The Development of Fabel Text Teaching Materials Based on Local Wisdom as Learning Scaffolding

Suherli Kusmana[1*], Tri Pujiatna[2], and Yusida Gloriani[1]

[1]*MPBI Sekolah Pascasarjana Universitas Swadaya Gunung Jati Cirebon, Jawa Barat, Indonesia*
[2]*Pendidikan Bahasa Indonesia, FKIP Universitas Swadaya Gunung Jati Cirebon, Jawa Barat, Indonesia*

[*]*Corresponding author. Email:* suherli2@gmail.com

ABSTRACT
This study aims to overcome the limitations of instructional materials oriented to local wisdom as character education and utilize learning technology. One of the materials that can be used to implement character education in Indonesian language lessons in junior high schools is animal story text or fables. To increase student attractiveness and make it easier to access material, the learning material developed must be presented using digital technology. Teaching material contains character education and is presented digitally is a learning scaffolding in developing Zone Proximal Development (ZPD). The research method used is research and development. The research was carried out through the stages of collecting, selecting, and analyzing fable texts from students 'cultural environments that were in line with students' psychological development. Development of teaching materials is done from selected fable texts combined with basic competencies contained in the curriculum and assisted with the use of digital technology. Teaching materials are validated by experts and practitioners before being tested on students. The results showed that fable texts containing local wisdom could be used as character education. Digital presentation of teaching materials is more interesting and effective in increasing students' ability to express and think creatively.

Keywords: development of fable text teaching materials, local wisdom

1. INTRODUCTION

Teaching materials are learning materials that are used by teachers in learning to be able to encourage students to learn in a fun manner so that changes in behavior occur as a result of learning. The availability of teaching materials in schools in Indonesia developed in accordance with the 2013 Curriculum is still limited, both in terms of quantity and quality. In general, the teaching materials available are only presented in textbooks that are developed based on the thoughts of an author in interpreting the basic competencies of the curriculum. In this study the authors present the results of the development of teaching materials that can be presented in writing and can also be digitally packaged by utilizing technology so that students can learn not only when there is interaction in learning in the classroom, but these teaching materials can be downloaded via smart phones. Students can re-explore teaching material outside the classroom and he can work on learning tasks when outside the classroom [1].

Competencies that students must master in learning Indonesian in junior high through fable text are identifying information, retelling fable text content, examining structure and language, and acting out the contents of fable text stories. This teaching material is extracted from the folklore of an area, so the supply of teaching material must be adapted to the diverse cultural conditions of the Indonesian people. Nearly every region in Indonesia has animal stories adapted to the cultural development of the area. Therefore, moral messages as a form of local wisdom contained in a fable text vary greatly according to the cultural conditions of the community. Moral messages contained in fable texts are usually preserved through animal stories that are often played as bedtime tales or presented in a text as local wisdom. Preservation of moral values as local wisdom can be done through learning fable texts to students. This learning is one of the character education set by the Indonesian government through Indonesian subjects, starting from primary to secondary education.

Character education is one of the efforts in instilling the values of national identity, both to school residents which includes components of knowledge, skills and attitudes. From these components it is hoped that understanding, action, awareness, and willingness to carry out or realize these values in their

lives. In carrying out character education in schools, all aspects must be optimized, such as curriculum content, learning and assessment processes, handling or managing subjects , school management, implementation of curricular and extracurricular activities, empowerment of infrastructure, funding, and work ethics of all school or neighborhood residents [2]. This means that character education can be internalized through curriculum content components in the form of providing learning tools, one of which is teaching material.

Teaching materials prepared in education are materials or materials compiled by the teacher systematically for students to use in learning. Teaching materials can be packaged in printed, non-printed forms and can be visual auditive [3]. Teaching materials arranged in textbooks can be in the form of textbooks, modules, handouts, student worksheets or can also be packaged in electronic form by utilizing digital technology. But in general, not all teachers can provide teaching materials that can be used in learning. The teachers only use textbooks in their learning so that the available teaching materials are still very limited.

Learning fable text is one of the material contained in the 2013 curriculum for basic education which is intended to develop basic competencies in Indonesian both oral and written by exploring the values of local wisdom from fable stories that develop in the community. From this material students are expected to be able to understand fable texts that have been read or heard, then can take the values contained in them to later be practiced in life. In the development of productive skills students are expected to be able to retell fable texts with the right choice of words and can arrange other texts based on values that can be taken from the story in writing [4]. Therefore, the success of learning fable texts can be measured by indicators (1) can explain the moral messages contained in fable texts; (2) can explain the structure of fable texts; (3) can identify elements of fable text; (4) can recount verbally and in writing; and (5) can compile animal story writing by carrying out the moral values of an area.

Fable Text has a series of structures consisting of: orientation, complications, climax, resolution, and koda. Orientation is the beginning or introduction of a story from a fable text that contains an introduction to the story, characters, and setting [2][5] [6]. In this section the author introduces the story before entering into the problem or event to be told. The author usually presents the problem as an element of complications, in the form of conflicts experienced by the character, both the character's inner conflict and inter-character conflict. Complications presented by the author as a problem that includes situations, events, or events that deliver the story to the climax. The emergence of conflict or problems in fable stories is usually shown from the attitude of characters, events, differences in views that lead to disputes, or desires that are not in line with expectations. Conflicts born in fable texts are the basis of the formation of

moral values that the author wants to convey to the reader.

The climax element in a story is the culmination of a problem experienced by a character as the appeal of a fictional story. At this stage antagonists usually play an important role in the story. The resolution element is part of the fable text which contains the problem solving experienced and felt by the character. Resolution is the stage of conflict resolution. At the completion stage it is usually the good person who wins and this part is the end of a story [6] [5]. In this section a problem starts to subside and there is a way out of a problem. The author describes the events that lead to solving one by one the problems that arise at the stage of complications. At this stage, the author provides an overview of moral values that are refined from the values in the complications stage [2]. At the end of the fable text, the author usually conveys koda, which is the closing element of the fable text that contains comments on the entire contents of the story, whether delivered directly by the author or through the characters in the story. This section also contains changes that occur in characters or lessons that can be learned from fable stories [5] even in this section there is a mandate from a fable story [2]. Thus, in general the code is the result of a settlement process that contains the mandate that the reader can take from the story. From the elements used to compile the fable story, the author can embed moral values that can be picked by the reader. Therefore, in conducting character education to students it can be presented through fable text learning as teaching material with moral values.

The fable text teaching material presented in the textbooks is only a sample and practice exercises for students. To optimally support this material learning, it is necessary to prepare teaching materials for fable texts which vary according to the number of students in the class. However, the fable text must be taken from the local culture of the area where students live so that local wisdom presented through learning does not feel foreign to students [7]. The types of animals, moral values, story settings, characters, and dialogues from animal stories presented in learning will feel familiar with the students' environment. From the story of an animal figure, but with a character like a human, it can be used as a delivery of character values to students. Through this animal story the teacher educates, provides entertainment, shapes student personality, builds emotional intelligence of students. The cultivation of character values through stories containing exemplary stories is an effective step so that these values are more accepted by students, because the messages in fable stories are implicitly to advise the reader so that the reader can unconsciously reap the moral message in the story. From the fables studied, students are expected to be able to choose good behavior, in accordance with the character of the nation, especially the character of confidence, tolerance, and mutual cooperation as the moral message contained in the 2013 Curriculum core competencies.

From the fable text that is used as teaching material is expected to foster student personality as a dignified nation character. The inculcation of these character values is very appropriate for junior high school students because based on their psychological development at this age they are in the period of searching for identity. By learning fable text, students are expected to be able to reap the values and be able to apply good characters and not copy bad characters. Fables as persuasive texts are concerned with changing so that the reader is impressed by the text so the reader reacts because of the influence of the text. as a persuasive text [8], because it is intended to influence the reader on the good attitudes and actions played by animals.

Character education aims to improve the quality of educational outcomes in schools that not only lead to the achievement of intellectual intelligence but also leads to the achievement of character building, namely the development of positive character in the daily lives of students. The integration of character education in Indonesian language subjects in schools is expected to be able to increase the role of schools as a place for students' personality formation so that they can restore the function of the school as a place to prepare students who are intellectually and emotionally intelligent. The fable text teaching material developed is expected to function as a means of inculcating the values of character education in students. Material and

presentation of fable texts are adjusted to the needs of students and teachers in learning.

Based on the results of interviews with Indonesian language teachers it is known that the teaching materials available are still considered to be less emphasis on character education, so students are less able to capture the values of local wisdom [9] presented in the fable text. Another difficulty is that if the fable text is presented in written form, the speed of students in reading is not the same, whereas if it is presented verbally students are less able to grasp the values presented visually. Therefore, the development of fable text teaching materials using digital technology can present audio-visual stories [10] [11] [12]. Students are expected to be helped in watching a story carefully and can emulate the noble values contained in the fable text, both captured through visuals and audio. These character values are personality traits as a nation, so that they will be able to create strong, mature, reliable, and virtuous personalities in advancing the nation and Indonesia in competing at the international level. From the background of the above problems, the problem in this study is focused on the development of fable text teaching materials containing local wisdom using digital technology for VII grade students of junior high school. Teaching materials developed are included in teaching materials that are made according to the needs of students and teachers by presenting digital technology.

II. LITERATURE REVIEW

1. Character Education

Character education is part of the school environment that helps students in the development of ethics, accountability models, and good character participation through universal values [13]. Character is considered as an element of behavior that emphasizes the somatopsychic element possessed by humans. Character is usually seen from a psychological point of view, because it is related to aspects of behavior, attitudes, ways and qualities that distinguish one person from another person that can make someone more extraordinary than others [14]. These character values should be instilled in students so that they are able to apply in their lives, both in the family, school, community, and country so that they can make a positive contribution to their environment [15]. Character is part of a specific human element that includes their ability to face challenges and difficulties [16]. In the Indonesian Dictionary the word "character" is defined as character, mental, moral or moral characteristics that distinguish one person from another, and character. Characters can also mean letters, numbers, spaces, special symbols that can be displayed on the screen with the keyboard.

Character building can be started from family education as the initial stage of a child getting to know

his environment to behave in accordance with the values of goodness and norms that should be done [17]. According to supporters of traditional character education, reading stories of virtue is one of the pillars of moral education [18]. Therefore through great literature can create empathy and shared values, and be able to show the character of moral character and immorality [19]. Character building through character education has 18 scopes that must be understood, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love for peace, fond of reading, caring about the environment, caring about social and responsibility [20]. Books or teaching materials containing virtuous stories that inspire in a story or in texts that contain the motivations and aspirations of moral heroes who face a variety of conflicts are very important. This is because by reading these texts children can learn about traditional moral values and find a hero or character to imitate [21] in life.

2. Fable Text Teaching Materials

Teaching materials are important things that must be available when learning is done. The

availability of teaching materials will facilitate and help students and teachers in learning. Teaching

material is a content that needs to be learned by students either in the form of print or which is facilitated by the instructor to achieve certain goals [22]. This expression is confirmed by Opera and Oguzor's [23] statement that teaching materials are learning resources in the form of visual and audiovisual which can be used as alternative channels for communication in the learning process. Teaching materials are used as a support in providing examples to students, one of which is fairytale text teaching material. A fairy tale text that has the character of heroism, intelligence, courage, and other virtues will give an idea to students about some of the characters that need and need not be emulated [24]. Interactive teaching material developed by Sulandari [25] refers to four aspects namely the content aspect, the language aspect, the systematic aspect of the presentation, and the display aspect. The interactive teaching material produced also has a systematics in

3. Digital Technology

In the digital era or the information age now science and technology are developing rapidly. This development has an increasingly open impact and the spread of information and knowledge from and to all over the world through the boundaries of distance, place, space and time. The reality in human life in this digital age will always be related to technology. Technology is essentially a process to get added value from the products it produces to be useful [29]. Digital learning is a learning system that maximizes the use of technology and information in teaching and learning activities, such as the use of laptops, devices, cell phones and other digital products, both hardware and software that are very easy to obtain now at very low cost [30]. According to Munir [29] the use of this media depends on the structure of the learning material and the types of communication needed. Conversational transcripts, examples of information, and written documents that are digitally connected or

accordance with the stages of reading (pre-reading, when reading, post-reading).

According to Fauzi [26] a fairy tale text can be built by several elements including (1) characters, namely actors in a story that can usually be portrayed by humans and animals, (2) character, namely the personality and nature of a character in the story, (3) setting, namely the place and time of the story, and (4) the mandate, the moral message the writer wants to convey to the reader through the story. The characteristics of fairy tales can be viewed from two elements, namely intrinsic and extrinsic elements. Intrinsic elements include plot, characterization, narrative style, point of view, setting, theme, mandate and language, while extrinsic elements include values and functions [27]. Fairy tales are divided into three big groups namely animal tales (fables), ordinary tales played by humans and joke tales [28].

learning via the Web that show full examples of text are typical ways that the importance of learning material is documented digitally.

In the development of the virtual world today the internet has become a very important medium in daily life. Therefore, understanding and agency of internet use is needed because technology is only a tool. For this reason, a series of understandings and actions are required by applying various digital literacies [31]. Digital literacy is not only meant as a process of interaction of children with digital media, but also means the contribution of these interactions to aspects of child development. The digital learning process that is based on information and communication technology will be effective if the role of the instructor in learning is as a learning facilitator or makes it easier for learners to learn not only as a provider of information [29] in learning.

III. METHOD

The research method used in this research is Research and Development (R&D) as developed by Borg & Gall [32]. From this study produced valid and effective teaching material products [33] for use in learning. The research procedures undertaken include the research phase which consists of analyzing the need for teaching materials, analyzing competency standards, analyzing fable text stories from seven animal story books, developing teaching materials, validating teaching materials, and testing teaching materials. The next stage of development consists of developing teaching materials, validating and revising character-based teaching materials for sub-materials identifying fable texts. Finally, the evaluation stage of character-based teaching materials based on evaluation of limited trials to determine the effectiveness of using character-based teaching materials if used in learning.

The subject of this research are two categories, namely the subject of the analysis of the availability and condition of seven animal story books circulating

in bookstores and the analysis of the need for the development of fable text teaching materials containing local wisdom as character education by utilizing digital technology. From this, the research subject used is a fable text document. Meanwhile, the research subjects when validating the product through assessing the prototype of fable text teaching materials based on local wisdom presented using digital technology are academics and character education experts. Furthermore, the research subjects in evaluating the prototype of the teaching material were the teachers who taught junior high school students in Cirebon.

The instruments in this study were interviews that were used to explore problems of learning in schools, guidelines for analysis to analyze the values of local wisdom in fables, guidelines for validation of teaching materials to measure the validity of teaching materials, and tests used to measure the feasibility of teaching materials used in learning with using prototype fable text teaching materials. Data collected

from the results of the interviews were analyzed to obtain a synthesis of learning, while the fable text analysis results were used as a starting point for the development of fable text teaching materials for junior high schools. Expert validation data is used to measure the feasibility of teaching materials based on content or presentation, presentation, language, and graphics. Evaluation data is feasible to use prototype teaching materials from teachers who teach fable text material using online teaching materials. This feasibility was reviewed based on a questionnaire about the use of teaching materials in learning, both directly and online.

IV. RESULT AND DISSCUSSION

Based on the results of the analysis of the needs of teachers and students of fable text teaching materials, it is known that they have difficulty when having to find local kearfian values from several examples of fable texts, because the fable text contained in textbooks is very limited. From the animal story collection book available at the bookstore and school library, seven animal story booklets were selected and 14 animal stories were obtained that had local wisdom values that were appropriate to the students' cultural background.

Based on the analysis of the fable story, it is known that the character values can be grouped into a human relationship with God (confident that God is the giver, God will give back, and always give thanks to God); human relations with him (patience, hard work, and independent); and human relationships with other humans (mutual respect, mutual help, forgiveness, mutual giving, mutual friendship, loving the environment, and being empathetic). From the analysis it is known that the structure of fable texts consists of: orientation, complications, climax, resolution, and koda. This finding is in line with previous research [34] [35]. However, not all of these structures always have moral messages in fable texts because the moral values of fable texts are sometimes only within certain structures. The complete details of the research results are as set out in the following table.

Table 1 Recapitulation of Moral Value Analysis Results
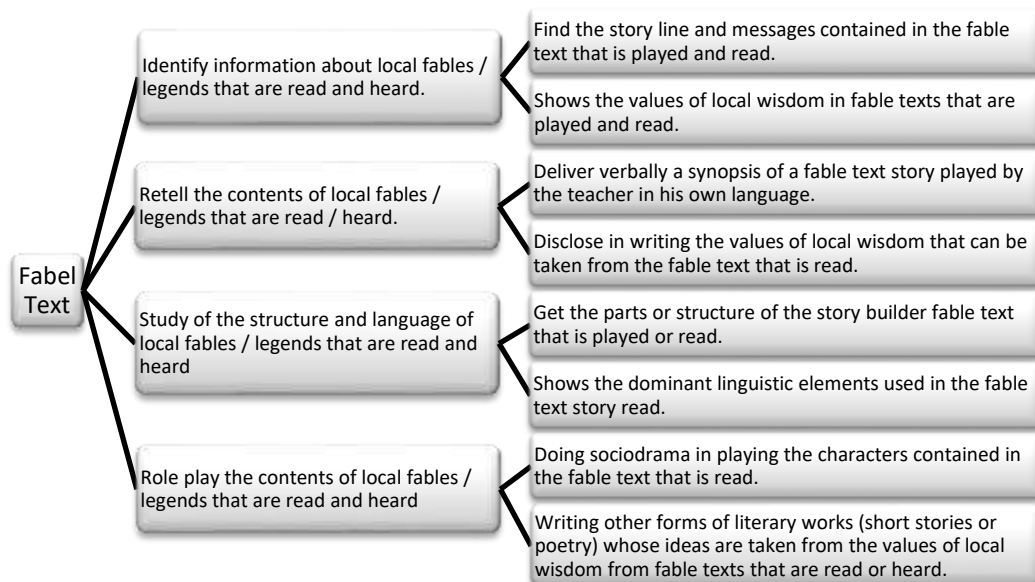from the Book Collection of Animal Stories

No	Fable Text Title	Character Values
1	Jamu Si Kerbau Pekerja Keras	1) independent 2) respect for the rights of others 3) forgive each other 4) belief that God is all-giving
2	Sedekah Arni untuk Desa Domdom	1) hard work 2) empathy attitude 3) helping each other 4) give each other 5) always pray because God is the giver
3	Tikus Si Penolong Singa	1) forgive each other 2) helping each other
4	Monyet yang Serakah Tak Mendapatkan Apa-apa	1) be patient; 2) helping each other; 3) love the environment 4) give each other
5	Tamu-tamu Bela	1) helping each other; 2) give each other; 3) exchanging friendships; 4) do good by God's command
6	Hilangkan Prasangka	1) helping each other; 2) mutual friendship; 3) give each other.
7	Kalajengking dan Kura-kura	help each other
8	Tawon dan Burung Perkutut	1) hard work; 2) self control; 3) care about each other; 4) helping each other.
9	Landak yang Tidak Tahu Diri	1) be patient 2) helping each other; 3) mutual respect; 4) empathy attitude; 5) sure that God will give a reply
10	Tikus Kota dan Tikus Desa	1) exchanging friendships;

11	Kera, Ayam, dan Kepiting	2) give each other; Patient
12	Tupai dan Ikan Gabus	1) have an empathy attitude; 2) helping each other
13	Kelinci dan Kambing yang Saling Melengkapi	helping each other
14	Tanduk Indah yang Hampir Membuat Celaka	1) touch each other 2) mutual care and mutual cooperation 3) always grateful

From the analysis of basic competencies in the curriculum it can be developed fable text teaching materials that are adjusted to the basic competencies in the curriculum and are linked to character education that presents the values of local wisdom. Basic competency development starts from cognitive development, then psychomotor development. Each competency development is directed at written and oral language skills. The development of these competencies uses teaching materials as scaffolding in learning. The development of the design of fable text teaching materials for junior high school students is arranged as the following mind map:

Figure 1
Concept Map of Fable Text Teaching Materials in Middle School

The indicator used to measure the feasibility of teaching materials is the criteria for compatibility with the content or material components; presentation; language; and graphics. Each component uses an assessment score with a total score of 100. To determine the feasibility of the material validation is carried out by academics who have areas of expertise in the development of teaching materials or experience in learning Indonesian and character education. Based on the assessment in the validation of the results of the developed fable text teaching materials the following results are obtained:

Table 2 Expert and Practitioner Validation Score

No	Component	Average Score
1	Content	86,90
2	Performance	84,72
3	Language	87,50
4	Graphics	87,51
	Total Score	346,73
	Mean	**86,68**

Information: *teaching materials are feasible*

Of all the average values of the component aspects of fable text teaching materials are categorized as good or meet the eligibility criteria as fable text teaching materials that contain moral values as local wisdom.

The next step is to evaluate the prototype of teaching materials. Evaluation of teaching materials as a prototype trial is done through the validation of the teachers because of the impact of the Covid-19 pandemic not all students have adequate smartphones

and data packages. Validation to teachers, especially teachers who teach Fable Text material to students by using electronic books and utilizing this digital teaching material to some students. Thus validation to teachers who teach this material online is measured through the appropriateness of teaching materials used in learning. Based on these results it is known that fable text teaching materials containing local wisdom values digitally packaged are appropriate to be used as online teaching materials for Junior High School students and can assist teachers in overcoming the

limitations of face-to-face learning. Utilization of digital teaching materials fable text loaded with local wisdom can overcome the limitations of teaching materials as long as students learn from home using smarthone media. This teaching material can encourage students to do more activities than the teacher, increase interest in repeating the material, and encourage expression and creativity. As such, this teaching material can function as a scaffold for teachers as adults in developing students' proximal zones.

Discussion

The structure of a fable text consisting of orientation, complications, climax, resolution, and code can be used by the author to draw moral values. The author presents moral messages through animal stories, by utilizing the behavior and character of the animals based on their observations. The use of animals in the characterization of fable stories is not the same between one region and another, so this fable story is a value that has local wisdom. Conveying messages about moral values through animal stories is more interesting than presented in the form of teacher's advice or direction directly. The moral values that are defended in fable texts are not always expressed in koda form. Even though some fable texts do not use a koda structure, the author slides through the transition from complications, climax, and resolution. The emergence of this complication is the entrance to moral values that can be used as character education for students.

The moral values presented in the fable story can be grouped into three categories, namely the values of self-relations, relationships with fellow humans and the environment, human relationships with the creator. Moral values that are widely defended in fable texts are moral values about human relations with humans or the environment, such as mutual respect, mutual assistance, mutual forgiveness, mutual giving, mutual friendship, loving the environment, and being empathetic. These moral values are very useful for students in enhancing superior character in the 21st century who have critical, creative, collaborative, and communicative characteristics. Therefore, moral values that are drawn through fable texts which are used as teaching materials for junior high school students are very suitable for students' provision as character education.

Fable text teaching materials for junior high school students through learning basic competencies identifying information from fable texts, retelling, examining structure and language, and acting out the contents of fable texts intended to achieve higher-order thinking skills. Indonesian language learning for junior high school students is done through thinking learning [4][7] but at the end students can be taught to appreciate the text by having fun through the role of the characters presented in the fable text. In line with previous research on learning fairy tale appreciation [36] that language learning will be related to the

content and culture of a society. In addition to learning to think, students are also given character education so that they have an identity as an Indonesian nation in undergoing world development in the 21st century.

The use of technology in presenting developed teaching materials is intended to make the material interesting for students. In addition, by utilizing technology students not only listen to fable texts but students can learn through viewing the fable stories. Teaching materials that have been developed can be presented digitally to junior high school students, who are pinned through their smart phones (smartphones). From these digital teaching materials, students can watch fable stories directly, if there are internet technology facilities or their devices. Students not only listen to and read fable texts but can also view fable texts presented in teaching materials using digital technology.

The effectiveness of the use of fable text teaching materials based on local wisdom can be used as Indonesian language learning and also to conduct character education to students to achieve the completeness of basic cognitive, psychomotor and affective competencies. Digital technology used to download audio-visual fable stories that have been filmed increasingly attracts students and can improve the quality of learning outcomes. Students can repeat the viewing of fable texts through their mobile phones, so they can further explore and examine the material delivered by the teacher in learning.

Based on the results of validation to the teachers who teach students it is known that the fable text teaching material containing character education through the use of digital technology meets the eligibility standards as teaching material. In addition, moral values in fable texts watched from digital media by students will be easier to obtain because they can guide students' imagination and expression of impressions that can be seen repeatedly. Student activeness will appear when working on assignments given by the teacher to train students to achieve basic competencies. The students will be serious in their activities so that they are more dominant in their activities than the teacher because they are motivated to express their grasp from the animal stories they see as they wish.

V. CONCLUSIONS

Based on the presentation and discussion of the results of research and development of fable text teaching materials containing character education presented through the use of digital technology, it can be summarized as follows:

1) Fable texts contained in a collection of animal story books need to be selected first by the teacher before being used in learning, so that the moral values contained therein are in accordance with students' cultural backgrounds. The moral values contained in the fable texts that students learn can be used as character education so as to foster good character and national identity for students to have as provisions in living in the global era;

2) Fable text teaching materials that are developed based on the results of the study meet the validity criteria of the material with indicators of the quality of teaching materials based on the material / content, presentation, language, and graphics components. The validity of teaching materials measured by material experts reaches a very good level so that they have the feasibility as teaching materials that can be used in educational institutions and function as scaffolding in the development of students' Proximal Zones. Teaching materials developed can incorporate the concept of character education, Indonesian language learning objectives according to the curriculum, and the use of digital technology that attracts students' attention.

3) From the evaluation conducted by the teachers, it is known that teaching materials that contain character education from local wisdom and utilize digital technology in learning will be better and attract students' attention than the teaching material presented in print. Teaching materials developed will be able to improve student competencies as stated in the applicable curriculum and the learning process will get a positive response from students.

REFERENCES

[1] Hustarna and M.Melati. (2019) Developing A Teaching Material Prototype for Linguistics Description of English Course. *International Journal of Language Teaching and Education.* Juli 2019, Volume3, Issue 1. https://online-journal.unja.ac.id/IJoLTE/article/view/7241/4600.

[2]Hermawati. Kemampuan Menganalisis Struktur Fabel Siswa Kelas VIII SMP Negeri 5 Baebunta Kabupaten Luwu Utara. *Jurnal Onoma*: Pendidikan Bahasa dan Sastra Indonesia. Volume 2 Nomor 2.

[3] E. Sugiarto. (2010) *Mengenal Sastra Lama*: Jenis, Definisi, Ciri, Sejarah, dan Contoh. Yogyakarta: Penerbit Andi Offset.

[4] S. Kusmana (2017) Pengembangan Literasi di Pendidikan Dasar dan Menengah *Jurnal Diglosia Unma*. Vol 1/26 Maret 2017.

[5] Harsiati, Titi. (2006) *Bahasa Indonesia Berdasarkan Kurikulum 2013*: Buku untuk Siswa SMP/MTs. Jakarta: Kementerian Pendidikan dan Kebudayaan.

[6] S. Isnatun dan U. Farida. (2013) *Mahir Berbahasa Indonesia.* Buku Pendamping untuk Siswa Kelas VIII SMP. Bandung: Yudistira.

[7] S. Kusmana; W. Jaja; and Sumiati (2019) Developing Biography Text Teaching Materials Based On Author Experience. *Advances in Social Science, Education and Humanities Research*, Volume 301. Maret 2019. DOI: https://doi.org/10.2991/icla-18.2019.110

[8] Sugihastuti. (2013) (Cetakan Ketiga). *Tentang Cerita Anak.* Yogyakarta: Pustaka Pelajar Offset.

[9] S. Kusmana and W. Jaja (2019) Study of Legends and Folklores as Efforts to Develop Instructional Materials in High Schools. *Advances in Social Science, Education and Humanities Research*. International Symposium on Social Sciences, Education, and Humanities. Volume: 306. Maret 2019. DOI: https://doi.org/10.2991/isseh-18.2019.54

[10] A. Prastowo (2015). *Panduan Kreatif Membuat Bahan Ajar Inovatif.* Yogyakarta: Diva Press.

[11] D. Tanase, "Specific Criteria In Selecting Input Materials For Teaching The Language Of Product Description," *Procedia- Social Behav. Sci.*, Vol. 192, Pp. 543–546, 2015.

[12] C. Du Toit (2014) Towards a Vocabulary for Visual Analysis: Using Picture Books to Develop Visual Literacy with Pre-Service Teachers. *Mousaion*.Vol. 32 (2).

[13] M.W. Berkowiz and Bier, M. C. (2005). *What Works in Character Education : A Research-driven Guide for Educators*. Washington, DC : Character Education Partnership.

[14] F. Rokhman and A. Syaifudin (2014) Character Education for Golden Generation 2045 (National Character Building for Indonesian Golder Year). Procedia-Social and Behavioral Sciences, 141, 1161-1165. https://doi.org/10.1016/j.sbspro.2014.05.197.

[15] B. Maunah (2015). Implementasi Pendidikan Karakter dalam Pembentukan Kepribadian Holistik Siswa. *Jurnal Pendidikan Karakter* (1)

[16] Kemko Kesra RI. (2010). *Kebijakan Nasional Pembangunan Karakter Bangsa*. Jakarta.

[17] S. Kamil and U. Farida (2013) *Mahir Berbahasa Indonesia : Buku Pendamping Siswa Kelas VIII SMP*. Bandung : Yudistira.

[18] Narvaez, D. (2002) Does Reading Moral Strories Build Character?. Educational Psychology Reviewe, 14 (2), 155-171. https://doi.org/10.1023/A:101467462.

[19] W. Honing (1987). *Last Chance for Our Children, Addison-Wesley*, Reading, MA.

[20] Suyadi (2013) *Strategi Pembelajaran Pendidikan Karakter*. Bandung : PT Remaja Rosdakarya

[21] R.J. Nash (1997). Answering the "Virtuecrats" : A Moral Conversation on Character Education. *Advance in Contemporary Educational Thought Series*, Volume 21. Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027

[22] W. Dick and L. Casey (2005) *The Systmatic Desaign of Instruction* (5th ed). New York : Addison-Wesley Educational Publisher Inc.

[23] J.A. Opera and N.S. Oguzer (2011) Inquiri Instruksional Method and the School Science Curiculum. Current Research Journal of Social Sciences, 3(3), 188-198

[24] J.S. Budi (2018) Pengembangan Bahan Ajar Membaca Teks Dongeng Berbasis Kerifan Lokal Malang untuk Siswa Kelas IV Sekolah Dasar. NOSI, 6

[25] N. Sulandri, H. Suwignyo dan M. Hasanah (2017). Pengembangan Bahan Ajar Interaktif Membaca Teks Dongeng untuk Siswa Sekolah Dasar. Jurnal Pendidikan : Teori, Penelitian, dan Pengembangan, 2(8), 1132-1140.

[26] A. Fauzi (2011). *Pintar Bahasa Indonesia Pengetahuan Sastra dan Tata Bahasa*. Bandung : Mahir Sido Utama.

[27] J. Hana (2011). *Terapi Kecerdasan Anak dengan Dongeng*. Yogyakarta : Berlian Media.

[28] J. Mbulu dan Suhartono (2004). *Pengembangan Bahan Ajar*. Malang : Lab. TP UM .

[29] Munir (2017). *Pembelajaran Digital*. Bandung : Alfabeta.

[30] S.A. Sormin, A.P.Siregar, dan C.D.Priyono (2019). Konsepsi Literasi Digital dalam Pembelajaran Sejarah di Era Distruptif. *Seminar Nasional Sejarah ke-4 Jurusan Pendidikan Sejarah Universitas Negeri Padang*. https://doi.org/10.31227/osf.io/bxskc.

[31] T. Kotlay (2011). The Media and The Literacies : Media Literacy, Information Literacy, Digital Literacy, Media, Culture & Society, 33(2), 211-221. https://doi.org/10.117%2F0163443710393382

[32] W.R. Borg and M.G.Gall (1989). *Educational Research*: An Introduction (5th ed.). New York: Longman

[33] N.S.Sukmadinata (2012) *Metode Penelitian Pendidikan:* Penelitian Memberikan Deskripsi, Eksplanasi, Prediksi, Inovasi, dan juga Dasar-dasar Teoretis bagi Pengembangan Pendidikan. Bandung: PT Remaja Rosdakarya.

[34] E.P. Galanaki (2012).The Imaginary Audience and the Personal Fable: A Test of Elkind's Theory of Adolescent Egocentrism. *Scientific Research*. Diakses pada tanggal 21 Februari 2017: Volume: 3, (6,457-466). http://www.SciRP.org/journal/psych. ;

[35] A. Nojeng, J. Jufri, and K.Daeng. (2017) A Study of Values of Royong Verses and Their Implementation in Local Content Learning. Journal of Language Teaching and Research, Vol. 8, No. 6, pp. 1135-1140, ISSN 1798-4769, November 2017 DOI: http://dx.doi.org/ 10.17507/jltr.0806.14

[36] F. Meina (2015). Pengembangan Buku Pengayaan Apresiasi Dongeng yang Bermuatan CLIL bagi Peserta Didik SD Kelas Tiga‖. *Seloka*. Volume:4, (1). Diakses 11 September 2015 dari: http://journal.unnes.ac.id/ sju/index.php/seloka.