis of A.J. Greimas's theory focusing on actants has also been conducted by several previous researchers, such as Kartika Irene Widjanarko's work in 2023 titled "*Representasi Struktur Narratologi dalam Kumpulan Karya Dewi Lestari : Kajian Naratologi A.J. Greimas*" the research discusses the actants in the stories of Dewi Lestari and concludes the representation of the story themes, similarities of the main characters, and settings. Additionally, the work of Nufi Azam Muttaqin, in 2024 titled "*Skema Aktan dan Struktur Fungsional A.J Greimas dalam Novel Lelaki Harimau Karya Eka Kurniawan*" and the research by Burhanuddin Aulia, in 2020 titled "*Trauma Kejiwaan Tokoh Utama dalam Novel Lelaki Harimau Karya Eka Kurniawan*". Both

studies discuss how the characters and plot of the novel's sequence and the discourse contained within the novel. The three studies above contribute to this research by analyzing the plot using Greimas' scheme, which not only depicts the sequence of events but also the meanings contained within, especially in the actants.

In this study, the researcher aims to examine how the actantial structure in the roles of parents and children is narrated in the YouTube channel Bestie Life – *Ḥayātun afdal* using Algirdas Greimas's narrative analysis approach.

Method

The research method is library research that focuses on the collection and analysis of data obtained from written and audiovisual sources that are analyzed textually. With a descriptive approach, which aims to describe and interpret phenomena in a descriptive story in the analysis of narrative texts that focus on actant structure. Actant is the smallest narrative unit in the form of a syntactic element that has a specific function. Aktan is not identical to an actor. Aktan are abstract roles played by someone or a number of actors, while the actor is the concrete manifestation of the aktan. According to Greimas, actants are characterized by six roles and function to direct the course of the story, namely (Greimas dkk., 1987) : a). Destinator refers to a special force that enforces rules and values and represents the ideology of the text. b). Receiver functions to carry the values from the destinator. Thus, this term refers to the object where the destinator places value. c). Subject occupies the main role in the narrative. d). The object of the narrative is the thing presented by the subject. It represents the goal targeted by the subject. e). Adjuvant helps the subject in their efforts to achieve the object. f). Traitor represents anything that tries to hinder the subject from achieving their goal (taufiq, 2021). Qualitative research explains meaning, based on data in the form of dialogue and situations that are part of the actant structure. The data sources for this research were taken from three short story videos available on the YouTube channel Bestie Life – *Ḥayātun afdal*. Namely: "the story

of your life's value_*Qiṣṣatu Qīmat Ḥayātik*," "the story that calms your mind_*Qiṣṣatu Tahdi'u Dhihnaḥ*," and "the story that will uplift your spirit_*Qiṣṣatu Satarfa'u Ma'nawīyyātak*." The data collection technique in this research uses the note-taking technique on video excerpts with the theme of parental roles towards children. As for The steps taken in this research are as follows: starting with determining the stories that will be the focus of analysis in the channel Bestie Life - *Ḥayātun afdal*. By listening to and noting down snippets of dialogue and situations in the stories that are the main focus. Then, it is continued by identifying the actants: Destinator, Receiver, Subject, Object, Adjuvant, and Traitor. The final result of this research is that the researcher can conclude the analysis of the data results critically, identifying the role of parents who are actively involved in educating their children.

Result and Discussion

In this discussion, the researcher describes the results of the actantial structure analysis based on A.J. Greimas's narrative theory on three videos from the YouTube channel Bestie Life - *Ḥayātun afdal*. Short story videos with the themes "the story of your life's value_*Qiṣṣatu Qīmat Ḥayātik*," "the story that calms your mind_*Qiṣṣatu Tahdi'u Dhihnaḥ*," and "the story that will uplift your spirit_*Qiṣṣatu Satarfa'u Ma'nawīyyātak*." This can be explained as follows:

Destinator

In all three stories, the destinator is always an older and wiser figure, such as a father or grandfather. They act as challengers and life lesson givers to the younger generation.

"the story of your life's value_*Qiṣṣatu Qīmat Ḥayātik*": Father, the father who wants to impart life lessons to his child, thus he gives him the challenge of selling an old shirt. It can be proven in story 35, data snippet 1, minute: 0.32 - 1.06.

"Story that calms your mind_*Qiṣṣatu Tahdi'u Dhihnaḥ*": the grandfather, who gives an important lesson to the youth about how to face a world full of negativity through a challenge of carrying a spoon while walking around the

village. It can be proven in story 33, data excerpt 2, minutes: 1.43 - 1.52 and data 3, minutes: 3.00 - 3.14.

"the story that will uplift your spirit_*Qiṣṣatu Satarfa'u Ma'nawīyyātak*": the wise grandfather, who imparts an important lesson to the youth through the challenge of carrying a watermelon on his head while crossing the village without dropping it. It can be proven in story 1, data excerpt 2, minutes: 0.44 - 1.03

Receiver

In all three stories, the receiver is always a younger child compared to the parents, even though the receiver's role can be that of a child, grandchild, or youth. When the character is paired with someone older, that character is referred to as a child. They act as recipients of the learning values from the challenges given by the destination.

"Your life story of your life's value_*Qiṣṣatu Qīmat Ḥayātik*": a child, the recipient of learning values and understanding from the destinator to achieve the object. It can be proven in story 35, data snippet 1, minute: 0.32 - 1.06

"the story that calms your mind_*Qiṣṣatu Tahdi'u Dhiḥnak*": a young man, a recipient of learning values and understanding from the destination to achieve the object. It can be proven in story 33, data snippet 1, minute: 1.10 - 1.26 and data snippet 2, minute: 1.43 - 1.52.

"the story that will uplift your spirit_*Qiṣṣatu Satarfa'u Ma'nawīyyātak*": a young man, a recipient of learning values and understanding from the destinator to achieve the object. It can be proven in story 1, data excerpt 1, minute 0.33 - 0.38

Object

In all three stories, each story has a specific object that serves as a learning tool for the recipient.

"the story of your life's value_*Qiṣṣatu Qīmat Ḥayātik*": the shirt, in this short story, the shirt serves as an object that functions as a tool for the child to learn and gain educational value. It can be proven in story 35, data excerpt 1, minute: 0.32 - 1.06

"the story that calms your mind_*Qiṣṣatu Tahdi'u Dhihnaḥ*": a spoonful of water, in this short story, the spoonful of water serves as an object that functions as a tool for the young man to learn and gain the lessons of life. It can be proven in story 33, data excerpt 3, minute: 3.00 – 3.14

"the story that will uplift your spirit_*Qiṣṣatu Satarfa'u Ma'nawīyyātāk*": watermelon, in this short story, watermelon serves as an object that functions as a tool for the youth to gain valuable lessons. It can be proven in story 1, data excerpt 2, minutes: 0.44-1.03

Subject

In all three stories, the Subject in each story is the character "I" who plays the main role and is tasked with facing challenges.

"Your Life Story of your life's value_*Qiṣṣatu Qīmat Ḥayātik*": the child, the child becomes the main character who is given the challenge to achieve their goals. It can be proven in story excerpt 35, data 2, minute: 1.28-1.34 and data 5, minute: 5.15-5.48.

"the story that calms your mind_*Qiṣṣatu Tahdi'u Dhihnaḥ*": the young man, the young man becomes the main character who is given a challenge to achieve his goal. It can be proven in story 33, data excerpt 1, minute: 1.10 - 1.26

"the story that will uplift your spirit_*Qiṣṣatu Satarfa'u Ma'nawīyyātāk*": the youth, the youth become the main characters who are given the challenge to achieve their goals. It can be proven in story 1, data snippet 1, minute: 0.33 – 0.38

Adjuvant

In all three stories, each story has supporting elements that help the subject overcome the challenges.

"the story of your life's value_*Qiṣṣatu Qīmat Ḥayātik*": the painter and the friend, supporting elements that help the child carry out their task. It can be proven in story 35, data excerpt at 3 minutes: 2.13-2.26 and data at 4 minutes: 3.42-4.21.

"the story that calms your mind_*Qiṣṣatu Tahdi'u Dhihnaḥ*": A sense of concentration, enthusiasm, and self-confidence helped the young man to

complete the challenge from his grandfather. It can be proven in story 33, data excerpt 5, minute: 5.05 – 5.36

"Stories that will uplift your spirit_*Qiṣṣatu Satarfa'u Ma'nawīyyātak*": perseverance, humor, and confidence. supporting elements that help the child carry out their tasks. It can be proven in story 1, data excerpt 4, minute: 2.00 – 2.21

Traitor

In all three stories, the receiver is always a younger child compared to the parents, even though the receiver's role can be that of a child, grandchild, or youth. When the character is paired with someone older, that character is referred to as a child. They act as recipients of the learning values from the challenges given by the destination.

" the story of your life's value_*Qiṣṣatu Qīmat Hayātik*": laziness and confusion in the face of challenges, things that a child must confront and overcome. It can be proven in the 35th story excerpt, data 5, minute: 5.15-5.48

"the story that calms your mind_*Qiṣṣatu Tahdi'u Dhihṇak*": Feelings of despair, gossip, and rumors, a young man who must face mental pressure and the gossip rumors generated by the village environment. That became a challenge he had to face in his life. It can be proven in story 33, data excerpt 5, minute: 5.05 – 5.36

"the story that will uplift your spirit_*Qiṣṣatu Satarfa'u Ma'nawīyyātak*": the heaviness of the watermelon, the cheers and jeers of the people, things that a young man must face and overcome to gain a lesson. It can be proven in story 1, data excerpt 3, minute: 1.03 – 1.32

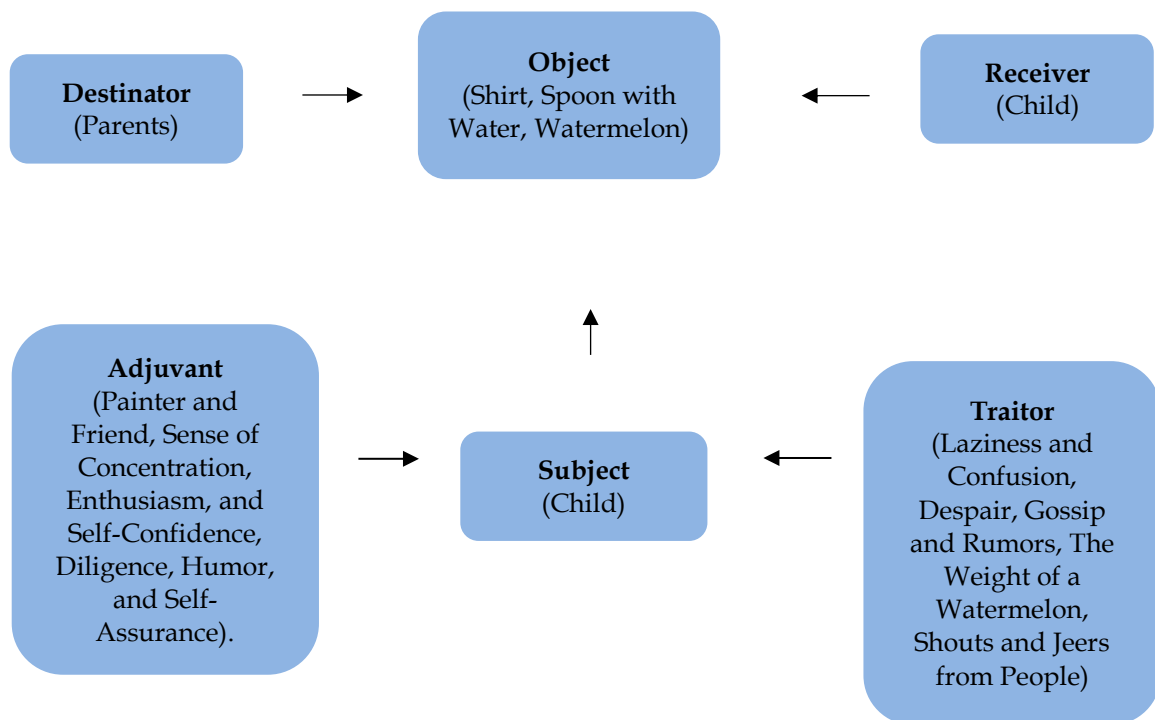
Based on the analysis of the three stories above, there are 13 data points and the actions were analyzed using A.J. Greimas's narrative theory. Therefore, it can be concluded that the destinator in the three stories are represented by the father and grandfather characters. They not only provide lessons through words but also through direct actions that test and guide in facing challenges on the subject. Meanwhile, the receiver in the story is a child or young person who

receives lessons from the challenges presented. This shows that the child, as the protagonist, receives advice and learns from real experiences. Through objects in the story such as a shirt, a spoon filled with water, and a watermelon that serve as tools for receiving life lessons, it proves that learning can be realized in the form of direct experiences. The presence of adjuvant (supportive) and traitor (obstructive) elements further clarifies that in real life, the learning process is not always easy. This can be illustrated in the following table :

	"the story of your life's value_ <i>Qiṣṣatu Qīmat Ḥayātik</i> "	"the story that calms your mind_ <i>Qiṣṣatu Tahdi'u Dhihnak</i> " :	"the story that will uplift your spirit_ <i>Qiṣṣatu Satarfa'u Ma'nawīyyātak</i> "
Destinator	father	grandfather	wise grandfather
Receiver	child	young man	young man
Object	shirt	a spoonful of water	watermelon
Subject	young man	young man	young man
Adjuvant	painter and theme	a sense of concentration, enthusiasm, and confidence	perseverance, humor, and confidence
Traitor	feeling of laziness and confusion	feelings of despair, gossip, and rumors	the weight of the watermelon, the cheers and jeers of the people

From the table above, it can be identified that there are several similarities in the characters and roles played. The destinator of the three stories is characterized by the figure of an elder, either as a father or a grandfather, who plays an active role in imparting educational values for character development in a child. This role emerges when he is faced with a younger child, making it an active role as a life lesson giver. On the other hand, the role of the child is also

consistent in all three stories. Although his position can be that of a youth or a grandchild, when he faces someone older, he still plays the role of a child receiving life lessons. That role actively provides life lessons for a child through various challenges given by the parents, allowing the child to gain direct life experiences. That provides significant contributions and a good example for the audience in imparting life values to children. It can be described as follows:



The YouTube channel Bestie Life – Ḥayātun afdal is not only a source of entertainment but also a medium for life lessons for its viewers. In this channel, everyday life stories are presented as examples, making them easier to understand and relatable for the audience. Through scenes of common problems, it can evoke empathy and provide a realistic depiction of relevant roles and character education in life. With the presence of character values portrayed such as concentration, enthusiasm, confidence, perseverance, and others, which are displayed in the stories of the channel, they can become a valuable source of learning for the audience. In addition, the parental figures in this channel provide

a positive portrayal of the roles and responsibilities of parents, serving as a reference for educating and guiding children. There is a depiction of how parental figures interact, give advice, or present challenges, so that parents can gain insights and strategies useful for educating a child. Based on this, the channel teaches how parents who are very actively involved, not just through verbal lessons but also through real actions that shape their character. So that the life values taught can be accepted and understood more deeply by the child. This is inspiring for the audience, especially for parents and children.

Through this research, the researcher plays a role in analyzing and interpreting the dynamics of parental roles in children's character education using A.J. Greimas's narrative structural approach. In addition, the role of the researcher is also evident in uncovering the contribution of this channel as an effective digital medium in conveying life values. Thus, the optimization of the role of parents towards children in this research is expected to personalize life values within the context of real life, particularly in terms of guiding and educating children. The active role of parents in this research has a positive impact and serves as a reference for character education for children. Through scientific contributions by demonstrating how digital media like YouTube can be an effective tool for conveying life values.

Conclusion

From the results of this research, it can be concluded that the role of parents in character education for children, with a focus on the actant structure in *Bestie Life – Ḥayātun afdal*. Successfully identified the role of parents as destinator who are always actively involved in imparting life lessons. For example, in several stories, parents create situations or challenges that teach values such as discipline, responsibility, and empathy. On the other hand, the child as the receiver plays the role of the learner, regardless of their age. The learning process in the story is not only through narration but also through real actions that test and shape the child's character. The presence of supporting and

hindering elements further illustrates that life learning is not always easy. This finding aligns with the research objective to analyze the role of parents in character education for children on the YouTube channel Bestie Life – Ḥayātun Afḍal through an actantial schema review. This provides a real depiction of the dynamics in the character education process. Thus, this channel is not just entertainment, but also serves as an educational medium for viewers, especially for parents and children, in understanding and internalizing life values.

References

- Anon. T.T.-A. "Dr. Nikmah Rosidah, S.H., M.H."
- Anon. T.T.-B. Diambil (<https://www.youtube.com/@Bestie0life>).
- Anon. T.T.-C. Diambil (<https://www.youtube.com/@Bestie0life>).
- Aslihah, Nining. 2023. *Peran Orang Tua Dan Guru Meningkatkan Prestasi Belajar Siswa*. Penerbit P4i.
- Asyura, Muhammad. 2021. "Implementation Of The Greimas Narrative Structure On Ulat Entaduk Story (Oral Literature Of Malay Mempawah)." *Kibas Cenderawasih* 18(2). Doi: 10.26499/Kc.V18i2.294.
- Aulanni'am, Aulanni'am. 2020. "Kisah Perempuan Yang Menggugat Nabi Dalam Q.S. Al-Mujadilah (58): 1-4 (Analisis Semiotika Strukturalisme-Naratif A.J. Greimas)." *Al-Mufasssir* 2(2):128-43. Doi: 10.32534/Amf.V2i2.1634.
- Aulia, Burhanuddin. T.T. "Trauma Kejiwaan Tokoh Utama Dalam Novel Lelaki Harimau Karya Eka Kurniawan."
- Bhakti, Ayu Putri, Dan Adi Setijowati. 2023. "'The Little Mermaid' Dalam 2 Sajian Teks Yang Berbeda: Struktur Naratif A.J. Greimas." *Prosodi* 17(1):9-18. Doi: 10.21107/Prosodi.V17i1.16817.
- Dos Santos, Valdenildo, Dan Thomas F. Broden. 2024. "Interview With Thomas F. Broden On Greimas' Semiotics." *Domínios De Lingu@Gem* 18:E1807. Doi: 10.14393/Dlv18a2024-7.
- Fikriyah, Samrotul, Annisa Mayasari, Dan Opan Arifudin. T.T. "Peran Orang Tua Terhadap Pembentukan Karakter Anak Dalam Menyikapi Bullying."
- Firismanda, M. A. Haris, Dan Nuzula Maghfiro. 2024. "Pergantian Tokoh Utama Dalam Peranan Naratif Pada Novel Tempat Paling Sunyi Karya Arafat Nur: Kajian Naratologi A.J. Greimas." *Klausa (Kajian Linguistik, Pembelajaran Bahasa, Dan Sastra)* 8(2):100-111. Doi: 10.33479/Klausa.V8i2.1108.

- Greimas, Algirdas Julien, Paul J. Perron, Dan Fredric Jameson. 1987. *On Meaning: Selected Writings In Semiotic Theory*. Minneapolis: University Of Minnesota Press.
- Al-Hakim, Taufiq. T.T. “‘Ahdu Asy-Syaithān.” *A’ Jamiy Jurnal Bahasa Dan Sastra Arab*.
- Halim, Lim Alicia Jessica, Agusly Irawan Aritonang, Dan Megawati Wahjudianata. 2022. “Representasi Peran Orangtua Dalam Web Series ‘Little Mom.’” 10.
- Kumalasari, Dan Misbahus Surur. 2023. “Struktur Aktansial Dan Fungsional Novel *Arwāḥ Muṭ‘Abah Karya Asmā’ Al-Ḥuwaylī*: Perspektif Naratologi A. J. Greimas.” *Al-Ma’Rifah* 20(1). Doi: 10.21009/Almakrifah.20.01.05.
- Muttaqin, Nufi Azam, Yusro Edy Nugroho, Dan Teguh Supriyanto. 2024. “Skema Aktan Dan Struktur Fungsional A.J. Greimas Dalam Novel *Brianna Dan Bottomwise Karya Andrea Hirata*.” 9(1).
- Nasrullah. 2022. *Literasi Pustakawan*. Cv. Bintang Semesta Media.
- Putri, Sekartaji Anisa. T.T. “Website Cartoon Sebagai Media Perlawanan (Analisis Semiotika Greimas Pada Webtoon Just Friends).”
- Ramadhan, Gia, Dan Rohanda Rohanda. 2024. “Perubahan Nasib Tokoh Utama Dalam Cerpen *Nikosia Karya Saadi Youssef* (Analisis Semiotika Naratif A.J Greimas).” 8(1).
- Rochmawati, Nikmah. 2018. “Peran Guru Dan Orang Tum Membentuk Karakter Jujur Pada Anak.” 1.
- Salahudin, Anas. 2011. *Filsafat Pendidikan*. Bandung: Cv Pustaka Setia.
- Sayuti, M. 2021. “Peran Orang Tua Dalam Meningkatkan Mutu Pendidikan Di Mi Lalabata Kecamatan Tanete Rilau Kabupaten Barru.”
- Shiyam, Dini Fathiya Nur, Dedi Supriadi, Dan Rohanda Rohanda. 2024. “Nilai Perjuangan Tokoh Utama Dalam Film *Wadjda* (Analisis Semiotika Naratif A.J Greimas).” 9.
- Suciati, Pijar, Dan Affan Syafiq. 2021. “School From Home (Sfh): Perjuangan Para Orang Tua Siswa Usia Dini Di Masa Pandemi Covid-19.” 3(2).

- Sudaryani, Rina Ratih, Purwati Zisca Diana, Dan Iis Suwartini. 2023. "Skema Aktan Dan Struktur Fungsional A.J. Greimas Dalam Cerita Rakyat 'Putri Bungsu Dan Ular N'daung' Dari Bengkulu." *Pena Literasi* 6(2):154. Doi: 10.24853/Pl.6.2.154-162.
- Sutriasni, Oni, Sahlan Sahlan, Dan Erny Harijaty. 2020. "Nilai-Nilai Pendidikan Karakter Dalam Tiga Cerita Rakyat Kulisusu Di Kabupaten Buton Utara." *Jurnal Bastra (Bahasa Dan Sastra)* 5(1):1. Doi: 10.36709/Jb.V5i1.13486.
- Syam, Ishmatul Karimah, Wildan Taufiq, Dan Solehudin Solehudin. 2023. "Kisah Nabi Luth Dan Kaum Sodom Dalam Al-Qur'an (Analisis Semiotika Saussure Dan A.J. Greimas)." *Jurnal Penelitian Ilmu Ushuluddin* 3(3):281-97. Doi: 10.15575/Jpiu.28445.
- Taufiq, Wildan. 2016. *Semiotika Untuk Kajian Sastra Dan Al-Qur'an*. Penerbit Yrama Widya.
- Taufiq, Wildan. 2021. "Teori Semiotik Naratif A.J. Greimas." *Scribd*.
- Widjanarko, Kartika Irene, Setya Yuwana, Dan Ririe Rengganis. 2023. "Representasi Struktur Naratologi Dalam Kumpulan Karya Dewi Lestari : Kajian Naratologi A.J Greimas." *Bahtera Indonesia; Jurnal Penelitian Bahasa Dan Sastra Indonesia* 8(2):542-52. Doi: 10.31943/Bi.V8i2.451.