

MODELS OF TEACHING MATERIALS FOR APPRECIATION OF FICTION PROSE LOCAL LOADED

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ABSTRACT

This study aims to develop a teaching material model for prose fiction appreciation with local content that suits the needs of students and lecturers. The research method is Research and development (R&D) with the Dick and Carey teaching material development model which includes needs analysis, learning analysis, student and context analysis, formulating performance objectives, developing instruments, developing learning strategies, developing and selecting learning materials, formative evaluation and revision . The research subjects were study program students. Indonesian Language and Literature UNPARI Lubuklinggau. Data collection techniques by conducting interviews and questionnaires. Data analysis techniques using a Likert scale, validity test and practicality test. Research Results The results of design validation are included in the valid category with a total percentage of 77%. Language validation with a valid category of 64% percentage. Validation of valid category material with a total percentage of 78%. The total number of validation results is 72.6% which is categorized as valid, so that the teaching materials have been used effectively. The results of one to one trials in the practical category with a total percentage of 80%, small group trials of 78.7%. Based on the results of research on the development of a model of teaching materials for appreciation of prose fiction, it is valid and practical.

Keywords: Teaching Materials, Fictional Prose, Local

A. Introduction

Literary works and society are very closely related, especially in the cultivation of educational values. Literature was born along with the development of culture, so that there will be a close affinity between literature and society. Ratna (2015) literary works are an integral part of culture, application, theory is carried out through two stages, namely literary theory in relation to it as a social product and as the nature of imagination and creativity. Literary works talk about

life so as to provide a better understanding of life in the form of an exploration of various forms of life. One form that is closely related to the life of society and culture is prose fiction. This is in accordance with the statement (Tarigan, 2011) that fiction does not focus on what actually happened, but instead focuses entirely on reality. This strengthens the argument if fiction is directly related to everyday people's lives, in which there are learning values.

Learning literature, especially prose fiction, must be able to relate it to everyday life, so that it can directly affect the psychology of students. Nurgiyantoro (2000) explains that prose fiction tells various problems of human life in their interactions with the environment and with each other, as well as in their interactions with God. Therefore learning prose fiction must be able to instill life values, character, and critical thinking skills both affective, cognitive and psychomotor. This is in accordance with one of the learning principles "The learning process is a functional unit of various procedures" (Hamalik, 2016), so learning prose fiction will not only learn concepts and theories but in the process of how learning takes place.

Learning prose fiction in Higher Education requires the development of critical thinking, instilling character education and awakening a culture of literacy, therefore creative and innovative schemes are needed from educators. One of the courses related to prose fiction is Literary Theory and Appreciation, and Prose Fiction Appreciation. In this study more emphasis on prose fiction learning, so it will focus on how students are able to appreciate prose fiction. Fictional prose aims to provide entertainment to readers in addition to having aesthetic goals (Nugiyantoro, 2019) therefore this learning is expected to be able to provide understanding and skills in terms of appreciation of fictional prose in the Indonesian Language and Literature Education Study Program, PGRI Silampari University Lubuklinggau.

Based on the results of a needs analysis for students and lecturers in the prose fiction appreciation course conducted on January 9, 2023, located at the Indonesian Language and Literature Education Study Program, PGRI Silampari Lubuklinggau University, the results obtained were still many obstacles and

creative and innovative solutions had to be found. Students find it difficult to understand concepts, theories and steps to appreciate fictional prose because the source books used are still unable to touch the psychology of students. Books that are less interesting sources of prose fiction appreciation cause students to be less motivated to read which leads to not understanding the material. Teaching materials that are systematically and thoroughly designed will certainly increase students' interest in learning (Pribadi and Putri, 2019). The reference books used by lecturers and students contain material that is considered less interesting because the scope of the material is too broad and not specific, in fact most of the sample texts used come from outside the region, making it less motivating. In addition, the short learning time in class makes learning ineffective and learning objectives not achieved. So information is obtained that students experience difficulties when doing prose fiction appreciation activities.

Based on the results of identification of needs, it is known that students really need teaching materials that are interesting, concise but easy to understand, and can help students in learning. In accordance with one of the functions of teaching materials, namely providing resources that are arranged quickly and gradually regarding expressional skills that carry out basic problems in communication (Kosasih, 2021). Therefore, efforts that can be made to overcome these problems are updating teaching materials. Renewal of teaching materials includes renewal of attractiveness, renewal of materials and examples in more communicative language, and adjustments to the conditions and needs of students. In this case, the teaching material in question is a local-based fiction prose appreciation teaching material.

Teaching materials are a form of teaching materials that are packaged in an organized and systematic manner, which contain all planned and designed learning experiences to help students master specific learning objectives. Teaching materials function as independent learning tools, so that students can study individually according to their speed (Daryanto, 2013: 9). Furthermore, Prastowo (2015) teaching materials are written with the aim that students can learn individually or with teacher guidance. Taufik & Novianti (2013: 8) teaching materials are learning tools in the form of writing which contain learning material in

them, contain learning methods, learning objectives based on basic competencies, instructions for independent learning activities as well as exercises to test students' abilities which have all been arranged systematically . This learning teaching material is presented with material that is supplemented by examples of prose fiction and practice questions as well as practicum exercises for appreciating prose fiction to hone students' cognitive domains. As a teaching material, it is better if the material presented has local content so that it is easier for students to express their ideas or ideas, as well as their imaginative power through appreciation of fictional prose. This is because local is rooted in localities that are familiar with people's lives, including the students themselves.

Local is a conception that helps lecturers relate subject matter content to real world situations and motivates students to make connections between knowledge and its application in student life as family members, citizens, and workforce. The local concept is closer to the contextual approach, which is to make more use of the resources around students. Trianto (Syamsu, 2018: 28), that the use of contextual learning can create classrooms in which students become active participants, not just passive observers, and are responsible for their learning. Suwangsih & Tiurlina (Ulya, et al., 2016: 125) mentioned, there are several main components that can be applied in learning using a contextual approach, so that they can produce what is expected from the learning process. Komalasari (2011: 13) the material contained in teaching materials developed on a contextual basis has learning characteristics that apply the concept of relatedness, the concept of direct experience, the concept of application, the concept of work, the concept of self-regulation, and the concept of authentic assessment. Through local-based prose fiction appreciation teaching materials, students are not required to memorize facts but should encourage students to construct experiences in their own minds. Learning will be meaningful if children experience what they learn, not what they know because knowledge grows through experience. Understanding develops deeper and stronger when it is always tested with new experiences.

Research in the field of education, especially research related to the development of teaching materials, has been carried out by many other

researchers. Several studies that can be used as material for comparison of problems that will be developed by researchers as well as relevant research that has been tested practically and for its validity. Amalia (2016) research results, aspects of the presentation of material in teaching materials are included in the good category while aspects of content, language and readability and graphics are included in the very good category. In connection with the aims and objectives of the problem, the authors conducted a study entitled "Model of Local-based Fiction Prose Appreciation Teaching Materials".

B. Research Method

Research procedure

The development of the teaching material model used is adapted to the steps Dick and Carey (2005) explained that in the development of this model there are ten stages, namely: a) analysis of needs and objectives; b) learning analysis; c) learner (student) and context analysis; d) formulate performance objectives; e) develop instruments; f) develop learning strategies; g) develop and select learning materials; h) designing and conducting formative evaluations; i) make revisions; and j) summative evaluation.

This research develops products that need to be tested to determine their quality and feasibility (Tegeh, et al., 2014). Product testing is part of a series of validation and evaluation stages. Products will be consulted with expert/expert lecturers, literature course lecturers and fourth semester students. The following are the steps in the validation and evaluation stages:

Prevalidation

Researchers consult with course lecturers about the products that have been prepared. The purpose of this stage is to get input, criticism, and suggestions from expert lecturers about product quality before experts/experts carry out validation. Validity means the extent to which the accuracy and accuracy of a measuring instrument performs its function (Hamzah, 2019). It is hoped that input from expert lecturers will make the product more quality.

Expert test/Expert Validation

Validate the product so that deficiencies can be identified. The results of expert/expert validation will be material for making product revisions. Experts/experts assess product feasibility in terms of three feasibility components, namely design, material, legibility or language aspects.

Small Group Test

This small group test was conducted to obtain information regarding student responses regarding the legibility of the material, the attractiveness of the product. Small group test using a student response questionnaire.

Data analysis technique

The interview data analysis technique is a form of non-test type evaluation tool which is carried out through conversation and question and answer both directly and indirectly. The things that will be interviewed in this research are student responses to Indonesian language teaching materials.

The questionnaire used to analyze data in a quantitative descriptive manner in teaching materials development research was student worksheets analyzing the intrinsic elements of the novel, aimed at measuring students' attitudes toward the teaching materials being developed.

Questionnaires needed in research and development, namely: Design expert assessment questionnaire; Material expert assessment questionnaire; Readability and language expert assessment questionnaire; Student response questionnaire.

C. Research Results and Discussion

1. Research Results

Results of Data Analysis

Referring to the presentation of the data, the data analysis in this study consisted of two kinds, namely expert validation data and analysis of test results data. Validation data analysis consisted of validation sheets which contained design, material and language expert validation while data analysis was the result of one to one evaluation trials and small groups from student response questionnaires. The following is a description of the results of data analysis.

Analysis of validity data

Design Validation

Based on the results of the design expert's assessment of the product as listed in table 4.3, the level of validity of the product design can be calculated as follows:

Diketahui:

$$f = 38$$

$$N = 50$$

Penyelesaian:

$$P = f/N \times 100 \%$$

$$P = 38/50 \times 100 \%$$

$$P = 76\%$$

The results of the above calculations show the validity of the design in the valid category. Based on the results it can be seen that the product developed is valid for the design part. This is shown from the percentage of validity level. The score obtained by the researcher was 38 with a maximum score of 50. If this score is calculated using a formula and adjusted to a scale of 5, it is classified as valid.

Material Validation

Based on the results of the material expert's assessment of the product, the level of material validity of the product can be calculated as follows:

Diketahui:

$$f = 26$$

$$N = 35$$

Penyelesaian:

$$P = f/N \times 100 \%$$

$$P = 26/35 \times 100 \%$$

$$P = 74 \%$$

The calculation results above show the validity of the design in the valid category. Based on the results it can be seen that the product developed is quite valid in terms of its material. It can be seen from the percentage level of validity, which is 74% of the score obtained by the researcher, which is 26 with a maximum score of 35. When this score is calculated using a formula and adjusted to a scale of 5, it is classified as valid.

Language Validation

Based on the results of the material expert's assessment of the product, it can be calculated the level of material validity in the product developed through the formula and the following is the description:

Diketahui:

$$f = 21$$

$$N = 35$$

Penyelesaian:

$$P = f/N \times 100 \%$$

$$P = 21/35 \times 100 \%$$

$$P = 60 \%$$

The calculation results above show the design validity in the quite valid category. Based on the results that have been developed is valid. It can be seen from the percentage of validity level which is 60% with a total score of 21 out of a maximum score of 35. This score is included in the quite valid category.

Practicality Data Analysis

One to One Evaluation

Based on the data from the results of one to one evaluation trials on the product, the practicality level of the product being developed can be calculated as follows:

Diketahui:

$$f = 58$$

$$N = 75$$

Penyelesaian:

$$P = f/N \times 100 \%$$

$$P = 58/75 \times 100 \%$$

$$P = 77 \%$$

Based on the calculation results above, it can be seen that the practicality level of the product being developed is included in the practical category.

Small group trial

Based on data from small group trials on six students related to the product, the practicality level of the product can be calculated as follows:

Diketahui:

$$f = 226$$

$$N = 300$$

Penyelesaian:

$$P = f/N \times 100 \%$$

$$P = 226/300 \times 100 \%$$

$$P = 75,3 \%$$

Based on the calculation results above, it can be seen that the level of practicality of the product being developed means that the product is included in the practical category.

Final Product Revision

Based on the results of the expert subject assessment and the Cubo test, overall the product that has been developed is stated to be good, this can be seen from the percentage level of validity, but the researcher tries to maximize the results of the product being developed by following improvements from the suggestions given by the validator in the criticism column for good suggestions by design experts, material experts, as well as language experts to be even better as teaching materials.

Discussion

R&D is a research that produces products. This product is the result of research that was developed in the form of teaching materials for local-based literary appreciation courses for Semester IV students of the Indonesian Language and Literature Education Study Program, PGRI Silampari Lubuklinggau University. The material used in the developed teaching materials is fiction prose appreciation material. This material is contained in the IQF-based curriculum in semester IV of the Indonesian Language and Literature Study Program at PGRI Silampari Lubuklinggau University. This describes the results and discussion of the development of local-based fiction prose appreciation teaching materials.

The development of teaching materials for local-based prose fiction appreciation courses was carried out after observing and identifying the needs of both lecturers and students in the learning process in class. The activity was carried out at Semester IV students of the Indonesian Language and Literature Study Program at PGRI Silampari Lubuklinggau University. This need identification stage is carried out to find out the need for teaching materials developed on fiction prose appreciation material, in order to achieve effective learning. Sagala (2012) learning implies any activity designed to help someone

learn a new ability and or value. Therefore the development of teaching materials still pays attention to the concept of good learning.

The interview activity as the main step in the process of identifying needs, is carried out by interviewing lecturers for the appreciation of prose fiction course, so that the data obtained can be the basis for decision making in developing teaching materials. Each lecturer must have extensive knowledge of the disciplines that must be taught to be transferred to students (Suparlan, 2005). The results of identifying the need for product development obtained some data or information to support that Semester IV students of the Indonesian Language and Literature Education Study Program at PGRI Silampari Lubuklinggau University are currently using the IQF-based tertiary curriculum. Students and lecturers in teaching and learning activities use various source books, but none of them show local wisdom. The results of identifying the needs obtained so that the writer can develop teaching materials for local-based fiction prose appreciation courses. The process of developing teaching materials begins with product design, begins with understanding the concept of how to develop products obtained from several references and suggestions from expert lecturers. Furthermore, the authors also received suggestions from peer lecturers during the development process, the suggestions provided greatly assisted the authors in developing teaching materials.

This study aims to produce teaching materials for the Fiction Prose Appreciation course for Semester IV students of the Indonesian Language and Literature Education Study Program, PGRI Silampari Lubuklinggau University. The identifying stage is carried out to find out the learning needs in the fiction prose appreciation course. Teaching materials are arranged according to the learning needs of students or students (Arifin and Kusrianto, 2009). The process of designing and developing these teaching materials, namely: determining the purpose of making teaching materials and continuing to evaluate the validity, practicality of teaching materials for the appreciation of prose fiction course in Semester IV students of the Indonesian Language and Literature Education Study Program, PGRI Silampari University Lubuklinggau. The design and development

of teaching materials for the prose fiction appreciation course for Semester IV students of the Indonesian Language and Literature Education Study Program at PGRI Silampari Lubuklinggau University was carried out after identification. Evaluation of the validity of teaching materials for the appreciation of prose fiction course in Semester IV students of the Indonesian Language and Literature Education Study Program at PGRI Silampari Lubuklinggau University was carried out by conducting expert validation. Expert validation was carried out by three experts, namely language experts, media/design experts and material experts. The results of the questionnaire from the experts are the benchmark standard for whether the teaching materials that have been developed are valid or not. Based on the analysis of validation questionnaires from three experts, teaching materials for the appreciation of prose fiction course for Semester IV students of the Indonesian Language and Literature Study Program at PGRI Silampari Lubuklinggau University get a percentage of all validators, namely 70.8% belonging to the valid category. This means that the teaching materials for the prose fiction appreciation course for Semester IV students of the Indonesian Language and Literature Education Study Program at PGRI Silampari Lubuklinggau University are valid. Furthermore, the teaching materials were tested on Semester IV students of the Indonesian Language and Literature Study Program at PGRI Silampari Lubuklinggau University to see the practicality of teaching materials for the local-based prose fiction appreciation course.

The steps taken were conducting one-to-one evaluation activities with three students. The researcher conducted interviews related to the practicality of using locally based prose fiction appreciation course materials, after getting answers from the three students the researcher will see whether the teaching materials for locally based prose fiction appreciation course require revision. After being analyzed, it turns out that teaching materials through one to one evaluation can be used without revision. Next, the researcher conducted a small group evaluation of 5-6 students by administering a questionnaire regarding the practicality of using teaching materials for the appreciation of prose fiction course for Semester IV students of the Indonesian Language and Literature Education Study Program at PGRI Silampari Lubuklinggau University for six students. From the results of a

small group evaluation questionnaire for teaching materials for local-based prose fiction appreciation courses, 75.3 categories were very good. Based on this percentage, the teaching materials for the prose fiction appreciation course for Semester IV students of the Indonesian Language and Literature Education Study Program, PGRI Silampari Lubuklinggau University, are practical to use.

After getting the value from the small group evaluation. Teaching materials for the appreciation of prose fiction course for Semester IV students of the Indonesian Language and Literature Education Study Program at PGRI Silampari Lubuklinggau University are designed according to the characteristics desired by students. Students want book covers that are interesting and in accordance with the contents of the material in the teaching materials for the Fiction Prose Appreciation course for Semester IV students of the Indonesian Language and Literature Education Study Program, PGRI Silampari University Lubuklinggau. In addition to selecting the cover, so that prose fiction appreciation material looks attractive to research students, it must contain coverage that includes: a) illustration/introduction; b) material; c) example; d) activities/discussions; e) conclusion; f) practice questions. The teaching materials for the local-based prose fiction appreciation course consist of two forms, namely: lecturer books and student books. The difference between the two teaching materials is that lecturer books have material and answers from the exercises given, while student books only contain material and -question.

The use of teaching materials for the appreciation of prose fiction course for Semester IV students of the Indonesian Language and Literature Education Study Program at PGRI Silampari Lubuklinggau University is as follows: Can facilitate students in teaching and learning activities, especially prose fiction appreciation material, fosters student creativity in learning literature, can make students play an active role in prose fiction courses, with teaching materials for prose fiction appreciation courses by paying attention to good and correct systematics and language. Teaching materials for local-based prose fiction appreciation courses for Semester IV students of the Indonesian Language and Literature Education Study Program at PGRI Silampari Lubuklinggau University with material for appreciation

of prose fiction. From all fourth semester students, one class was taken randomly to be used as the research sample, namely semester IV.a which consisted of 35 students. At the time of the meeting research was carried out as many as 3 credits.

Learning is done by using lecture methods, demonstrations and assignments. Lecture and demonstration methods aim to make it easier for students to understand problems and material in learning. The lecture and demonstration method will also make it easier for students to understand the material being explained because this lecture and demonstration method is carried out face to face. After the lecturer has finished explaining the material and problems that exist in learning activities using the lecture and demonstration method, then the lecturer gives assignments to students regarding the material or problems that have been explained by the lecturer. This assignment activity aims to determine the level of student achievement in understanding the material that has been given and that has been explained. Based on these conclusions, the use of locally based prose fiction appreciation course teaching materials is valid, practical.

Based on the results of identifying the needs of students and lecturers in prose fiction appreciation courses, student learning outcomes are not in accordance with the expected learning outcomes. understand the material. Saturated when lecturers only use reference books, and display teaching materials that are less attractive. The reference books used by lecturers and students contain material that is considered less interesting because the scope of the material is too broad and not specific, in fact most of the sample texts used come from outside the region, making it less motivating. In addition, the short study time in class allows learning to be ineffective and learning objectives are not achieved. So information is obtained that students experience difficulties when appreciating prose fiction.

Based on the results of the needs analysis, it is known that students really need teaching materials that are interesting, concise but easy to understand, and can help students in learning. Therefore, efforts that can be made to overcome these problems are updating teaching materials. Renewal of teaching materials

includes renewal of attractiveness, renewal of materials and examples in more communicative language, and adjustments to the conditions and needs of students. In this case, the teaching materials in question are teaching materials for appreciation of prose fiction.

Research in the field of education, especially research related to the development of teaching materials, has been carried out by many other authors. Some research that can be used as a study as well as relevant research that has been tested for its effectiveness and validity. This research is relevant to research conducted by Amalia (2016) with the results of this study indicating that aspects of the presentation of material in teaching materials are included in the good category while aspects of content, language and readability and graphics are included in the very good category. Furthermore, Astrini (2013) The average value given by three lecturers and two experts on prototype teaching materials for writing instructions with a contextual approach is included in the good category. The research above has similarities with what the researchers did. The similarities lie in the type of research, namely both research on the development of teaching materials besides that there are also similarities in the approach, namely in the form of local, the difference lies only in the material, namely the material of intrinsic elements while the current research is teaching material for the appreciation of prose fiction course for students. Semester IV Indonesian Language and Literature Education Study Program at PGRI Silampari Lubuklinggau University.

The validity of teaching materials for the appreciation of prose fiction course for Semester IV students of the Indonesian Language and Literature Education Study Program, Universitas PGRI Silampari Lubuklinggau based on the analysis of material expert validation which was carried out in two stages, obtained a final result of 74% in the Valid category, validation of linguistic experts was carried out in two stages with a percentage of results at the end of 60% category Valid enough and design validation was also carried out in one stage to get 76% results in the valid category so that it was declared feasible for small group trials. The practicality of teaching materials for the prose fiction appreciation course for Semester IV students of the Indonesian Language and Literature Education Study

Program at PGRI Silampari Lubuklinggau University based on student response analysis conducted on one to one evaluation and small group trials on students obtained a 75.3% result in the practical category that stated that students gave very positive responses to the products that had been developed so that they were declared fit for use.

D. Conclusion

Based on the results of research on the development of teaching materials for local-based fiction prose appreciation courses, it was concluded that the product developed used the Dick and Carey development framework, with the following stages: 1) preliminary research (needs analysis, learning analysis, and student characteristic analysis), 2) product development planning stage (formulating performance objectives, developing instruments, developing learning strategies, and developing selected teaching materials in the form of products), and 3) product development stage (formative evaluation and revision). The validity of teaching materials for local-based fiction prose appreciation courses based on expert validation analysis resulted in valid categories so that they were declared feasible for small group trials. The practicality of teaching materials for local-based prose fiction appreciation courses is based on an analysis of student responses carried out in one-to-one evaluations and small group trials with practical categories which stated that students gave very positive responses to the products that had been developed so that they were declared fit for use.

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