



Development of Creative Reading Teaching Materials for Fable Texts Using the Powtoon Application for Grade VII Students

Wikaningtyas Fitriati Yuwana^{1*}

¹Universitas Negeri Jakarta, Indonesia

Email: wikafy3@gmail.com

Article Info:

Accepted: 10 July 2024; Approve: 25 July 2024; Published: 31 July 2024

Abstract: This study aims to develop creative reading teaching materials using the Powtoon Application in class VII learning and to see the usability and feasibility of creative reading teaching materials for students. The research method used in this study is the Research and Development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, and Evaluations) development model. Data were collected by observation, interviews and questionnaires. Data analysis was carried out using qualitative and quantitative descriptive data analysis. Product feasibility testing was carried out by one material expert and one media expert, as well as 3 Indonesian language teacher respondents and 45 class VII students, namely SMPN 28 Jakarta, SMPN 7 Tambun Selatan, and SMPN 5 Tambun Utara. The results of the study showed that the material presented in the form of creative reading teaching materials in audiovisual form using the Powtoon application can be used by teachers and class VII students and can be accessed using gadgets or computer devices. The quality of creative reading teaching materials using the Powtoon application in learning fable texts received an assessment in the very good category, the assessment from material experts got an average score of 91%, while the assessment from media experts got an average score of 91%. Furthermore, the assessment of Indonesian language teachers got an average score of 95% and the assessment of students got an average score of 97%. Based on this assessment, it is concluded that the creative reading teaching materials using the Powtoon application in learning fable texts for class VII that have been developed are declared suitable for use in learning.

Keywords: *Creative Reading Teaching Materials; Fable Text; ADDIE Model Development; Powtoon.*

Corresponding Author: Wikaningtyas Fitriati Yuwana

This is an open access article under the [CC BY SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



1. INTRODUCTION

In the learning process carried out by teachers to students, the main goal is to achieve the expected learning. This is certainly done so that students can understand the teaching material that has been delivered by the teacher. The learning process will be more enjoyable if the teaching material is arranged systematically so that students will find it easier to understand the material being taught. In addition to making it easier for students to understand the material, this teaching material is also a means or tool for learning. Teaching materials do not only contain learning

materials but also fun learning methods, limitations of the material taught according to the curriculum, and there is an evaluation of the material designed by the teacher systematically to attract students to achieve learning.

This study has relevant research to obtain an update of this research. Relevant research as a reference for this research, first, the Research on the Development of Blended Learning Teaching Materials in Popular Writing Courses of the Indonesian Language and Literature Education Study Program by Siti Ansoriyah, Sam Muchtar Chaniago, Nurita Bayu is a qualitative descriptive research. This research is engaged in the field of teaching material needs in popular writing courses related to references in this author's research. The results of the study indicate that there are limitations and shortcomings in meeting the needs of students who are adjusted to the learning plan of the information and communication technology curriculum in the integrated teaching and learning process. The conclusion of the relevant research update used by researchers in addition to the ADDIE R&D development model is class-oriented using five stages, namely: Analysis, Design / Design, Development, Implementation, Evaluation and this research update teaching materials using the Powtoon application and using the Merdeka Curriculum. This Powtoon application is in the form of a moving animated video to make it easier for students to understand fable text learning and then be able to write fable texts with their own imagination. The second relevant research is a study entitled Analysis of the Needs for Developing Teaching Materials Based on Project Based Learning for Indonesian Language Editing Courses by Reni Oktaviani and Siti Ansoriyah using the research and development method. The results of this study obtained effective learning outcomes.

The conclusion of the relevant updates used in this study uses the Powtoon application and the Independent Curriculum. This Powtoon application is in the form of a moving animated video to make it easier for students to understand fable text learning and then be able to write fable texts with the imagination of the students themselves.

In the fable text, class VII has used the Independent Curriculum. The education curriculum is dynamic. This means that the independent curriculum is designed to meet the needs and characteristics of students. Therefore, the development of teaching materials using the curriculum must consider the opinions, needs, learning outcomes experiences, and interests of students specifically. The independent curriculum emphasizes the formation of character development through content or learning materials and the Pancasila learning profile. The characters formed consist of the basic principles of Pancasila, including noble character, devotion, critical thinking, independence, collaboration and creativity. The Indonesian language lesson that will be used is the

fable text.

These values can be linked to learning outcomes (CP) and learning objectives of phase D contained in the Independent Curriculum. This is intended as an anticipation of students with minimal understanding of Pancasila values. which expects students not to understand Pancasila values. According to Sulianti, et al. (2020: 54) Pancasila has the capacity to function as a moral basis or benchmark for right and wrong attitudes, as well as attitudes and actions taken by the Indonesian people (Adha, 2020). In the fable text material, the Independent Curriculum covers broad material, therefore it is packaged in a tapered manner (according to the core of the fable text) with the Independent Curriculum for grade VII students, namely starting with fiction and non-fiction book material, then narrowing the discussion to the fable text.

Based on the results of observations of students at SMPN 5 Tambun Utara, it was found that 95.7% of students considered learning fable texts important. In the results of further observations of students at SMPN 5 Tambun Utara, it was found that 100% of participants chose sources or materials given by teachers from incomplete textbooks in the discussion of creative reading of fable texts will affect the results of understanding obtained by students in finding the characteristics of fable texts, elements of fable texts, structure of fable texts, and language rules of fable texts. Not only that, the results of observations found that 100% of students needed fable text material that contained the nature of fables, examples of fable texts, and fable text exercises. Furthermore, the results of observations found that 100% of students wanted example questions that contained steps to work on that were sequential and easy to understand. This is because the teacher did not provide example questions when teaching fable texts.

Furthermore, the results of observations through interviews with teachers at SMPN 5 Tambun Utara showed that when presenting the teaching material for fable texts, teachers did not teach how to read creatively from fable texts, used textbooks in presenting the material and used media in the form of power points or lecture methods given by teachers to students and the teaching materials given by teachers did not provide examples of fable texts presented by teachers and there were no practice questions for fable texts and the results of interviews with curriculum teachers showed that the independent curriculum trial had only just been implemented so that there was no learning of material from each text in Indonesian language lessons.

Based on the results of observations of students at SMPN 7 Tambun Selatan, it was found that 78.3% of students considered the creation of fable texts important because the teacher did not fully explain the material. The fact that was obtained again from the results of observations of

students at SMPN 7 Tambun Selatan found that 100% of participants chose sources or materials given by teachers from incomplete textbooks in the discussion of creative reading of fable texts will affect the results of understanding obtained by students in finding the characteristics of fable texts, elements of fable texts, fable text structures, and language rules of fable texts. Not only that, the results of observations found that 91.3% of students needed fable text material containing the nature of fables, examples of fable texts, and fable text exercises. As a result, students did not get a complete presentation of the material, there were no examples of fable texts presented by the teacher and there were no fable text practice questions so that it affected students' understanding and imagination of learning fable texts. Furthermore, the observation results found that 95.7% of students wanted example questions that contained sequential and easy-to-understand steps, because the teacher did not provide example questions when teaching fable texts.

Furthermore, the results of observations through interviews with teachers at SMPN 7 Tambun Selatan showed that when presenting teaching materials on fable texts, teachers did not teach creative reading, used textbooks in presenting materials and used media in the form of power points or lecture methods given by teachers to students and teaching materials given by teachers did not provide examples of fable texts presented by teachers and there were no practice questions on fable texts and the results of interviews with curriculum teachers showed that the independent curriculum trial had only just been implemented so that there was no learning of material from each text in Indonesian language lessons.

Based on the results of observations of students at SMPN 28 Jakarta, it was found that 60.9% of students considered the creation of fable texts important because the teacher's material was not fully explained. The reality obtained again from the results of observations of students at SMPN 28 Jakarta found that 91.3% of participants chose sources or materials given by teachers from textbooks because the source of learning materials for fable texts would affect the understanding of the material obtained by students in students' reading abilities and would affect the results of understanding obtained by students in finding structures, language rules, and rewriting fable texts according to the structure of the fable text. As a result, the results of the observation showed that many students did not understand fable texts and could not develop their imagination in telling fable texts. Not only that, the results of the observation found that 78.3% of students needed fable text material that contained the nature of fables, examples of fable texts, and fable text exercises. As a result, students do not get a complete presentation of the material, there are no examples of fable texts presented by the teacher and there are no fable text practice questions so that it affects

students' understanding and imagination of learning fable texts. Furthermore, the results of observations found that 87% of students wanted example questions that contained steps to work on that were sequential and easy to understand, because the teacher did not provide example questions when learning fable texts.

Furthermore, the results of observations through interviews with teachers at SMPN 28 Jakarta showed that when presenting teaching materials on fable texts, teachers did not teach how to read creatively from fable texts, they combined materials obtained from the internet and the results of interviews with curriculum teachers that the newly implemented independent curriculum is project-based learning for students (skills), which means that there is no learning of material in every Indonesian language lesson text.

The conclusion obtained from the results of observations (analysis of student needs, curriculum, and teachers) at SMPN 5 Tambun Utara, SMPN 7 Tambun Selatan, and SMPN 28 Jakarta is that many students do not understand the learning of fable texts because of theoretical knowledge from textbooks so that learning does not attract students to learn fable texts and students lack or develop their imagination in telling fable texts that are heard or read. These obstacles cause students not to understand the teacher's delivery of fable texts. Therefore, this study uses creative reading skills in fable texts, in order to achieve learning outcomes (CP) and learning objectives in the Independent Curriculum Phase D.

Phase D, students have language skills to communicate and reason according to objectives, social contexts, and academics. Students are able to understand, process, and interpret information presented on various topics and literary works. Students are able to actively participate in discussions, present, and respond to non-fiction and fiction information presented; Students write various texts to convey their observations and experiences in a more structured way, and write their responses to presentations and readings using their experiences and knowledge. Students develop self-competence through exposure to various texts to strengthen character.

The learning achievement of reading and viewing (CP) in the independent curriculum so that students understand, give meaning, interpret, and reflect on texts according to their goals and interests to develop their attitudes, knowledge, skills, and potential. Furthermore, viewing in the independent curriculum so that students understand, give meaning, interpret, and reflect on printed, visual and/or audiovisual presentations according to their goals and interests to develop their attitudes, knowledge, skills, and potential. The components that can be developed in reading and viewing include sensitivity to phonemes, letters, sign systems, vocabulary, language structure

(grammar), meaning, and metacognition.

The learning objectives in the independent curriculum for grade VII students include phase D, namely reading and viewing. In the learning objectives of phase D reading and viewing fable texts, so that students can analyze the structure and linguistic rules of fable texts that have been provided by researchers.

Reading is often considered a passive activity because it is receptive (KBBI Online Edition V accepts, wants, is open). A person is categorized as being able to read well if they are able to understand the contents of the reading which consists of five indicators (Harris & Sipay, 1980), namely vocabulary development, literal understanding, inferential, critical and creative understanding. According to other experts including Burns (1996), Miller, (1993), Smith, (1986) who classify reading based on Bloom's taxonomy simplifying the indicators of reading comprehension skills into four creative is a way to do the activity. In the Merdeka curriculum, receptive is divided into two skills, namely listening, reading and viewing.

Hal yang akan digunakan dalam penelitian ini yaitu membaca dan memirsa. Membaca dibagi kembali menjadi lima bagian, yaitu membaca intensif, membaca ekstensif, membaca kritis, membaca kreatif, membaca cepat dan membaca apresiatif. Penelitian ini mengambil kemampuan membaca kreatif. Membaca kreatif adalah proses membaca untuk mendapatkan nilai tambahan dari pengetahuan yang terdapat dalam bacaan dengan cara menemukan gagasan yang menonjol atau menggabungkan pengetahuan yang telah dipelajari sebelumnya (Dalman, 2013). Dalam hal ini, pembaca diminta untuk mempertimbangkan gagasan yang dikemukakan oleh penulis dan mengambil tindakan setelah membacanya, baik secara lisan maupun tulisan.

Unlike reading in general, in creative reading individuals are required to be more active in developing ideas or concepts obtained from reading. To attract students' interest in understanding fable text learning, innovative and creative teaching material development is needed. This development must be able to create interesting materials and can make it easier to understand learning materials. With a creative and innovative approach, the learning process becomes more dynamic and interesting, so that in the end it will increase students' interest and enthusiasm for learning.

Learning media in this study utilizes technological developments. Technology is a tool developed by science used to make it easier for someone to solve problems in carrying out daily life activities. The era of globalization is experiencing rapid development, such as many applications that use technology to help create learning media in the teaching and learning process. One of them

is Powtoon. Powtoon is a service used to create teaching materials with various interesting animation features. These features include cartoon animations, handwritten animations and dynamic transition effects. These features make timeline settings very easy to understand. With these animations, learning becomes fun and not boring so that students can understand the material well.

From the knowledge of fable texts obtained by students through the Powtoon application, it can attract students' interest in reading. Therefore, to fulfill the aspect of students' reading ability. Teachers have a significant influence on students' ability to receive and understand the information read, as well as criticize and apply the information obtained. Through this Powtoon application, it is hoped that it can stimulate the ability to identify the main ideas of the Fable text with the help of the Powtoon application. This development research method uses ADDIE Research and Development (R&D) with a focus on research on the development of creative reading teaching materials for fable texts using the Powtoon application.

This study will develop creative reading teaching materials for fable texts for grade VII students using the Powtoon application to achieve learning outcomes and learning objectives of the independent curriculum. This is very important for students in understanding ideas, understanding the contents of fable text learning, including the definition, characteristics of fable texts, structure of fable texts, elements of fable texts, and linguistic rules of fable texts with the help of the Powtoon application. So the title of this study is, "Development of Creative Reading Teaching Materials for Fable Texts Using the Powtoon Application for Grade VII Students".

2. METHOD

This study aims to develop fable text teaching materials using the Powtoon application for grade VII junior high school students. Specifically, this study aims to produce a product in the form of fable text teaching materials and determine its feasibility using the Powtoon application for grade VII junior high school students. The data collection process was carried out in May 2024, involving 15 students from SMPN 28 Jakarta, 15 students from SMPN 7 Tambun Selatan, and 15 students from SMPN 5 Tambun Utara.

This study uses the ADDIE development model, which was chosen because it is a systematic learning design model that is programmed and well-organized. The ADDIE model, which consists of five stages (Analysis, Design, Development, Implementation, and Evaluation), aims to produce learning that is organized and in accordance with the needs and characteristics of learning.

The approach used is Research and Development (R&D) with the ADDIE model. This

research begins with a needs analysis to help students understand fable texts, develop their imagination, and make teachers' work more effective and efficient. The needs analysis was carried out by distributing questionnaires to students and teachers, observing the school environment, and analyzing the curriculum and teaching materials.

At the design stage, the design of the development of teaching materials is carried out according to the needs analysis that has been carried out previously. The resulting product is teaching materials for creative reading of fable texts using the Powtoon application. The design steps include preparing lesson plans, selecting learning resources, and presenting teaching materials related to creative reading and fable texts.

The product development stage involves the preparation of teaching materials that will later be tested. The steps in this stage include the creation of products in the form of digital modules, validation by material and media experts, and revisions based on input from validation. In the implementation stage, the teaching materials that have been developed are applied in learning through small group trials and final revisions based on input from students and teachers.

The evaluation stage is the final stage of this product development, which refers to the ADDIE model. Evaluation is carried out to measure the effectiveness, efficiency, practicality, and validity of the media that has been created. The research instruments include validation sheets that will be filled out by material experts, media experts, and Indonesian language teachers, as well as questionnaires for students in small group trials.

3. RESULTS AND DISCUSSION

This study began by analyzing the needs of teachers, students, and curriculum. The results of the teacher needs analysis stated that schools generally still use teaching materials in the form of government textbooks, making it difficult for students to understand fable text material. With the teaching materials using the Powtoon application, it is expected to help teachers in the learning process at school.

This study aims to produce a product in the form of fable text teaching materials using the Powtoon application for grade VII junior high school students and to determine the feasibility of fable text teaching materials using the Powtoon application for grade VII junior high school students.

The results of the analysis of student needs state that many students do not understand the learning of fable texts because theoretical knowledge from textbooks so that learning does not attract students to learn fable texts and students do not develop their imagination in telling fable texts that

are heard or read. This fable text has an audiovisual nature that can attract students if the teacher uses the right media and learning methods.

This teaching material research went through five stages referring to the ADDIE development model (analysis, design, development, implementation, and evaluation). The product was first created during the pandemic with the transition from offline classes to online classes. Researchers then saw this as a problem that required problem solving. It began by distributing a needs questionnaire to students and teachers who were experiencing online learning. After that, the process of observing the situation in the classroom was carried out. Then, an analysis was carried out on the teaching materials used which showed that there was a lack of explanation of the creative reading material, theoretical knowledge from textbooks so that learning did not attract students to learn fable texts, and did not develop students' imagination in writing fable texts according to the structure of the fable text properly. From the results of understanding the fable text material in students' creative reading abilities.

In this curriculum there is no discussion of fable texts. The Independent Curriculum has a fairly broad scope of discussion of material and is related to other subjects. Therefore, the developer took the fable text from the scope of the Independent Indonesian Curriculum which has not been discussed in full by Indonesian Language teachers at school.

According to the problems faced, this research uses the Research and Development (RnD) research method. After carrying out the next analysis stage, enter the planning stage. Starting with the search for various examples that have good illustrations and are easy to understand by class VII SMP students. Then search for sources or application features in Powtoon that support editing teaching materials. Then planning the composition of the material is carried out to obtain an arrangement that is interesting and does not make students bored. After that, planning is carried out to prepare the composition of descriptions, examples and exercises that will be loaded into Powtoon which produces raw teaching materials in the form of Word soft files.

The raw teaching material then enters the development stage. At this stage the material is processed with various other sources to obtain digital teaching materials that are interesting and fun for students. Processing these raw materials directly uses the Powtoon application which produces products in the form of digital teaching materials for fable texts. This digital teaching material has more examples of fable texts by placing lots of illustrations that match the stories and animal themes typical of fable texts as a solution to the problems faced.

Digital teaching materials also contain a concept map with the title "what will you learn?" the entire learning and concept maps that explain the sub-chapters of the material taught as answers to the problems that occur. Digital teaching materials are equipped with creative reading materials for fable texts by outlining the steps for creative reading of fable texts that were previously not in the textbooks used.

This teaching material product is in the form of a learning video as a complement to the material in the digital teaching material using the Powtoon application. Making learning videos using the Powtoon application is a selection of paid features, because in this Powtoon application, the unpaid features are few or limited, and the unpaid period is seven days. After seven days, the results of the Powtoon digital teaching material cannot be downloaded.

Digital teaching materials have 3 items with specifications: 1 Contains intrinsic elements; 1 contains the structure of fable text; and 1 contains creative reading.

This product is not equipped with an evaluation system. The evaluation used by the researcher uses the help of the online survey provider page google form. The evaluation in the form of google form consists of 10 questions for students and 14 questions for dual teachers with a large number of answer choices of 5 items (1 strongly disagree - 5 strongly agree). This google form is used to process data and students answer enrichment in the form of essays with student answer sheets.

In the product development process, it was assessed by media expert validators and material experts as well as Indonesian language teachers. In the media assessment, a score of 50% was obtained. Furthermore, the material expert's assessment of this product was given a score of 91% due to the many things that were not systematic, less textual, no instructions, no synchronization between digital books and learning videos, no examples of voiced texts, and concept maps that did not emphasize the structure of the text. Making this product still doubtful of its feasibility. For this, revisions are needed in terms of digital books, learning videos, and the appearance of the Powtoon application itself. After the improvements were made carefully and taking into account the suggestions and input given by the material experts. The second feasibility test was carried out by media experts and the results were 82%. The second feasibility test was carried out by material experts and the results were 91%. The questionable product is now suitable for use with a few improvements in the technical writing of the words. The last feasibility test was carried out by Indonesian language teachers at SMPN 28 Jakarta, SMPN 7 Tambun Selatan, and SMPN 5 Tambun Utara with a score of 95% or suitable for use in the field.

Based on the assessment obtained, the product entered the next stage, namely testing conducted on 45 grade VII students in three schools, namely SMPN 7 Tambun Selatan, SMPN 5 Tambun Utara, and SMPN 28 Jakarta who had studied the fable story text and received a good response of 97%. This process was only carried out until the students' responses were obtained after trying the product. Pretest and posttest trials were not carried out due to obstacles where the curriculum in the class was different, already using the independent curriculum. Finally, the product underwent an evaluation process originating from assessments by media experts, material experts, and Indonesian language teachers. As well as evaluations originating from the responses of product users, namely 45 students in three schools, namely SMPN 7 Tambun Selatan, SMPN 5 Tambun Utara, and SMPN 28 Jakarta who tried the product and then filled out the questionnaire provided. Thus, it can be said that the product is suitable for use based on the assessments above.

4. CONCLUSION

This study began with an analysis of the needs of teachers, students, and the curriculum. The results of the teacher needs analysis showed that schools generally still use government-owned textbooks, which make it difficult for students to understand fable text material. Therefore, this study aims to produce fable text teaching materials using the Powtoon application for grade VII junior high school students and determine its feasibility. The results of the student needs analysis showed that many did not understand fable texts because textbook-based learning was less interesting and did not develop their imagination. With audiovisual-based teaching materials through the Powtoon application, it is hoped that it can attract students' interest and facilitate their imagination in telling fable texts.

This study uses the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. This product was first developed during the transition from offline to online classes during the pandemic. The researcher began by distributing a needs questionnaire to students and teachers, and observing the situation in the classroom. The analysis showed that the existing teaching materials lacked explanations of fable texts, so that learning was not interesting and did not develop students' imaginations.

The digital teaching materials developed using Powtoon were designed to be interesting and fun. The development process involved compiling teaching materials that contained more examples of fable texts with appropriate illustrations, as well as concept maps to help students understand. The final product was a learning video on Powtoon, although it was limited to paid features and could not be downloaded after seven days.

Initial evaluation showed that this product was not equipped with an evaluation system, but used Google Forms to collect data from students and teachers. Assessments by media and material experts showed that the initial product was less systematic and required revision. After improvements, the product was deemed feasible to use with an assessment result of 82% from media experts and 91% from material experts.

The feasibility test by Indonesian language teachers in three schools showed a score of 95%, indicating that this product is feasible to use in the field. Testing on 45 students showed a positive response of 97%. This product was declared feasible to use based on evaluations from media experts, material experts, teachers, and student responses. This study shows that Powtoon-based teaching materials can improve students' understanding and interest in fable texts, although it still requires some technical improvements and curriculum adjustments.

REFERENCE

- Adha, M. M. (2020). Kekuatan Nilai-nilai Pancasila dalam Membangun Kepribadian Masyarakat Indonesia. *Jurnal Kebudayaan Dan Keagamaan*, Volume 15, 121–138.
- Amalia, C. (2021). Pengembangan Bahan Ajar Membaca Kreatif Untuk Siswa Smp Dengan Media Google Classroom (Doctoral Dissertation, Universitas Negeri Jakarta).
- Aminuddin. (2013). Pengantar Apresiasi Karya Sastra. Bandung: Sinar Baru. Algensindo.
- Aprianti, W, Gunatama, G, & Indriani, M.S. (2015). Analisis fakta dan Sarana Cerita dan Teks Nilai Moral Fabel Siswa Kelas VIII A1 di SMP Negeri 1 Singaraja. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 3(1).
- Ardiasri, A., Priyatni, E. T., & Andajani, K. (2017). Materi ajar Membaca Kritis-Kreatif Teks Eksposisi Berbasis Isu Lingkungan Hidup. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 2(10), 1416–1424. <http://journal.um.ac.id/index.php/jptpp/>
- Dalman. (2013). Keterampilan Membaca. PT Raja Grafindo Persada.
- Dalman K, Himmelstrand K, Olson Å, Lind M, Brandström-Durling M, Stenlid J (2013) A Genome Wide Association Study Identifies Genomic Regions for Virulence in the Non-Model Organism *Heterobasidion annosum* s.s. *PLoS ONE* 8(1): e53525. <https://doi.org/10.1371/journal.pone.0053525>.
- Dewi, H. G., Suwignyo, H., & Maryaeni. (2018). Materi ajar Menulis Teks Fabel Bermuatan Nilai Kehidupan. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 3(8), 1032–1038.
- Dieyade, F. N. (2023). Pengembangan Bahan Ajar Teks Fabel Dengan Menggunakan Glideapps Untuk Kelas VII Smp (Doctoral Dissertation, Universitas Negeri Jakarta).
- Dwi, Sulistyorini. (2013). “Kriteria Pemilihan Materi Ajar Teks Moral/Fabel Pelajaran Bahasa Indonesia dalam Kurikulum 2013. Prosoding Seminar Nasional TEQP (Teachers Quality Improvement Program) Vol.—pp 627-633”
- Esten, Mursal. (1993). *Kesusastraan: Pengantar Teori dan Sejarah*. Bandung: Angkasa.
- Harris, J. A., & Sipay, E. R. (1980). *Hoe to Increase Reading Ability*.

- Harmawati. (2018). Kemampuan Menganalisis Struktur Fabel Peserta didik Kelas VII SMP Negeri 5 Baebunta Kabupaten Luwu Utara, (*Jurnal Onoma: Pendidikan Bahasa dan Sastra*, PBSI FKIP Universitas Cokroaminoto Palopo, Vol. 2 No. 2 1-14.
- Kartiwi, Y. M., & Rostikawati, Y. (2022). Pemanfaatan Media Canva Dan Aplikasi Quizizz Pada Pembelajaran Teks Fabel Peserta Didik Smp. *Semantik*, 11(1), 61–70. <https://doi.org/10.22460/semantik.v11i1.p61-70>
- Khuzaemah, E., & Ummi, H. U. (2019). Pengembangan Materi ajar Teks Fabel dan Cerpen Berorientasi Soft Skill. *Indonesian Language Education and Literature*, 4(2), 257. <https://doi.org/10.24235/ileal.v4i2.4214>.
- Knapp, P. & W. M. (2005). *Genre. Text, Grammar, Technologies for Teaching and Assessing Writing*. University of New South Wales Press, 26.
- Nurgiyanto, B. (2010). *Sastra Anak: Pengantar Pemahaman Dunia Anak*. Gajah Mada University Press, 22.
- Ardiasri, A., Priyatni, E. T., & Andajani, K. (2017). Materi ajar Membaca Kritis-Kreatif Teks Eksposisi Berbasis Isu Lingkungan Hidup. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 2(10), 1416–1424. <http://journal.um.ac.id/index.php/jptpp/>
- Dalman. (2013). *Keterampilan Membaca*. PT Raja Grafindo Persada.
- Dalman K, Himmelstrand K, Olson Å, Lind M, Brandström-Durling M, Stenlid J (2013) A Genome Wide Association Study Identifies Genomic Regions for Virulence in the Non-Model Organism *Heterobasidion annosum* s.s. *PLoS ONE* 8(1): e53525. <https://doi.org/10.1371/journal.pone.0053525>.
- Dewi, H. G., Suwignyo, H., & Maryaeni. (2018). Materi ajar Menulis Teks Fabel Bermuatan Nilai Kehidupan. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 3(8), 1032–1038.
- Dieyade, F. N. (2023). *Pengembangan Bahan Ajar Teks Fabel Dengan Menggunakan Glideapps Untuk Kelas VII Smp* (Doctoral Dissertation, Universitas Negeri Jakarta).
- Dwi, Sulistyorini. (2013). “Kriteria Pemilihan Materi Ajar Teks Moral/Fabel Pelajaran Bahasa Indonesia dalam Kurikulum 2013. *Prosoding Seminar Nasional TEQP (Teachers Quality Improvement Program) Vol.—pp 627-633*”
- Esten, Mursal. (1993). *Kesusastraan: Pengantar Teori dan Sejarah*. Bandung: Angkasa.
- Harris, J. A., & Sipay, E. R. (1980). *Hoe to Increase Reading Ability*.
- Harmawati. (2018). Kemampuan Menganalisis Struktur Fabel Peserta didik Kelas VII SMP Negeri 5 Baebunta Kabupaten Luwu Utara, (*Jurnal Onoma: Pendidikan Bahasa dan Sastra*, PBSI FKIP Universitas Cokroaminoto Palopo, Vol. 2 No. 2 1-14.
- Kartiwi, Y. M., & Rostikawati, Y. (2022). Pemanfaatan Media Canva Dan Aplikasi Quizizz Pada Pembelajaran Teks Fabel Peserta Didik Smp. *Semantik*, 11(1), 61–70. <https://doi.org/10.22460/semantik.v11i1.p61-70>
- Khuzaemah, E., & Ummi, H. U. (2019). Pengembangan Materi ajar Teks Fabel dan Cerpen Berorientasi Soft Skill. *Indonesian Language Education and Literature*, 4(2), 257. <https://doi.org/10.24235/ileal.v4i2.4214>.
- Knapp, P. & W. M. (2005). *Genre. Text, Grammar, Technologies for Teaching and Assessing Writing*. University of New South Wales Press, 26.
- Nurgiyanto, B. (2010). *Sastra Anak: Pengantar Pemahaman Dunia Anak*. Gajah Mada University

Press, 22.

- Noor, J. (2011). *Metodelogi penelitian*. Jakarta: Kencana Prenada Media Group.
- Maulinda, U. (2022). Pengembangan Modul Ajar Berbasis Kurikulum Merdeka. *Tarbawi*, 5(2), 130-138.
- Mulyasa, H. E. (2023). *Implementasi Kurikulum Merdeka*. Bumi Aksara.
- Prastowo, A. (2015). *Panduan Kreatif Membuat Materi ajar Inovatif* (Diva Press (Ed.)). Diva Press.
- Prayitno, H. J. dkk. (2015). *Panduan Praktik Pengembangan Materi Ajar | 2*. 1–15.
- Pribadi, B. A. (2016). *Desain dan Pengembangan Program Pelatihan Berbasis Kompetensi Implementasi Model ADDIE*.
- Rahman, H., & Dahlan, U. A. (2021). Pemanfaatan Informasi Digital Sebagai Materi ajar Membaca Kritis dan Kreatif. *KODE: Jurnal Bahasa*, 11, 56–64.
- Rahmawati, I. S., Roekhan, & Nuchasanah. (2016). Pengembangan Media Pembelajaran Flash Bagi Peserta didik Smp. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 1(7), 1323–1329.
- Sedar, I. B., Ansoriyah, S., & Puryanto, E. (2022, November). Pengembangan Materi Ajar Keterampilan Menulis Teks Anekdote dengan Model CIRC (Cooperative Integrated Reading and Composition) Berbasis Media Padlet pada Siswa Kelas X SMA. In *Prosiding Seminar Nasional Bahasa, Sastra, dan Seni* (Vol. 2, pp. 189-197).
- Shakila, D. (2020). Pengembangan Media Pembelajaran Video Berbasis Youtube Untuk Pembelajaran Jarak Jauh Pada Tema 4 Subtema 3 Pembelajaran 1 Kelas Iv Sekolah Dasar. *Universitas Jambi*, 22. <https://repository.unja.ac.id/id/eprint/15741>.
- Suwartini, I., & Fujiastuti, A. (2017). Teknik Pembuatan Buku Ajar Membaca Kritis Dan Kreatif Berbasis Arcs (Attention, Relevance, Convidence, Satisfaction) Untuk Mahapeserta didik Pendidikan Bahasa Dan Sastra Indonesia. *Bahastra*, 37(2), 138. <https://doi.org/10.26555/bahastra.v37i2.7610>
- Syarbaini, S. (2019). *Pendidikan Pancasila di Perguruan Tinggi (Implementasi Nilai-nilai Karakter bangsa)*. Ghalia Indonesia.
- Waro, H. (2021). *Pengembangan Materi Ajar Teks Cerita Pendek Siswa Kelas Ix Smp Berbasis E-Module Flip Pdf Profesional* (Doctoral Dissertation, Universitas Negeri Jakarta).