

Development Of Literary Text Teaching Materials Based On Local Wisdom Culture Of North Sumatra

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ABSTRACT

This study aimed to develop teaching materials for literary texts based on local wisdom culture of North Sumatera at Grade VII semester 2 and the digitalization of the learning. The literary teaching materials developed were folk poetry, fable, and fictional texts. This study used the Research & Development method referring to the 4-D model developed by Thigaranjan et al. This model consists of four development steps such as define, design, develop, and the disseminate. The data in this study was analysed by using descriptive qualitative analysis. The validation on the teaching materials developed was carried out by 3 experts, namely material expert, language expert, and media experts. Furthermore, the teaching materials developed was tested on preliminary field and main field testing for Junior High Schools (SMP) relevant with the model of research method used. The study results showed that the teaching materials got excellent qualification in content validation (91.06%), excellent qualification in language validation (90%), excellent qualification on media expert validation (89.76%), excellent qualification on learning practitioner validation (95%), and excellent qualification on student response trials (88.98%). Thus, from the results of the research conducted, it can be concluded that the teaching material developed is "valid" which means that it is suitable to use as Indonesian literary texts teaching material based on local wisdom of North Sumatera at grade VII Semester 2.

KEYWORDS

Literary text, Local Wisdom, Culture, Learning Digitalization.

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INTRODUCTION

Teaching material is one of the teaching resources. According to the Association of Educational Communication Technology (in Rahardi, 2010), teaching materials are all sources in the form of data, people, or objects that can be used to facilitate students in learning. This means that teaching materials can be classified into messages, people, materials, equipment, engineering, environment, nature and so on. This messages consist of ideas, facts, instruction, values, and data. In this case, the form of the teaching material is book. The book is arranged oriented towards learning, which means that textbooks is arranged based on certain learning strategies. Meanwhile, the teaching materials presented in the textbook are arranged by selecting certain materials according to the needs of student development and learning process in the classroom

In fact, the teaching materials available are still there that do not pay attention to the needs and character of the learners. The teaching materials are often made not based on contextual learning that refers to the social, geographical, and cultural environment of the learners in the school. The preliminary study conducted by the researcher who initiated the implementation of this study analyzed that generally the teaching materials used in schools

are textbooks circulated from the Ministry of Education and Culture. The textbooks used were not reviewed in advance in accordance with the curriculum and the characteristics of students. The integration of the nation's local cultural wisdom in teaching materials has not been carried out explicitly.

This is relevant with Su'udiah (2016) statement in his research found several problems regarding teaching materials, namely 1) the teaching materials commonly used are not yet contextual with the environment where students live; 2) the content of the teaching material in the form of textbooks is still very general and tends to discuss areas outside the student's residence so that students find it difficult to understand the material as in general areas outside Java Island 3) the appearance and content of the textbook only slightly contain concrete images around the student.

Literature is a form of art that uses language as a medium for its delivery. Literature is an inseparable part of learning materials Indonesian in junior high schools / MTs. Literature has various genres and subgenres. In this case, the literature taught at the Junior High School / Madrasah Tsanawiyah level is broadly speaking, including poetry, prose, and drama. For students, literature is a work of art that will sharpen the imagination and free students to express themselves. What often happens in literature learning is learning that seems informal so that students do not seem to be in learning activities. Therefore, proper literary learning with the media, and appropriate sources are able to explore and express students' talents, interests, and creativity.

The matter stated by Rochmayanti and Su'udiah is in accordance with the results of the analysis of the book of grade VII students of SMP Curriculum 2013 revised edition in 2017 in semester 2 material there are 3 types of literary texts, namely (1) folk poetry texts related to gurindam, verse, rhyme. (2) The fable text discusses the fable texts of "Praying Mantis", "Deer and Squirrel", "frogs and ants" of Nataga The Little Dragon fantasy story, and there are still many others fable texts (3). Fiction and nonfiction book texts, but in this study will focus on fictional texts in which there is novel text material.

Each of these materials is not related to the culture of North Sumatera. The three texts are not yet contextual and are not close to the students. As it should be, the student book must contain several things, namely easy to understand, the content is close to the daily activities of students, and contextual. This is in line with the understanding of the development of cognition of junior high school students entering the stage of concrete operations (Suparno: 2003), namely those whose level of thinking is still at the level of concrete thinking, at this level students will more easily understand objects or events that are concrete / close and have been experienced by the learners themselves. So it takes teaching material that is contextual and close to relating to the environment around students to make it easier to understand and understand. From the results of the analysis that has been presented, it can also be concluded that this is a problem that must be considered in the world of education, so a development of teaching materials in textbooks based on local wisdom is needed to make it easier for students to better understand the learning material well.

Based on the problems above, this has the potential to make research and development in the form of "Development of Teaching Materials for Literary Texts Based on Local Wisdom of North Sumatera at Grade VII Semester 2 and the Digitalization of Learning". In this development research, the researcher made modifications to existing student books to then develop books / literary text materials that are contextual and based on local wisdom of

North Sumatera specifically on material Indonesian at Grade VII semester 2 which consists of three texts, namely; folk poetry texts, fable texts and fictional texts. The preparation of the material is carried out by paying attention to the level of readability in accordance with the cognitive development of students, a structured presentation using the approach referred to in the 2013 curriculum, and digitizing learning in the form of learning videos to make it easier for students in the North Sumatera area to understand the material well and efficiently.

Teaching materials are units of learning tools that have a reference, namely the curriculum used to achieve graduate competency standards which are reduced to basic competencies and core competencies. Teaching materials are useful in guiding educators in the process of implementing learning. Teaching materials can guide and supply the material taught to students in the learning process. As for a student, teaching materials are guidelines that students must learn during the learning process.

Teaching materials are usually supplemented with student guidelines and guidelines for teachers. These guidelines are useful to make it easier for students and teachers to use the teaching materials that have been developed. According to Majid (2013) teaching materials play a very important role in learning resources in schools. Teaching materials include forms used to assist teachers in carrying out teaching process activities. Teaching materials are all materials that are arranged systematically, which display the whole figure of the competencies that will be mastered by students and used in the learning process with the aim of planning and studying learning implementation (Prastowo, 2011: 17). So it can be concluded that teaching materials or teaching materials are a set of tools and materials that refer to the curriculum that has been set to guide and direct teachers and students in achieving learning objectives.

A text is a set of language units, both spoken and written of a certain size, a certain meaning, as well as a specific purpose. The text itself is systematic and has an orderly structure, accompanied by elements that if these elements change, it will have a systemic impact. According to Zainurrahman (2011:128) The text itself can be a word, sentence, paragraph, or discourse, which has certain characteristics that are conventionally acceptable and cognitively easy to understand, and there is a characteristic of the text itself called texture (texture). Text is a lingual unit that can be mediated orally or in writing with a certain structural systematics to express meaning contextually. According to the Ministry of Education and Culture (2013: 203) The terms text and discourse itself are often considered the same and but the difference is only in terms of discourse being more abstract and is a realization of the meaning of the text.

Etymologically, Literature comes from Sanskrit which means writing or composition. Sudjiman (1990:71) said literature is an oral or written work that has various characteristics of excellence such as originality,artistics, beauty in its content and expression, while Suhendar and Pien Supinah (1993:2) argue that literature is the expression of artistic and imaginative facts as a manifestation of human life and society through language as a medium and has a positive effect on human life or humanity.

Thus, a literary text is a script both oral and written that has various distinctive characteristics such as originality,artisticism, and beauty and contains imaginative power. Examples of literary texts are short story texts, novel texts, poetry texts and drama texts. In addition, from the understanding of literary texts it is illustrated that literary texts are products of the results of the creativity of the human being who created them.

Compiling contextual teaching materials can be related to teaching materials that contain local wisdom. Patta Rapanna (2016:2) defines local wisdom as something of a local cultural property that contains policies in life; a way of life that accommodates policies (wisdom) and wisdom of life. Furthermore, it is more clearly explained by Sirta who is quoted by Aulia (2010) the forms of local wisdom that exist in society, namely; 1) value; 2) norms; 3) trust; 4) specific rules. Furthermore, Patta Rapanna (2016: 2) explained several functions of local wisdom, including; 1) serves for the conservation of natural resource conservation; 2) as developing human resources; 3) development of culture, science, and learning; 4) as admonitions, beliefs and special rules.

One of the functions of local wisdom is as a development of culture, science, and learning, in line with this Rahyono (2009) learning that is local wisdom has a strategic position, including: 1) local wisdom as an identity shaper, 2) is not foreign to students / is close to students, and 3) direct involvement of students in the passion of science that is being discussed. Cultural-based learning or local wisdom emphasizes the achievement of integrated understanding rather than inert understanding (Supriadi, 2013).

The local wisdom referred to in this study is all forms of culture, values, norms, beliefs and special rules that exist in the people of North Sumatera to be used as teaching material Indonesian for students in at Grade VII in semester 2 which are packaged in the form of texts that are in accordance with the learning approach Indonesian the 2013 Curriculum. Each of the materials contained in the KD will be related to the contextual concept of local cultural wisdom in North Sumatera.

METHOD

This research uses research and development methods (Research and Development). Research and Development is a step or stage of developing the latest product or perfecting it (Sukmadinata, 2011: 10). Research is the activity of finding information that suits the needs of its users, while Development is the activity of producing and creating a product according to the wishes of the creator.

This research uses a development model is a 4D model. The 4D model learning device development model is one of the models proposed by S. Thiagarajan (1974) in which there are 4 stages of development, namely define, design, develop, disseminate. Here's a 4-D flowchart in the following image:

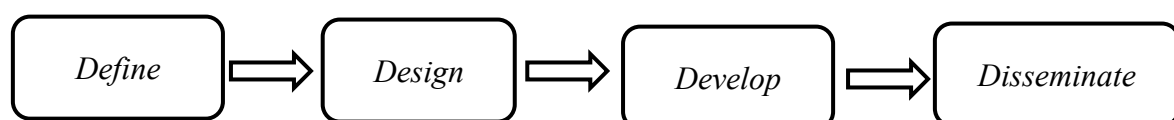


Figure 1. 4D Model

This research develops products in the form of teaching materials in the textbooks of learning students for Junior High School in Semester 2. The research subjects in this study were junior high school students of grade VII. The object of this study is teaching material for literary texts based on local wisdom in North Sumatera at Grade VII Semester 2 and the Digitalization of learning.

The data collection instruments used in this study include the following: (1) To obtain data on problem analysis and blindness about the development of teaching materials based on local wisdom. (2) To obtain data on the quality of teaching material books, a validation assessment sheet instrument from 3 experts is used, namely material, language, and media experts. (3) To obtain data on the implementation and effectiveness of teaching materials based on local wisdom developed, it is used as a form of trial.

The data analysis in this study is descriptive qualitative. After all the data is collected, the final phase is data analysis, namely by using a quantitative descriptive model and data reduction. The data analysis carried out was to analyze the assessment sheets of the three experts as well as the assessment sheets of the trials of students.

Data analysis was carried out to assess the practicality and effectiveness of both expert validations and student responses. The practicality of teaching materials is analyzed by calculating the average of each aspect of the student's response, while the effectiveness is measured through a learning outcomes test. The assessment of validators and the response of learners to teaching materials is analyzed by the following procedure. First, change the learner's questionnaire response to a number with the criteria of strongly agreeing with a score of 4, agreeing with a score of 3, disagreeing with a score of 2, and strongly disagreeing with a score of 1. Second, calculate the average of each aspect. Third, determine the categories of learners' responses by the criteria in Table 1. The results of the assessment will be adjusted to the eligibility criteria, if the score of the assessment results reaches the category of "excellent" then the teaching materials developed get the status of "valid" or worthy of use as teaching materials for literary texts charged with local wisdom of North Sumatera at Grade VII semester 2.

Table 1. Criteria of Validation

Percentage (%)	Category
$75 \leq x \leq 100$	Valid
$50 \leq x < 75$	Valid enough
$25 \leq x < 50$	Less valid
$0 \leq x < 25$	Invalid

RESULT AND DISCUSSION

The results of the study are presented based on the stages of development carried out. The exposure to the results of the study is described below.

Define

The defining stage begins with the analysis of needs and problems. This analysis is held to see whether teaching materials need to be developed or not. Researchers provide a needs analysis questionnaire for students to find out whether teaching materials really need to be developed or not. The following are the results of the elaboration of the needs analysis questionnaire.

Tabel 2. The Result of Need Analysis

No	Question	Frequency		
		Answer		%
1	Literary text is important to learn	Yes	30	100%
		No	0	0%
2	Students are not familiar yet with the teaching materials of literary texts	Yes	0	0%
		No	30	100%
3	Students are familiar with teaching materials containing local wisdom of North Sumatera	Yes	0	0%
		No	30	100%
4	In addition to textbooks from school, students have other reading materials for learning activities	Yes	5	16,6%
		No	25	83,3%
5	Teaching materials for literary texts based on local wisdom in North Sumatera at semester 2 are needed	Yes	30	100%
		No	0	0%

Based on several statements of the need questionnaire, it can be concluded that students need teaching materials to support learning for literary texts in learning Indonesian, so in this case it has the potential to develop "Teaching Materials for Literary Texts Based on Local Wisdom of North Sumatera at Grade VII Semester 2 and the Digitalization of Learning.

After the needs analysis stage is carried out, it is concluded that teaching material can be developed, the next step is to compile learning activities in teaching materials are determined based on the basic competencies of the 2013 Curriculum which is part of the concept analysis and task analysis. The learning activities developed are as follows: 1) identifying information from folk poetry (rhymes, verses, and gurindam); 2) summing up the content of folk (rhymes, verses, gurindam); 3) examining the structure and language of folk poetry (rhymes, verses, and gurindam); 4) express ideas, feelings, messages in the form of folk poetry orally and in writing; 5) identify the information about regional fables/legends; 6) retelling the contents of local fables/legends; 7) examine the structure and linguistics of regional fables/legends; 8) acting out the contents of regional fables/legends; 9) discovering elements of a fiction book; 10) create a mind map/plot summary of the content of the fiction book; 11) identifying the values contained in a fictional drama book; 12) write the reflection on the values embodied in a fictional drama book.

Design

The purpose of the design step is to get the initial design of the teaching material developed. The teaching materials developed are teaching materials for literary texts in grade VII semester 2 with the form of textbooks and learning videos as a part of interactive learning Digitalization and provide convenience for students in the learning process.

The development of this teaching material is a teaching material for literary texts in Indonesian learning that integrates the wisdom of local culture of local wisdom of North Sumatera based on the 2013 Curriculum. The result of teaching materials include the concept of literary texts and linguistic texts, namely folk poetry texts, fable texts and fictional texts. The structure of the resulting teaching materials consists of: 1) title, 2) introduction, 3) understanding of concepts that are divided into two parts, namely a) understanding and b) linguistic structure and characteristics, 4) modeling, namely: a) structural modeling and b) modeling linguistic characteristics, 5) text analysis, namely: a) identifying the structure and linguistics of the text, b) distinguishing the structure and linguistics of the text, c) classifying the structure and language of the text, and d) analyze the structural and linguistic errors of the text, and 6) the integration of the wisdom of the local culture of North Sumatera, namely the use of folk poetry, folklore, and fictional stories that developed in the North Sumatera area. The teaching materials developed are realized in the form of student textbooks equipped with learning video media devices as a form of digitizing teaching materials containing learning guides from the developed teaching materials. The procedure done in design is written below.

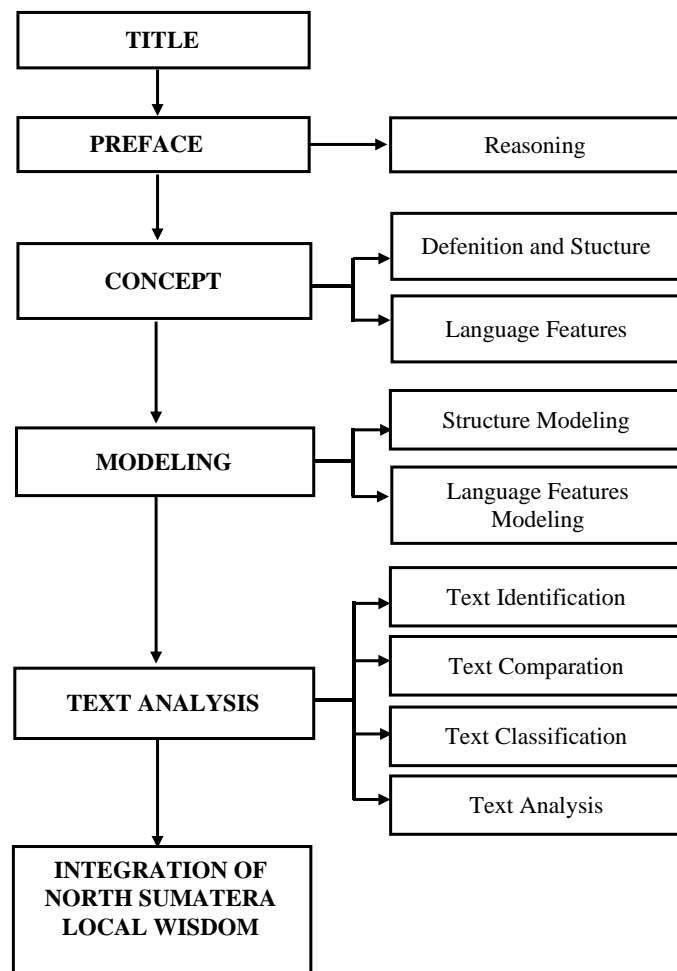


Figure 2. The structure of Teaching Materials Produced

Develop

Activities in this development stage are validation of teaching materials and learning tools carried out by experts and practitioners. Validation aims to assess the quality of the materials and devices developed as well as obtain suggestions for improvements in product improvement. Validation is carried out by providing the resulting product to experts and practitioners to be assessed for feasibility. The assessment aspect is based on the instruments given. Validators are given the opportunity to assess each aspect by using a scale of 1-4.

Every aspect is declared valid if it is a good category. Invalid aspects of teaching materials are revised based on the validator's suggestion. Validators are also given the opportunity to give suggestions through the comments in column prepared at the end of the instrument. Validation is carried out by three experts, namely material experts, linguists, and media experts in the development of Indonesian learning tools. The assessment is based on instruments by using likert scale of 1-4 and validators are asked to comment each sub-perspective and put a check mark on the questionnaire given. The following are the validation results of the developed teaching materials.

The Results of Material Validation

Validation of teaching material products is intended to find out suggestions and criticisms by material experts about the feasibility of the material content, the feasibility of presentation, and contextual assessment. The following are the results of material validation by experts.

Table 3. The result of Content Validation

No	Aspects	Analysis	Validation
1	Eligibility of Contents	Score	55
		Percentage	91,6%
		Criteria	Excellent
2	Feasibility of Presentation	Score	18
		Percentage	90%
		Criteria	Excellent
3	Contextual Validation	Score	22
		Percentage	91,6%
		Criteria	Excellent
	Total	The Average of Percentage	91,06%
		Criteria	Excellent

Based on the table above, it is showed the results of material expert validation. It can be seen that the score from the assessment can show that the feasibility aspect of the material obtained a score of 91.6%, the feasibility of presentation was 90%, and the contextual

assessment was 91.6%. Then the average result of the last assessment score is processed at 91.06% which falls into the category of "excellent". This means that teaching materials can be said to be valid to be used as teaching materials for literary texts based on local wisdom of North Sumatera at Grade VII semester 2.

The Results Language of Validation

Language validation is carried out on teaching material products intended to find out suggestions and criticisms by material experts about language straightforwardness, communicative, dialogical and interactive, conformity with the development of students, and conformity with language rules. The following is a table of language validation results.

Table 4. Language Validation Results

No	Aspek		Skor
1.	Straightforward	The accuracy of sentence structure	4
		The effectiveness of the sentence	4
		The devotion of the term	3
2.	Communicative	Understanding of the message or information	4
3.	Dialogis and Interactive	Ability to motivate learners	3
4.	Conformity with Student Development	Conformity with student cognitif Development	4
5.	Conformity with grammar	The Accuracy of grammar	3
		Spelling accuracy	4
Score total			30
Percentage			90%

From the results of the scores obtained in language validation, the average percentage obtained a score of 90%,. This means that the teaching materials carried out are categorized as "excellent" and are valid for use as teaching materials for literary texts based on local wisdom of North Sumatera at Grade VII semester 2.

The Results of Media Validation

The purpose of the validation of media experts is to test the presentation of aspects of the graphicity of teaching materials for literary texts based on local wisdom of North Sumatera at Grade VII Semster 2. The following is the data from the validation of media experts.

Table 5. The Result of Media Validation

No	Aspects	Analysis	Validation
1	Size of Teaching Materials	Score	4
		Percentage	100%
		Criteria	Excellent
2	Teaching Material Design	Score	16
		Percentage	80%
		Criteria	Excellent
3	Teaching Material Content Design	Score	51
		Percentage	89,28%
		Criteria	Excellent
Total		The Average of Percentage	89,76%
		Criteria	Excellent

Based on the table, the validation results of media experts got the score of 89.76% with the category of "excellent". This means that teaching materials can be concluded as valid in the presentation of media to be used as teaching materials for literary texts based on local wisdom of North Sumatera at Grade VII semester 2.

The Result of Teaching Practitioner Assesment

Assessment of learning practitioners on teaching materials for literary texts is carried out to obtain information that will improve the quality of the products developed. The results of the assessment are in the form of scores on learning components that are in accordance with learning Indonesian especially the text material of folk poetry, fables, and fictional texts. The results of the assessment conducted by the teacher Indonesian obtained a score of 95% with the category of "excellent". The following is a table of the results of the teacher's assessment of Indonesian on teaching materials for literary texts based on local wisdom of North Sumatera at Grade VII semester 2.

Table 6. Teaching Practitioner Assesments

No	Indicator	Score
1	The material presented in the teaching materials is in accordance with the KD and learning indicators	4
2	Teaching materials used to support to present the material	4
3	The material presented is precise, clear, and easy for students to understand	4
4	The language used is able to describe examples clearly and in accordance with the emotional maturity of students.	4

5	Clarity of targets of teaching materials with learning	4
6	Accuracy of language selection in deciphering the material	4
7	Clarity of the image in deciphering the material	4
8	Interactivity of teaching materials	3
9	Material display and exercises	4
10	Accuracy of exercises with competence	4
11	The balance between exercise and matter	4
12	The level of understanding of the material	4
13	Systematics of material presentation	4
14	Accuracy of teaching material design and its relation to the material	4
15	Accuracy of the use of writing in the media	4
Score total		57
Percentage Result		95%

Disseminate

The final stage in development research is the dissemination. At this stage, it aims to introduce the product so that it can be accepted by users as well as conduct product trials. This stage is carried out by means of distributing the product to schools.

Analysis of learners' responses to literary textbooks is measured through indicators of concept clarity, use of examples, presentation, use of language and attractiveness. Data analysis of learners' responses to literary text teaching materials showed that each indicator met the eligibility criteria. The average learner response to each aspect of the assessment is shown in Table 7.

Table 7. Student Response Test Results

No	Aspects	Analysis	Validation
1	Concept obviousness	Score	11
		Percentage	91,6%
		Criteria	Excellent
2	The use of example	Score	7
		Percentage	87,5%
		Criteria	Excellent
3	Display	Score	14
		Percentage	87,5%
		Criteria	Excellent

4	Language Use	Score	19
		Percentage	95%
		Criteria	Excellent
5	Attractivity	Score	10
		Criteria	83,33%
		Percentage	Excellent
	Total	The Average of Percentage	88,98%
		Criteria	Excellent

The table above shows the results of the score from the responses of students who instruct the assessment. The assessment indicator "clarity of concept" obtained a value of 91.6%, the indicator of "example use" 87.5%, the indicator of "presentation" 87.5%, the indicator " use of language" 95% and the attractiveness of 83.33%. Then the total percentage as a whole obtained a value of 88.98%. Based on the percentage results, the student's response score is included in the "excellent" category. This means that the teaching materials for literary texts based on local wisdom of North Sumatera at grade VII semester 2 are valid and worthy of being used as teaching materials for literary texts in Indonesian language learning.

CONCLUSIONS

The research on the development of teaching materials for literary texts based on local wisdom of North Sumatera uses research and development methods with 4D development model by S.Thiagarajan with the stages of define, design, develop, and disseminate. From these four stages, the results were obtained that the teaching materials for literary texts based on local wisdom of North Sumatera that were developed received products in the form of literary text textbooks. The form of developing teaching materials for literary texts based on local wisdom in North Sumatera is in the form of digital teaching materials which are in the form of student textbooks that are easy to use by students and teachers. In accordance with the validation of material experts, linguists, media experts, teaching practitioners, and field tests obtained feasibility scores in the range of values of $75 \leq x \leq 100$ with the category of "excellent". This means that the products produced are valid and are suitable for use in the field as learning materials by teachers and students.

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