



STUDY OF CHILDREN'S LITERATURE AS TEACHING MATERIAL FOR ELEMENTARY SCHOOLS IN LEARNING MORAL CHARACTER OF STUDENTS

Nur Azmi Alwi¹, Diren Agasi², Andika Surya Perdana³, Nadia Sya'idah⁴
Pendidikan Dasar, Universitas Negeri Padang, Kota Padang, Sumatera Barat
E-mail: ¹nurazmialwi@fip.unp.ac.id, ²Direnagasi2895@gmail.com,
³andikaperdana073@gmail.com, ⁴syaidahnadia@gmail.com

Abstract

Problems regarding character and morals that occur in elementary school students are a hot topic of discussion. The character and moral crisis that is happening to the Indonesian nation today is extraordinary. In recent years, we are often presented with information about how corrupt and depraved the morals of students are. Starting with cases of sexual harassment that occur in children which makes us very sad. The fact that has happened is the shared responsibility of all groups, be it the family, teachers, government, and the social environment where the child is. Thus, children's literature becomes a solution to make improvements to the character and morals of students. Children's literature must be re-presented and intended to the maximum for students. The purpose of this research is to describe how the study of character and moral teaching in the Story of a Fairy Tale and to provide input for children's literature is used as teaching material that is entertaining and fun for students.

Keywords: *Character and morals, Children's Literature, Teaching Materials*

1. INTRODUCTION

Literature learning has the function of a work that can increase the level of intelligence, creativity, and high level of imagination and has various kinds of life values that will provide teaching in character and moral formation. Children's literature is an imaginative work in the form of language and contains thoughts, experiences, and feelings that are specifically intended for children, and it can be written by adults or the children themselves (Panglipur & Listiyaningsih, 2017). Meanwhile, another opinion says that children's literature is a picture of a life given to children and involves various aspects of feelings such as thoughts, emotions, feelings, and experiences that involve morals and are expressed in the form of language that is easy and undemanding to understand by children (Nahdlatul & Mataram, 2020). In essence, children's literature is closely related to the feelings and emotions felt by children; when enjoying children's literature, it is expected that they will be able to understand how different characters are in life thus they can construct literature as a meaningful lesson (Farahiba, 2017).

One of the children's literature that can be utilized to improve children's morals and character in primary schools is entertaining stories related to the child's life (Anafiah, 2018). One of the examples is by using fables or animal stories, in which children will be more interested in paying attention to them. The fable itself is a story portrayed by animals that are described as having characteristics such as humans, and these animals can talk, and have karma. Hence they can become a reflection of a person or group of people (Luh Putu Ning Septyarini Putri Astawa, 2019). In general, a fable is not a long plot story. Even though a fable can teach about how to have a moral life usually, the moral messages are found at the end of the story (Azizah et al., 2021).

STUDY OF CHILDREN'S LITERATURE AS TEACHING MATERIAL FOR ELEMENTARY SCHOOLS IN LEARNING MORAL CHARACTER OF STUDENTS

Nur Azmi Alwi, Diren Agasi, Andika Surya Perdana, Nadia Sya'idah

DOI: <https://doi.org/10.54443/ijerlas.v2i3.249>

Unfortunately, nowadays, children's literature is often neglected, whereas children's literature should be a must for children in the learning process both in the school and family environment. One of the reasons today's children have started to abandon children's literature, such as fables, fairy tales, and others, is that children are more likely to enjoy watching TV activities in which many shows that do not follow the culture and moral characteristics of the nation. In the shows, children imitate traits that lead to immoral actions (Syihabuddin et al., 2018).

Therefore, analysis and study of children's literary works are required, which will ultimately be implemented in the learning process in primary schools. Besides, it can be changed or formulated into the form of teaching materials from children's literature that has moral values and character so that can influence and change children's views about literature which they have considered unattractive and very rigid. The focus of children's literature study in this research is improving textbooks analysis that teaches about character and morals, one of which is a book entitled *The Story of a Fairyland* by Mulasiharty (Ridwan, 2016). This present study aims to describe how the characters and moral teachings contained in the story through careful study and analysis and to establish children's literature into teaching materials as a solution to improve children's morals and character at primary school age.

2 METHODS

The method used in this research is a qualitative descriptive model. Qualitative descriptive design is used for the analysis process and presents facts data (Isnawati et al., 2020). In this research, the data were in the form of dimensions of the teaching of character and moral values in fables entitled *The Story of a Fairyland*. Thus the data were described using an understanding of qualitative meanings. This study applied a qualitative descriptive method that systematically described things, facts and data characteristics in the form of the teaching of character and moral values that were analyzed through descriptive-analytic approach (Zaluchu, 2021).

The selection and implementation of this method were deemed appropriate and following the research problems and objectives that had been determined, as well as trying to describe several public concerns about the character and moral crisis engulfing children at primary school age. Therefore, it becomes urgent to implement the characters and morals resulting from the study of fables entitled *The Story of a Fairyland*. In other aspects, these matters are based on two primary considerations, such as the characteristics and objectives to be obtained using this method.

Several steps implemented in this research, starting from collecting data, analyzing the data and concluding the data (Nurmalasari & Erdiantoro, 2020). The data source in this study came from a fable book entitled *The Story of a Fairyland* written by Mulasiharty, published in 2013 by the publisher of *Pustaka Anak* in Yogyakarta. In this book there are eight funny animal stories, including: *Lampu Kunang – Kunang, Tubuh Kalelawar, Kelinci Dan Laba – Laba, Kemenangan Penghuni Hutan, Kiko Si Semut Yang Tak Mau Berjabat Tangan, Kisah Nasi Menangis, Mutiara Near Si Kerang, Dan Negeri Kejujuran*. *Fireflies Light, Bat's Body, Rabbits and Spiders, The Victory of the Forest Dwellers, Kiko the Ant Who Doesn't Want to Shake Hands, The Story of Crying Rice, Pearl Near the Shell, And the Land of Honesty.



3.RESULTS AND DISCUSSION

3.1. Results

The following table shows the character and morals of the children's literature that is used as a reference.

Table 1. Description of Moral Teachings and Character

No	Title	Depictions of character and moral teachings	Sign Or Codify
1	Lampu Kunang-kunang	"Thank you all for willing to help our family fight fear when night comes," all forest dwellers expressed their gratitude to all members of the firefly family. "How about you Rin? do you still think you are an animal that does not benefit others?" Rin smiled at the words from her mother, in fact what Rin's mother said to her is true, Rin is an extraordinary animal."	# character #moral #lampu kunang-kunang
2	Tubuh Kelelawar	"O all residents and forest dwellers, listen to this carefully, because today I will decide something after doing much consideration. There are two types of bats. Therefore, O birds and mice today bats get a privilege, so do not do bad things while belittling the bats. The thing I have decided and conveyed will not change and cannot be confronted by anyone. Those are the ways and tricks used by the king of the jungle to find solutions to the problems faced by bats. Thus since that day, the bats no longer get bad treatment and get humiliation by other forest dwellers due to their status. Since then, bats have been loved and respected by residents and other forest dwellers."	#character #Moral #tubuh kelelawar

STUDY OF CHILDREN'S LITERATURE AS TEACHING MATERIAL FOR ELEMENTARY SCHOOLS IN LEARNING MORAL CHARACTER OF STUDENTS

Nur Azmi Alwi, Diren Agasi, Andika Surya Perdana, Nadia Sya'idah

DOI: <https://doi.org/10.54443/ijerlas.v2i3.249>

-
- | | | | |
|---|---------------------------|--|---|
| 3 | Kelinci dan Laba-laba | <p>At this moment, the rabbit understands that the spider has a fraudulent nature. The rabbit wants to teach him a lesson so that the spiders do not cheat anymore. "Well, you can find lovely honey in the dense tree," said the rabbit. It did not take long for the greedy spider to climb up the dense tree. However, unfortunately, it was not honey that the spider found, but a collection of stinging bees that he encountered, the bees immediately attacked the spider with their stings. "Ouch, rabbit help me, gosh... it hurts..." the spider screams. Unfortunately the rabbit had left the spider, and he decided he did not want to have a friend who was like the greedy and deceptive spider.</p> | <p>#character
#Moral
#kelinci dan laba-laba</p> |
| 4 | Kemenangan Penghuni Hutan | <p>The forest dwellers carried out a convoy where the loggers' tent was located. The one who gets the first task is the snake. The snakes sneaked into the woodcutter's tent. How shocked the woodcutters were to see a group of snakes entering their tent, so they ran hurried in fear. Then the elephants entered the tent to observe the situation, whether the tent was empty of illegal loggers or not. Because the illegal loggers were out, the elephants took the weapons they brought with them. Furthermore, it came to the ants' turn to attack, biting the loggers when they were about to attack the other forest dwellers. Seeing this incident, all the wild tree loggers became hysterical, they tried to save themselves by running as fast as possible. Still, pride of lion was waiting for them to be chased down until the wild loggers came out of the forest and</p> | <p>#character
#moral
#kemenangan penghuni hutan</p> |



- would not come back again.
- 5 Kiko Semut, Tak Mau Berjabat Tangan
Now Kiko feels thrilled because she can meet and gather again with her friends who some time ago thought Kiko was not like the old Kiko anymore. These things are just a misunderstanding that occurred between Kiko and his friends. From that incident, Kiko felt that even a slight misunderstanding could ruin the friendship.
#character
#moral
#kiko semut
 - 6 Kisah Nasi Menangis
"I will gladly forgive what you have done as long as you want to promise that you will not throw away and leave the food you are enjoying" Hasi and Noe made a mutual agreement. Listening to every Hasi's word, Noe promised to himself, that when he eats he will finish his food and not leave anything behind.
#character
#moral
#kisah nasi menangis
 - 7 Mutiara Nera Kerang
"Wow, that necklace is beautiful. Did you create it for me?" said Princess Febe. "No princess, the one who made this beautiful necklace was my mother, not me. And the raw material is princess's tears" Nera the Clam explained it to the princess with a sweet smile. After attending a party hosted by Princess Febe, Ikan gave a gift in the form of an award to Nera in which Nera and her mother were offered to live and stay in the palace of the sea kingdom. Hearing the offer, Nera was thrilled because she would also have a friend, the kind-hearted Princess Febe. Kuku the tortoise and Muo the Fish also apologized to Nera since they always looked down on Nera and considered Nera a weak person.
#character
#moral
#mutiara nera kerang

STUDY OF CHILDREN'S LITERATURE AS TEACHING MATERIAL FOR ELEMENTARY SCHOOLS IN LEARNING MORAL CHARACTER OF STUDENTS

Nur Azmi Alwi, Diren Agasi, Andika Surya Perdana, Nadia Sya'idah

DOI: <https://doi.org/10.54443/ijerlas.v2i3.249>**3.2. Discussion**

Whether we realize it or not, literature and the study of literature related to the world and the lives of children have a significant influence. Included in the stages of formation and development of character, morals, as well as the personality and character of children to be carried on in the next level of life, which is the adult stage of life that has a clear and precise plan, identity, mental character, and life goals according to their portion. The process of encouraging values and the meaning of these values can start when children are at a level or stage before entering qualified language skills, such pre-reading and pre-speaking stages (Alwi & Irwandi, 2022). Activities included in the pre-speaking and pre-reading processes can be carried out in various forms of activity, for example, in the form of hums or songs which are usually sung by mothers when trying to persuade or put their children to sleep or to make their children happy. Generally, these songs contain literary values that influence on the process of encouraging and developing for the child's soul, for instance, the value of beauty and compassion among others (Rosid, 2021). This fact is often found in literature, especially in children's literature, such as poetry, children's stories, children's novels, short stories, fables, legends and et cetera. This present research focuses on the discussion of the study of several important aspects and components contained in the fable entitled *The Story of a Fairyland*. From the point of view of a character and moral formation and teaching, with the objectives of creating learning media in the form of modules or teaching materials following children's needs specifically children who have good, appropriate characteristics, and encourage moral and character attitudes for students in the primary school environment.

Character education is a stage in the education world that carries out two crucial tasks: the development of general abilities and the development of children's moral abilities (Ramdhani, 2018). Moral teaching and the process of character encouragement are very crucial aspects to be carried out starting at the children's age stage. The current reality in Indonesia is that the process of encouraging the teaching of character and moral values is experiencing a crisis among the public (Rosad, 2019). Nowadays, Indonesian successors' character and morals are unsettling due to immoral and inappropriate cases, such as sexual abuse of children, child abduction, and other criminal acts that occur among children. – whether the child is the perpetrator or the victim (Aini & Setiawan, 2021). Based on this reality, it is essential for all circles and state holders of Indonesia, including parents, teachers, and the government, to activate and provide a forum to distribute various types of knowledge related to literature. Especially literature for children, which is used as one of the forms of encouraging and forming the teaching of character and moral values for children (Putri & Elvina, 2018). Hence, the value of children's literature usefulness and function can be experienced by children in primary schools. The value of moral and character teaching regarding the importance of the benefits of every living creature on this earth, can be seen and listened to in the fable entitled *Lampu Kunang – Kunang*. The story teaches children to have the attitude of mutual help and forgiveness. The following is a part of the story that can foster these attitude in children. "Thank you all for willing to help our family fight fear when night comes," all forest dwellers expressed their gratitude to all members of the firefly family. "How about you Rin? do you still think you are an animal that does not benefit others?" Rin smiled at the words from her mother, in fact what Rin's mother said to her is true, Rin is an extraordinary animal."

The teaching of character and morals of a leader is essentially respecting and upholding fair values that are authentic for all the needs and interests of the people he leads



and can be a way out of the problems that occur. The fable entitled *Tubuh Kelelawar* describes an easy and straightforward way about how a leader takes a firm, fair decision and does not contradict other aspects of life. Thus the decision can be accepted by everyone he leads. In this story, the children in the class are expected to have the qualities and attitudes of a leader as told in the fable when they are at the adult stage. The following is a part of how a leader has assertiveness and makes fair decisions. "O all residents and forest dwellers, listen to this carefully, because today I will decide something after doing much consideration. There are two types of bats, therefore, O birds and mice, today bats get a privilege, so do not do bad things while belittling the bats. The thing I have decided and conveyed will not change and cannot be confronted by anyone. Those are the ways and tricks used by the king of the jungle to find solutions to the problems faced by bats, thus since that day the bats no longer get bad treatment and get humiliation by other forest dwellers due to their status. Since then, bats have been loved and respected by residents and other forest dwellers."

A harmonious life is an example of an enjoyable life, far from misunderstanding, it will make a magnificent life and leads to intimate and warm friendship. This ideal life can be found by children when reading a story entitled "*Kiko Semut*". The following is a part of the story that can be used as moral and character teaching for children. "Now Kiko feels thrilled because she can meet and gather again with her friends who some time ago thought Kiko was not like the old Kiko anymore. These things are just a misunderstanding that occurred between Kiko and his friends. From that incident, Kiko felt that even a small misunderstanding could ruin the friendly friendship."

The era of modernization and globalization is developing rapidly. Sometimes humans tend to ignore the fortune they get, for example, regarding side dish for daily life. The Indonesian government is currently actively pursuing a food self-sufficiency program thus it can be exported and food ingredients that can be produced domestically do not need to be imported. Lessons and teachings about character and moral encouragement can be seen from the story entitled "*Kisah Nasi Menangis*", there is an insinuation in the story of how many people nowadays live with excessive levels of hedonism and tend to waste food. The following is a part of the story that can be used as the teaching of character and moral values for children. "I will gladly forgive what you have done as long as you want to promise that you will not throw away and leave the food you are enjoying" Hasi and Noe made a mutual agreement. Listening to every Hasi's word, Noe promised himself, that when he eats he will finish his food and not leave anything behind."

All creatures created by God have their strengths and weaknesses. All creatures should unite to complement each other, hide their weaknesses and strengthen the existing strengths. This kind of moral and character teaching is contained in the story entitled *Mutiara Nera Kerang*, which makes us realize that in this world, nothing is perfect, everything has weaknesses and strengths that can be overcome if we can live in harmony and coexist. The following is a story excerpt that teaches about character and morals for children. "Wow, that necklace is beautiful. Did you create it for me?" said Princess Febe. "No princess, the one who made this beautiful necklace was my mother, not me. And the raw material is princess's tears" Nera the Clam explained it to the princess with a sweet smile. After attending a party hosted by Princess Febe, Ikan gave a gift in the form of an award to Nera in which Nera and her mother were offered to live and stay in the palace of the sea kingdom. Hearing the offer, Nera was thrilled because she would also have a

STUDY OF CHILDREN'S LITERATURE AS TEACHING MATERIAL FOR ELEMENTARY SCHOOLS IN LEARNING MORAL CHARACTER OF STUDENTS

Nur Azmi Alwi, Diren Agasi, Andika Surya Perdana, Nadia Sya'idah

DOI: <https://doi.org/10.54443/ijerlas.v2i3.249>

friend, the kind-hearted Princess Febe. Kuku the tortoise and Muo the Fish also apologized to Nera since they always looked down on Nera and considered Nera as a weak person.”

The implementation of children's literature as the teaching material is not difficult to do if the teacher can teach children's literature correctly and adequately in the learning process. The teaching materials themselves are all types of teaching materials used in the learning process by assisting teachers and instructors in the classroom (Nurdyansyah & Mutala'liah, 2018). Meanwhile, for children's literature teaching materials that are made in an exciting and fun way, it will be an effective means to internalize children's moral and character education (Wulandari, 2017). Children's literature full of values and meaning of life can be a reference for child's psyche always to behave positively. The need for children's literature teaching materials with the main reason children need literary reading is for fun, experiencing adventure, being able to escape for a moment from the situation or problem at hand, stimulating the imagination, understanding oneself and others (Yuli Kurniawan, 2021).

The implementation of children's literature teaching materials in primary schools will be enthusiastic if a teacher can tell stories about funny animal stories or perform monologues with maximum spirit in front of students (Rahayu et al., 2018). Through children's literature teaching materials, it will be easier to achieve the desired learning process and objectives (Syafutri & Hidayati, 2017). Recently, the influential media to encourage moral teachings and character can be maximized by internalization children's literature to children of primary school age. Children's literature is a fun way to open other ways for knowledge, specifically language and literature education in primary schools.

4.CONCLUSION

This present research concluded about the teaching of character and morals, in the first place, nowadays, children's character and morals are genuinely at a worrying stage along with the existence of perversion, sexual harassment, obscenity, and other criminal acts that occur among children both as a victim and as a perpetrator. Therefore, it is deemed necessary to convey that the study of children's literature, which can become the basis for enriching children's character and morals, becomes the obligation of all parties, both teachers and parents in primary schools to apply and study about children's literature. Applying children's teaching materials based on children's literature will come alive and interactive if the teacher can apply literature, whether it is in the form of storytelling about children's stories, both fables and legends, with the maximum spirit in front of the students, hence through the implementation of teaching materials it is expected to be able to facilitate in achieving a process and objective of the intended education. At present, learning media that are considered to be efficacious in teaching and encouraging the character and morals of children, one of them can be done through this literary teaching material which is maximized by the process of its use. Literature that is intended for children is a gate of knowledge that makes children feel happy in obtaining the new knowledge they will receive.

The researchers suggest that all stakeholders continuously carry out the full process to improve the morals and character of the nation's children. It has become a strategic move to make children's literature as one of the teaching materials and media to contribute to improving the morals and character of the nation's children.



REFERENCES

- Aini, Q., & Setiawan, H. (2021). Analisis Stuktur Dan Framing Model Zhongdang Pan dan Gerald M. Kosicki Mengenai Berita Mensos Risma Menanggapi Kasus Pelecehan Anak Panti Asuhan *Jurnal Pendidikan Tambusai*, 5, 9623–9629. <https://jptam.org/index.php/jptam/article/view/2538>
- Alwi, N. A., & Irwandi, I. (2022). Gender Differences in Language Use under Descriptive Perspective and Qur'anic Moral Values Education. *Journal of Innovation in Educational and Cultural Research*, 3(2), 132–139. <https://doi.org/10.46843/jiecr.v3i2.71>
- Anafiah, S. (2018). Penumbuhan kreativitas anak melalui apresiasi sastra. *Trihayu*, 4(3), 411–414.
- Aryanto, S., & Widiyansyah, A. (2019). *Indonesian Journal of Primary Education Kreativitas dalam Pembuatan Sastra Anak Berbasis Ecopreneurship*. 3(2), 83–90.
- Audie, N. (2019). Peran Media Pembelajaran Meningkatkan Hasil Belajar Peserta Didik. *Prosiding Seminar Nasional Pendidikan FKIP*, 2(1), 586–595.
- Azizah, N., Tussifa, B., Nurhabibah, P., Guru, P., Dasar, S., Cirebon, U. M., & Education, J. (2021). *Pengembangan Media Pembelajaran Wayang Kartun Pada Materi Cerita Fabel Kelas Ii Sdn I*. 9(3), 152–158.
- Farahiba, A. S. (2017). *E ks isten s i s astra ana k dala m pem b en t uk an k ara kter pada tin gk at pen d id ikan dasar*. 1(1), 47–60.
- Isnawati, I., Jalinus, N., & Risfendra, R. (2020). Analisis Kemampuan Pedagogi Guru SMK yang sedang Mengambil Pendidikan Profesi Guru dengan Metode Deskriptif Kuantitatif dan Metode Kualitatif. *INVOTEK: Jurnal Inovasi Vokasional Dan Teknologi*, 20(1), 37–44. <https://doi.org/10.24036/invotek.v20i1.652>
- Labib, M. (2020). Sastra Anak Sebagai Sarana Pendidikan Karakter Anak di Sekolah. *Jurnal KATA (Bahasa, Sastra Dan Pembelajarannya)*, 8(1), 2–10.
- Luh Putu Ning Septyarini Putri Astawa, N. (2019). Buku Cerita Fabel Berbasis Pendidikan Karakter Untuk Siswa Sekolah Dasar Kelas Tinggi. *Jurnal Lentera Pendidikan Pusat Penelitian LPPM UM METRO*, 4(2), 126–143.
- Nahdlatul, U., & Mataram, W. (2020). Mengembangkan Kepribadian Anak Melalui Sastra Anak (Dongeng). *Budaya Dan Pariwisata*, 1(1). <http://ejournal.unwmataram.ac.id/penq/index>
- Nisya, R. K., & Sutrisna, D. (2019). Mengembangkan Karakter Peserta Didik Melalui Sastra Anak. *Prosiding Seminar Nasional ...*, 1083–1088. <https://prosiding.unma.ac.id/index.php/semnasfkip/article/view/154>
- Nurdyansyah, & Mutala'liah, N. (2018). Pengembangan Bahan Ajar Modul Ilmu Pengetahuan Alambagi Siswa Kelas IV Sekolah Dasar. *Program Studi Pendidikan Guru Madrasa Ibtida'iyah Fakultas Agama Islam Universitas Muhammadiyah Sidoarjo*, 41(20), 1–15.
- Nurmalasari, Y., & Erdiantoro, R. (2020). Perencanaan Dan Keputusan Karier: Konsep Krusial Dalam Layanan BK Karier. *Quanta*, 4(1), 44–51. <https://doi.org/10.22460/q.v1i1p1-10.497>
- Panglipur, P. J., & Listiyaningsih, E. (2017). Sastra Anak Sebagai Sarana Pembelajaran Bahasa Dan Sastra Untuk Menumbuhkan Berbagai Karakter Di Era Global. *Jurnal UNEJ*, 687–696.
- Putri, D., & Elvina. (2018). the Role of Foklore Riau in Development of Children'S Language Behavior Intk Pembina Negeri Rokan Hulu. *Jurnal Gramatika*, 4(2), 262–

STUDY OF CHILDREN'S LITERATURE AS TEACHING MATERIAL FOR ELEMENTARY SCHOOLS IN LEARNING MORAL CHARACTER OF STUDENTS

Nur Azmi Alwi, Diren Agasi, Andika Surya Perdana, Nadia Sya'idah

DOI: <https://doi.org/10.54443/ijerlas.v2i3.249>

270. <https://doi.org/10.22202/JG.2018.V4i2.2701>
- Rahayu, N. P., Lestari, R. S., Anjani, C., & Firmansyah, D. (2018). Aspek Kepribadian Tokoh Utama Dalam Cerpen. *Parole Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 1(2), 17–28.
- Ramdhani, M. A. (2018). Lingkungan Pendidikan dalam Implementasi Pendidikan Karakter. *Jurnal Pendidikan Universitas Garut*, 8(1), 28–37. <https://doi.org/10.1177/002218568402600108>
- Ridwan, M. (2016). Ajaran Moral Dan Karakter Dalam Fabel Kisah Dari Negeri Dongeng Karya Mulasih Tary (Kajian Sastra Anak Sebagai Bahan Ajar Di Sekolah Dasar). *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, 6(01), 95–109. <https://doi.org/10.25273/pe.v6i01.299>
- Rosad, A. M. (2019). Implementasi Pendidikan Karakter Melalui Manajemen Sekolah. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 5(02), 173. <https://doi.org/10.32678/tarbawi.v5i02.2074>
- Rosid, A. (2021). Nilai-Nilai Dalam Sastra Anak Sebagai Sarana Pembentukan Karakter. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Metalingua*, 6(1), 7–10. <https://doi.org/10.21107/metalingua.v6i1.10508>
- Syafutri, H. D., & Hidayati, F. (2017). Fabel sebagai Alternatif Pendidikan Karakter dalam Pembelajaran Sastra Anak. *Universitas Sebelas Maret*, 1, 123–134.
- Syihabuddin, S., Damaianti, V. S., Apriliyani, N. Y. A., & Istianingrum, R. (2018). Perencanaan Pengembangan Instrumen Penilaian Sikap pada Apresiasi Sastra Anak. *Lingua Franca: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 2(2), 22. <https://doi.org/10.30651/lf.v2i2.2205>
- Wulandari, Y. (2017). Kelayakan Aspek Materi Dan Media Dalam Pengembangan Buku Ajar Sastra Lama. *Gramatika STKIP PGRI Sumatera Barat*, 3(2). <https://doi.org/10.22202/jg.2017.v3i2.2049>
- Yuli Kurniawan, P. (2021). Pengembangan Bahan Ajar Interaktif Dengan Menggunakan Aplikasi Lectora Inspire Untuk Mahasiswa Pendidikan Bahasa Dan Sastra Indonesia. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Metalingua*, 6(1), 37–42. <https://doi.org/10.21107/metalingua.v6i1.10560>
- Zaluchu, S. E. (2021). Metode Penelitian didalam Manuskrip Jurnal Ilmiah Keagamaan. *Jurnal Tekonolgi Berita Hidup*, 3(2), 6.