
DEVELOPMENT OF LEARNING MEDIA THROUGH COMICAL BOOK BASED ON LOCAL WISDOM OF KUDUS IN BAHASA ON POEM WRITING OF THE FIFTH GRADERS

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Info Artikel

Sejarah Artikel:

Diserahkan
Direvisi
Disetujui

Keywords:

learning media, picture books,
indonesian language subjects,
elementary schools

Abstract

This research was conducted to describe the analysis of the needs of students and teachers towards the development of picture book learning media based on sacred local wisdom in grade V elementary school students.

Using research and development methods, or also called Research and Development. Research and Development method (RnD) is a research method used to produce certain products, and test the effectiveness of these products. The research was conducted at SD 4 Pegunungan, SD 4 Gribig, SD 1 Gribig and SD NU Kartika in Kudus City.

The test results of the effectiveness of picture book learning media are based on holy local wisdom in Indonesian language. Testing effectiveness is done by comparing the results of each school's pretest and posttest. Based on the value of t test at SD 3 Pegunungan obtained So the acquisition of t count = 4, 542 while T table = 1.79, t test can be concluded t count > t table So Ho is rejected and Ha is accepted, so Ha is accepted and media of effective picture book applied. Based on the test value at SD 4 Gribig obtained t count = 4.73 while T table = 1.73 t test can be concluded t count > t table Then Ho is rejected and Ha is accepted so that Ha is accepted and media picture book is effectively applied.

Abstrak

Tujuan penelitian ini yaitu untuk mendeskripsikan analisis kebutuhan siswa dan guru terhadap pengembangan media pembelajaran buku bergambar berbasis kearifan lokal Kudus pada siswa SD kelas V. Membuat prototipe media pembelajaran buku bergambar pada mata pelajaran Bahasa Indonesia materi menulis puisi untuk siswa SD kelas V. Mengemukakan hasil uji efektivitas penggunaan media pembelajaran buku bergambar mata pelajaran Bahasa Indonesia materi menulis puisi untuk siswa SD kelas V.

Penelitian ini menggunakan metode penelitian dan pengembangan. Penelitian ini dilakukan di SD 4 Pegunungan, SD 4 Gribig, SD 1 Gribig dan SD NU Nawa Kartika di Kota Kudus. Subyek penelitian adalah semua guru, siswa kelas V dari empat sekolah yang berbeda yaitu SD Negeri 3 Pegunungan, SD Negeri 4 Gribig, SD Negeri 1 Gribig dan SD NU Nawa Kartika.

Hasil uji keefektifan media pembelajaran buku bergambar berbasis kearifan lokal Kudus pada mapel bahasa Indonesia. Menguji keefektifan dilakukan dengan membandingkan hasil pretest dan posttest setiap sekolah. Berdasarkan nilai uji t pada SD 3 Pegunungan diperoleh Jadi perolehan $t_{hitung} = 4,542$ sedangkan T tabel = 1,79, uji t dapat disimpulkan t

$hitung > t_{tabel}$ Maka Ho ditolak dan Ha diterima, sehingga Ha diterima dan media *buku bergambar* efektif diterapkan. Berdasarkan nilai uji pada SD 4 Gribig di peroleh t hitung = 4,73 sedangkan T tabel = 1,73 uji t dapat disimpulkan t hitung > t tabel Maka Ho ditolak dan Ha diterima sehingga Ha diterima dan media buku bergambar efektif diterapkan. Berdasarkan Uji t pada SD 1 Gribig diperoleh nilai t hitung = 6,98 sedangkan T tabel = 1,68 uji t dapat disimpulkan t hitung > t tabel Maka Ho ditolak dan Ha diterima, sehingga Ha diterima dan media buku bergambar efektif diterapkan, Berdasarkan nilai uji pada SD NU Nawa Kartika di peroleh t hitung = 8,07 sedangkan T tabel = 1,68 uji t dapat disimpulkan t hitung > t tabel Maka Ho ditolak dan Ha diterima, sehingga Ha diterima dan media buku bergambar efektif diterapkan.

INTRODUCTION

Indonesian language learning is learning that will never be separated from the four skills namely reading skills, listening skills, writing skills and speaking skills. Basically Indonesian language learning aims to form and develop communication skills in students, both oral and written. As for writing learning students are trained to express an idea and develop vocabulary through an essay based on their knowledge, experience and imaginative ideas.

To foster students' creativity in expressing their thoughts through a writing, it takes a skill to write that is not only from the origin of writing, but a writing that will foster character in children.

One of the writing skills that children must learn from an early age is the writing skills and understanding of children's literature. Literature is something interesting that can provide entertainment, able to cultivate and plant beautiful people. (Burhan, 2010: 100) Many children today do not really understand what literature is, whereas in Indonesian language learning that is included in the curriculum, students must achieve goals in learning directed to achieve several goals that must be possessed, one of which is self-awareness of the importance of work literature for self-development and positive attitude of students towards the work of sasatra (Abidin, 2012). With the existence of literary learning in elementary schools that are instilled early on can make a point of entry for character education in children (Yulela, 2013). Besides that students can also enjoy and utilize literary works to broaden their horizons and improve their knowledge and language skills and by learning literature students can instill good character and easily understand a life from the experiences of others.

There are several types of literature taught to elementary school students, namely poetry, prose and drama. Of these three literatures, the most difficult learning to learn is poetry learning, because in it must understand the contents of poetry and be able to make poetry verse essays with short sentences that are in line with themes raised both from experiences and ideas of imagination that arise in students' thoughts.

According to Pradopo "the poem expresses thoughts that evoke feelings, which stimulate the imagination of the five senses in a rhythmic atmosphere". (Sigit, 2013) So it can be concluded that poetry is an expression of someone's expression as written in a form of

experience or imagination using indirect language.

But in poetry elementary school children still do not use words - kias, the use of the language is still simple, straightforward, in accordance with the lives of children who are honest, innocent, and funny. (Yulela, 2013) So that in learning poetry in elementary schools only apply to enjoy writing and enjoy poetry through the lyrics of children's songs or personal experiences of children.

While in the learning process many students do not understand what poetry is, so often they have difficulty writing a poem composition even though it is a simple poem. So that their ideas and creativity cannot arise due to the lack of understanding in the poetry material. In addition, there are other factors that may make it difficult for students to understand the material, namely there is no learning media that supports so that learning that runs there is no interest for students to try to make a poem or just understand it because maybe students are only presented with poems that are based on just a paper and there is no detailed explanation of how it looks.

The results of interviews with Indonesian language teachers in class V SD 4 Pegunungan, SD 4 Gribig, SD 01 Gribig and SD NU Nawa Kartika, showed that almost all students were still unable to write poetry correctly, the use of sentences was still too long and in the form of words leading to the making of the story. Following are the results of interviews with Fatimah, S.Pd, Elementary School, Tri Kiswati A, Ma, Sri Rahayu, S.Pd and Ikha Novita as class teachers and teaching Indonesian subjects in class V SD 4 Pegunungan, SD 4 Gribig, SD 1 Gribig and SD NU Nawa Kartika.

Many of these children still have difficulty determining the plot when told to write poetry, they are still often confused to write it into poetry even though it has been given an easy theme, sometimes they also find it difficult to distinguish between writing poetry and writing stories. I think they need a media that can help them, because here the media supply is limited and there is also no media related to poetry, so sometimes the teacher can only explain a little. (Fatimah, 2019)

Based on some of the problems above, it can be concluded that the problem arises because there is no learning media to understand and write children's poetry used by the teacher in the learning process. Therefore, to foster student motivation in learning to understand and write

poetry an innovative learning media is needed, so that students' creativity and ideas can be stimulated through these media. One of the media that can help students to foster creativity is pictorial writing. Images make people able to capture ideas or information contained clearly, more clearly than expressed by words. Images can replace verbal words, abstract concrete ones, and overcome human observation. Munadi (in Yudhi, 2013: 89) For this reason, the selection of pictorial book media which emphasizes pictorial media is expected to be a trigger for students to understand and foster the idea of writing in poetry learning. In addition, the selection of media is also expected to help teachers deliver poetry material in the learning process.

RESEARCH METHODS

Using research and development methods, or also called Research and Development. The Research and Development (RnD) method is a research method used to produce certain products, and test the effectiveness of these products. This research was conducted at SD 4 Pegunungan, SD 4 Gribig, SD 1 Gribig and SD NU Nawa Kartika in Kudus City.

The research subjects were all teachers, grade V students from four different schools namely SD Negeri 3 Pegunungan in Bae sub-district, SD Negeri 4 Gribig in Gebog sub-district, SD Negeri 1 Gribig in Gebog sub-district and NU Kartawa Elementary School in Kota sub-district.

Data needed, including: 1) data on the level of learning needs of the picture book based on local wisdom sacred, 2) data prototype assessment of learning media based on holy local wisdom books, 3) data on the effectiveness of learning media picture books based on the holy local wisdom for students grade V primary school, and 4) literacy data after the use of holy local wisdom-based learning media.

There are several techniques that will be used in this study including observation, interviews, and questionnaires.

Data obtained through assessment instruments were analyzed using descriptive statistics. Descriptive statistics are about describing (*describing*) or summarizing data either numerically (eg calculating averages) or graphically (in the form of tables or graphs) to get a glimpse of the data so that it is easier to read.

RESULTS AND DISCUSSION

1. Tahap Persiapan dan Pengumpulan Data

a. Observation of Students

Steps to test students' needs are done through observation. Observations made by researchers of students through aspects that are considered influential. Observations were carried out on fifth grade students at SD 3 Pegunungan, SD 4 Gribig D, SD 1 Gribig and SD NU Nawa Kartika by researchers.

The results of observing the needs of the media get different values for each aspect. Based on data obtained from three different schools, it can be concluded that on average each aspect gets a value of less than 3. This gets an adequate category.

b. Observation of the Teacher

Data collection is then carried out by observation of the teacher to determine the needs of the media. Observations were made to determine the ability of teachers to manage learning. Observations were made in the teacher's room and in the classroom conducted on 8-11 January 2019. Observations covered five important aspects in order to determine the need for the development of pop-book media based on Jepara folklore. The aspects and results of observations in three elementary schools can be seen as follows.

The results of observing the need for media have different values in each aspect. Based on data obtained from four different schools, it can be concluded that on average each aspect received a score of less than 3. This obtained an adequate category.

c. Interview with Students

Based on the results of the needs analysis interview, the resource person stated that the need for a learning medium for picture books based on sacred local wisdom contains history, pictures, which are interesting and makes it easy for students to imagine writing beautiful poetic forms centered on the images in the media.

d. Interview with Teacher

Based on the results of an interview analysis of the needs of the teacher, the resource person stated that the need for learning media picture books based on sacred local wisdom is needed because to foster student interest in reading while at the same time can facilitate students in writing an interesting poem, beautiful what is needed is a book that contains a short historical story, interesting pictures that contain local wisdom in the holy.

Data regarding media needs are obtained through a questionnaire to determine the desired

needs. The aspects listed in the questionnaire are 12 questions that can determine the learning that has been done by the need for a picture book media itself.

Based on the results of the questionnaire analyzing the needs of students, it was found that teachers when learning rarely use media, often develop poetry writing works directly. Therefore we need a media that can facilitate students to accept poetry writing material. The results of the questionnaire revealed that the desired picture book media was in 16 pt regular font or Calibri style, multi-colored book colors, and with attractive covers.

2. Development of Media Results

The development of picture book media is carried out with several stages that begin with the preparation of the picture book media using corel draw which produces a picture book design form, and at the final stage there is a validity stage of the material expert, design expert and also learning expert to determine the feasibility of the picture book media developed.

a. Media preparation of illustrated books

Media picture books are arranged using corel draw design. In the manufacturing process, first arrange the framework in the form of a rough design or written in a book and then after the chart is formed, begin by designing the layout by determining the size in accordance with the picture book to be developed. For the formation of illustrations using hand drawings or manually using curves that are operated using hands.

b. Picture Book Design Results

The results of the picture books designed using Corel Draw will be described as follows:

1. Front and Back Cover of Book
2. Preface and Table of Contents
3. Instructions for use of the book
4. Fill in the Book
5. Teacher's Instructions and Info
6. Evaluation
7. Author's Biography

3. Product Trial Results (Effectiveness)

A trial was conducted to test the effectiveness of the holy book based on local wisdom based on the material for writing poetry. The product was given in the form of a sacred based local wisdom drawing which was then read by students to answer the pretest and posttest questions.

Table 1. Grade V Pretest Values

Kelas	N	Rata-rata	Standar Deviasi	Nilai Tertinggi	Nilai Terendah
SD 3 Peganjaran	13	77	9,565	90	53
SD 4 Gribig	19	74	9,110	89	64
SD 1 Gribig	39	70	8,389	83	51
SD NU Nawa Kartika	31	65	10,576	83	41

Based on the above table data, the following table can be presented.

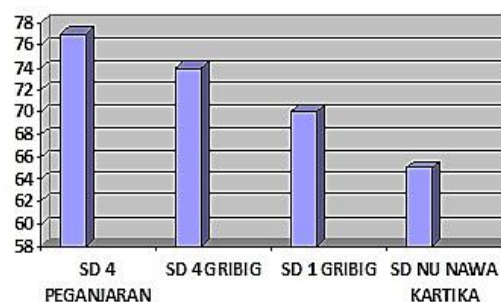


Image 1. School 4 Pretest Assessment Bar Diagram

While the posttest data is obtained as soon as learning is carried out. Posttest data in class V is presented in the following table.

Table 2. Class V Postest Value

Kelas	N	Rata-rata	Standar Deviasi	Nilai Tertinggi	Nilai Terendah
SD 3 Peganjaran	13	80	10,155	92	64
SD 4 Gribig	19	82	8,976	89	64
SD 1 Gribig	39	73	7,337	80	40
SD NU Nawa Kartika	31	81	8,576	88	76

Based on the data table above, it can be presented in the following diagram.

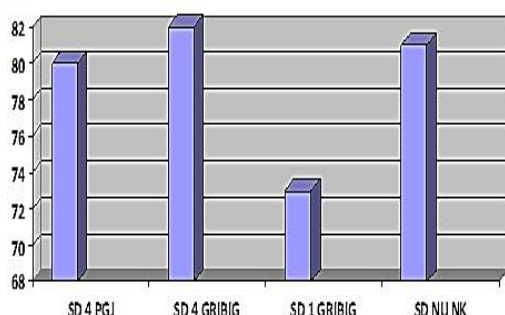


Image 4.3 Class V Posttest Value Diagram

The effectiveness test of the media showed positive results on the achievement of fifth grade students at SD 3 Pegunungan, SD 4 Gribig, and SD 1 Gribig and SD NU Nawa Kartika namely by the Steps to test the effectiveness carried out by giving questionnaires before learning. Then, the researchers gave pretest and posttest to class V. The average results of SD 1 Pegunungan namely 76.61, SD 1 4 Gribig ie 76.75 The average pretest at SD 1 Gribig was 62.72 while the average pretest at NU Kartika NU Elementary School which is 65.11. The highest grade in SD 3 Pegunungan is 90, SD 4 Gribig is 80.67, SD 1 Gribig is 81.33 while the highest grade is in NU Kartika NU Primary School is 82.63. The lowest grade at SD 3 Pegunungan is 53, SD 4 Gribig is 60.67, the lowest is SD 1 Gribig at 40.33 while NU Kartika NU is 40.67. Based on the results of the research pretest at SD 3 Pegunungan, SD 1 N 4 Gribig, SD 1 Gribig and SD NU Nawa Kartika

It can be concluded that students get enough grades, but to know the increase in results after using the picture book media it will be tested posttest questions.

The next step, the researcher gave a post-test for fifth grade students at SD 3 Pegunungan, SD 4 Gribig, SD 1 Gribig and SD NU Nawa Kartika. The average results of SD 3 Pegunungan are 82.31, SD 4 Gribig is 82.63, SD 1 Gribig is 72.82 while the average posttest of Nawa Kartika Elementary School is 90.54. The highest grades of SD 3 Pegunungan are 92, SD 4 Gribig is 89, SD 1 Gribig is 80 and SD NU Nawa Kartika is 83 The lowest scores in SD 3 Pegunungan are 41, SD 4 Gribig is 64, SD 1 Gribig is 40 while the lowest is NU Kartika Primary School, 76.

Test data normality to find out whether the data is normally distributed or not. As for the results of the normality test obtained pretest data of SD 3 Pegunungan, SD 4 Gribig, SD 1 Gribig, and SD NU Nawa Kartika with $\alpha = 5\% = 0.05$. Based on Kolmogorov-Smirnov, obtained

significance value $> \alpha = 5\%$ pretest in SD 3 Pegunungan namely $0.200 > 0.05$, in SD 4 Gribig which is $0.077 > 0.05$, in SD 1 Gribig which is $0.142 > 0.05$, and in SD NU Nawa Kartika is $0.187 > 0.05$ then H_0 is accepted, then the pretest value data is normally distributed.

Another stage is the homogeneity test to find out whether the two sample groups have the same variance or not. The results of the homogeneity test of the posttest SD 3 Pegunungan, SD 4 Gribig, SD 1 Gribig, and SD NU Nawa Kartika with $\alpha = 5\% = 0.05$. Based on Kolmogorov-Smirnov, a significance value of $> \alpha = 5\%$ posttest in Pegunungan Elementary School is $0.200 > 0.05$, in SD 4 Gribig which is $0.200 > 0.05$, in Elementary School 1 Gribig that is $0.060 > 0.05$, and in SD NU Nawa Kartika which is $0.164 > 0.05$, then H_0 is accepted, then the posttest value data for fifth grade students is normally distributed.

Another stage is the homogeneity test to find out whether the two sample groups have the same variance or not. The results of the homogeneity test of the SD 3 Pegunungan posttest, SD 4 Gribig, SD 1 Gribig, and SD NU Nawa Kartika, obtained significance of 0.202, then H_0 was accepted, so the posttest data was homogeneous (the same). Due to the significance of $0.202 > 0.05$, it can be concluded that the sample group has the same variance.

The final step is to determine the effectiveness of picture book media based on sacred local wisdom. Testing the effectiveness is done by comparing the results of the pretest and posttest of each school. Based on the t test value at SD 3 Pegunungan obtained So the acquisition of t count = 4, 542 while T table = 1.79, the t test can be concluded t count $>$ t table Then H_0 is rejected and H_a is accepted, so H_a is accepted and effective pictorial book media applied. H_a : There is a significant difference between before and after using the media of picture book writing poetry. (ACCEPTED), H_0 : There is no significant difference between before and after using the media of picture books writing poetry. (REJECTED).

Based on the test value on SD 4 Gribig obtained t count = 4.73 while T table = 1.73 t test can be concluded t count $>$ t table Then H_0 is rejected and H_a is accepted so that H_a is accepted and effective picture book media is applied. H_a : There is a significant difference between before and after using the media of picture book writing poetry. (ACCEPTED), H_0 : There is no significant difference between before

and after using the media of picture books writing poetry. (REJECTED).

Based on the t test on SD 1 Gribig, the value of t arithmetic = 6.98 while T table = 1.68 t test can be concluded t arithmetic > t table Then Ho is rejected and Ha is accepted, so Ha is accepted and effective picture book media is applied, Ha: There is a significant difference between before and after using the media picture books writing poetry. (ACCEPTED), Ho: There is no significant difference between before and after using the media of a book like writing poetry. (REJECTED).

Based on the test values in Nawa Kartika Elementary School, it was obtained t count = 8.07 while T table = 1.68 t test can be concluded t count > t table Then Ho is rejected and Ha is accepted, so Ha is accepted and effective picture book media is applied, Ha : There is a significant difference between before and after using the media picture books writing poetry. (ACCEPTED), Ho: There is no significant difference between before and after using the media of a book like writing poetry. (REJECTED).

The results of this study have similarities and differences with research by Adipta (2016), Aminah (2017), Bachtiar (2014), Dewi (2018), Fawziah (2017), Hadiyani (2016), Rahmawati (2013), Sudaryono (2016), Sulistijani (2018) and Supriatini (2017). The similarities are in the subjects, materials, and learning media variables. Meanwhile the difference is in the focus of the study so the results are different.

CONCLUSION

Based on the results of research and discussion outlined in the previous chapter, the following conclusions can be obtained. Based on the results of observations in class V SD 3 Peganjuran, SD 4 Gribig, SD 1 Gribig and SD NU Nawa Kartika Indonesian subjects, interviews with teachers and questionnaires for teachers. Analysis of the needs of the teacher, the resource persons produce that all teachers need a learning medium for picture books based on sacred local wisdom on Indonesian subjects is needed because to foster an interest in reading and writing beautiful poetry that students lack. Media Learning for picture books based on local wisdom in Indonesian subjects needed is a book that contains interesting strategies and local wisdom with the size of a student textbook. The development of learning picture books based on sacred local wisdom in Indonesian subjects is very helpful for teachers in learning. It can be

concluded that the development of a picture book learning guide based on sacred local wisdom in Indonesian subjects is needed to foster interest in reading and writing poetry by students or to facilitate teachers in teaching learning to write poetry. Also expected in the development of this book teachers are more eager in carrying out learning in the classroom.

Prototype learning media picture books based on sacred local wisdom in Indonesian subjects, taking steps in the learning process namely, planning, implementing, and taking concrete steps and developing writing poetry based on local wisdom using active learning strategies. The development of the picture book media was designed by using corel draw by designing the lay out of the book first, then depicting the illustrations operated by hand or manual drawing, then forming the background for laying the text of the poetry material and the final result of designing the picture book was smoothed by using a snape so that The picture does not look rough and is printed to JPEG. After the design of the picture book media is complete, a laser print is then printed into an attractive picture book. There are seven local wisdoms taken but for those who try it, they can choose from one suitable local knowledge which is used as the work of several types of poetry. Prototype learning media for picture books based on local wisdom in Indonesian subjects include the cover component of the book through the development of cover illustrations containing images of sacred local wisdom, simple cover title writings, and very interesting cover colors and covers. Page components are easy to read and understand because they are simple and the pages use 150 gr Art Paper. The contents of local wisdom material through the development show some kinds of local wisdom from the Kudus area but this is only the basis, and the writing is adjusted to the size of the book so that it is easily understood by teachers and fifth grade elementary school students.

The results of the effectiveness test of media learning for picture books based on sacred local wisdom on Indonesian subjects. Testing the effectiveness is done by comparing the results of the pretest and posttest of each school. Based on the t test value at SD 3 Peganjuran obtained So the acquisition of t count = 4, 542 while T table = 1.79, the t test can be concluded t count > t table Then Ho is rejected and Ha is accepted, so Ha is accepted and effective pictorial book media applied. Based on the test value on SD 4 Gribig obtained t count = 4.73 while T table = 1.73 t test

can be concluded $t_{count} > t_{table}$ Then H_0 is rejected and H_a is accepted so that H_a is accepted and effective picture book media is applied. Based on the t test on SD 1 Gribig obtained value of $t_{count} = 6.98$ while $T_{table} = 1.68$ t test can be concluded $t_{count} > t_{table}$ Then H_0 is rejected and H_a is accepted, so H_a is accepted and effective picture book media is applied, Based on the value the test at SD NU Nawa Kartika obtained $t_{count} = 8.07$ while $T_{table} = 1.68$ t test can be concluded $t_{count} > t_{table}$ Then H_0 is rejected and H_a is accepted, so H_a is accepted and effective picture book media is applied.

Based on the process of media development and testing of Indonesian language learning media based on picture books on poetry writing material for fifth grade elementary school students.

The learning media based on picture books writing poetry material is expected to be a support in learning Indonesian elementary / MI grade V. There are a number of suggestions relating to the development of this picture based learning media. The suggestions are as follows:

- a. Picture-based learning media for fifth grade students of SD / MI certainly has advantages and disadvantages. Therefore, in the use of this picture book media it should be supported with images that are more interesting and deeper, so that students are more motivated in developing the ability to write poetry.
- b. Teachers who use the media picture books writing poetry material to students of grade V SD / MI developed, should first learn and understand how to make children's poetry by adjusting the mindset of low grade students so that in the learning process the teacher can direct students in making work poetry that is simpler and easier to learn.
- c. Picture book-based learning media for fifth grade students of SD / MI is only limited to literary material in writing poetry in the form of free poetry, it should be developed for further research by adding other literary materials such as the ability to write rhymes and prose.

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