

Digital-Based Literary Appreciation Teaching Materials to Strengthen Students' Communicative and Collaborative Character

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ABSTRAK

Penggunaan bahan ajar berbasis digital telah menjadi kebutuhan yang mendesak untuk meningkatkan keterlibatan siswa serta menumbuhkan karakter komunikatif dan kolaboratif. Namun, banyak bahan ajar tradisional yang belum mampu memanfaatkan potensi teknologi digital secara maksimal. Penelitian ini bertujuan untuk mengembangkan bahan ajar apresiasi sastra berbasis digital dalam penguatan karakter komunikatif dan kolaboratif mahasiswa. Metode penelitian ini menggunakan metode deskriptif kualitatif. Desain penelitian yang digunakan dalam penelitian ini adalah penelitian 4-D Research and Development. Pengembangan bahan ajar apresiasi sastra berbasis digital untuk menguatkan karakter komunikatif dan kolaboratif mahasiswa dilakukan dalam beberapa tahap yaitu, analisis, tahap desain, tahap pengembangan, implementasi, dan evaluasi. Uji coba produk dilakukan kepada mahasiswa berdasarkan pada hasil pretest dan posttest. Hasil pretest kepada mahasiswa memperoleh data (cukup efektif) dan hasil posttest (sangat efektif) dalam pembelajaran sastra untuk menguatkan karekter komunikatif dan kolaboratif. Uji coba produk dilakukan juga pada kelompok dosen untuk menunjukkan hasil sebesar yang baik dan layak untuk digunakan dalam pembelajaran sastra. Penelitian ini berimplikasi terhadap pembelajaran sastra terutama dalam pengembangan bahan ajar apresiasi sastra yang yang dikombinasikan dengan kemajuan teknologi (digital).

ABSTRACT

Using digital-based teaching materials is urgently needed to increase student involvement and foster communicative and collaborative character. However, many traditional teaching materials have yet to utilize the full potential of digital technology. This research aims to develop teaching materials for digital-based literary appreciation to strengthen students' communicative and collaborative character. This research method uses a qualitative descriptive method. The research design used in this research is 4-D Research and Development research. The development of digital-based literary appreciation teaching materials to strengthen students' communicative and collaborative character is carried out in several stages: analysis, design, development, implementation, and evaluation. Product trials are conducted on students based on the pretest and posttest results. The pretest results for students obtained data (quite effective) and posttest results (very effective) in learning literature to strengthen communicative and collaborative characteristics. Product trials were also carried out on lecturer groups to show good results and were suitable for use in literature learning. This research has implications for literature learning, especially in developing literary appreciation teaching materials combined with (digital) technological advances.

1. INTRODUCTION

In the ever-growing digital era, education faces new challenges and opportunities in integrating technology into the learning process. One area that has been greatly affected by these changes is the teaching of literature. Literary appreciation, as an important component in the educational curriculum, requires an innovative approach to remain relevant and interesting for students. The use of digital-based teaching materials has become an urgent need to increase student involvement and foster communicative

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and collaborative character. However, many traditional teaching materials have not been able to utilize the full potential of digital technology. Literary learning is the process of conveying and transmitting knowledge about a creation from a creative process using language as the medium. Teaching literature is basically very important in human development, not only important as something to read but also as something that motivates someone to act (Angraini, 2020; Kolaboratif, 2024). Literature learning is carried out so that students gain literary knowledge and experience. Literary knowledge is gained by reading theory, history, and literary criticism, while literary experience is gained by reading, watching literary performances, and writing literary works. Learning literature hopes to create a sense of enjoyment in studying literature and a desire to create literary works. Creating fun and focused literary learning is not an easy matter, therefore educators' competence in literary material needs to be improved (Gurning, 2022; Wulandari & Purwanto, 2020).

The current development of literary learning is greatly influenced by technological developments which is increasingly moving towards the digital realm. The development of the digital era is expected to have a positive impact on the progress of literary learning (Revelation Aji Fatma, 2020; Subhan et al., 2023). Literary learning is currently facing new challenges that are increasingly complex and difficult amidst the cultural conditions of society regarding literacy, especially among the younger generation, as well as the rapid flow of Education 4.0 and Society 5.0, technological disruption, and the demands of the 21st century. Skills. Education in the 5.0 era does not only require basic literacy but also other competencies, namely being able to think critically, reason, be creative, communicative, collaborative, and have problem solving abilities, as well as having characters that reflect Pancasila, namely, curiosity, initiative, perseverance, ability. adaptable, leadership spirit, has social and cultural awareness (Nasution et al., 2023; Wahyu & Meilan, 2022). Seeing these conditions, literature learning must be designed in such a way that it is interesting and easy to understand. Literature learning in the digital era is starting to utilize various innovations made by educators to achieve literary learning goals, one of which is by using teaching materials. Teaching materials are the main things that cannot be separated from learning activities that are able to guide students to master learning objectives. (Habibi et al., 2019; Mu'jizah et al., 2022). Innovation in literature learning needs to be integrated with various literary teaching materials, one of which is digital teaching materials that are fun and interesting for students. Digital-based teaching materials are educational tools that facilitate and adapt teaching to each student, this is because educators will be able to encourage collaboration, student interaction and greater learning control (Arianto et al., 2020; Pozo et al., 2021).

The use of good teaching materials will support the progress of literature learning which emphasizes the process of communication or interaction between educators, students and literary appreciation. Apart from that, creating teaching materials that contain conceptual resources will be able to make learning fun. This is the most important thing in studying literature (Hasanudin et al., 2021; Satinam & Noermanzah, 2020). However, based on observations made in literature learning such as in literature studio courses, appreciation of drama, poetry and prose, it is known that the teaching materials often used in literary appreciation are limited to examples of literary works and also power points. The weaknesses of this teaching material are its suitability to students' needs, its appearance is less attractive, limited space for student communication and discussion regarding literary performances, and students do not get real examples of what real literary appreciation is like. In fact, teaching materials are a set of teaching materials that refer to the curriculum used to achieve predetermined competency standards and basic competencies (Juwati et al., 2021; Komariah, 2018) Choosing the right literary teaching materials should be able to encourage students to be more able to express themselves in literature, provide space for students to interact, communicate about the process and ultimately appreciate a literary work. This is in line with learning in the 5.0 revolution era which requires students to be more communicative and able to collaborate in teams. In this era of revolution 5.0, the way of thinking about education is changing. The changes that occur in the 5.0 revolution era are in the way of teaching and also the way of viewing the concept of education itself. Therefore, current and future curriculum development must equip students with dimensions of pedagogy, life skills, collaboration skills and critical and creative thinking (Almahdi & Virayka, 2021; Budaya, 2023). Research related to literary teaching materials has been carried out by several previous studies. The findings of previous research are similar in terms of learning literary appreciation and also its relationship to student character, but are different in terms of the teaching materials developed which in this research are digital based and also strengthen character and collaboration. Student (Komariah, 2021; Pendidikan Bahasa et al., 2012) Apart from that, other research places more emphasis on literary appreciation teaching materials, where these teaching materials are used to help students appreciate literary works such as reading drama, poetry and prose digitally (Angraini, 2020; Purwati & Suhirman, 2017). Literary appreciation is a process (activity) of decorating, enjoying, inspiring and appreciating literary works. This process is carried out to obtain something from

literary works such as the values of caring, sensitivity, awareness, love and involvement (Halimah et al., 2020; Ismawati et al., 2019). Based on the explanation above, this research is very important to carry out. The urgency of this research lies in the urgent need to update literature teaching methods to suit the demands of the digital age. The novelty of this research lies in the integrative approach that combines digital technology with literature teaching, which not only focuses on increasing students' understanding of literary works, but also on developing communicative and collaborative characters. In the current educational context, where 21st century skills such as effective communication and the ability to collaborate are emphasized, traditional teaching materials are often inadequate to meet these needs. This research offers an innovative solution by developing digital-based teaching materials specifically designed to facilitate active interaction and collaboration between students, as well as encouraging them to think critically and creatively. Thus, this research is not only academically relevant but also practical in preparing students to face challenges in the real world. This research aims to provide more innovative literary learning solutions using digital-based literary appreciation teaching materials. It is hoped that this literary appreciation teaching material can strengthen students' communicative and collaborative nature. This is because by using digital-based literary appreciation teaching materials, literature learning becomes more interesting and students are more courageous in developing their ideas and concepts in appreciating literature and also working together in groups to create literary works.

2. METHOD

This research method uses a qualitative descriptive method. The research design used in this research is 4-D Research and Development research. The 4-D development model has 4 procedures, namely defining, designing, developing and disseminating (Syabri & Elfizon, 2020; Yulia Esti, 2016). The research participants were students. The fine stage begins with an analysis of knowledge about learning conditions and the teaching materials used, student analysis, and concept analysis. The design stage includes selecting the model of literary appreciation teaching materials that will be prepared, making the initial design, namely designing digital-based literary appreciation teaching materials in the form of video illustrations with interesting stories. The development stage includes expert validation and revision according to expert advice as well as conducting digital-based literary appreciation teaching language trials. The results of the trial were analyzed, then improvements were made to the weaknesses of the literary appreciation teaching materials together with the literature course teaching team. The trial process was carried out to obtain valid and reliable data. After testing, the appropriate digital-based literary appreciation teaching materials are determined. The final stage is to disseminate the findings of digital-based literary appreciation teaching materials to literature course teachers.

The location for the development of digital-based literary appreciation teaching materials will be carried out at FKIP, Mahasaraswati University, Denpasar. Trials were carried out on lecturers teaching literature courses and sixth semester students of the Indonesian Language and Literature Education study program FKIP Unmas Denpasar to obtain sufficient data to determine the findings. Data collection was carried out in two ways, namely distributing questionnaires and conducting trials. Qualitative analysis was carried out on the data that had been collected. The results of data collection are then categorized and then validated again by the validator. The validation stage is assessed by the validator to obtain the suitability of the learning media. The validation assessment was carried out by material experts and media experts using an assessment instrument in the form of a questionnaire. The assessment instrument contains assessment indicators that will be assessed by the validator. The rating scale given uses the criteria of very good, good, not good, very poor. The evaluation results provided by the validator are used for revision and then the analyzed data is used as a basis for improving the quality of digital-based literary appreciation teaching materials. All trial results are analyzed critically so that the digital-based literary appreciation teaching materials prepared are of good quality.

3. RESULT AND DISCUSSION

Result

This research produces a product in the form of digital-based literary appreciation teaching materials which can be used to strengthen students' communicative and collaborative character. The stages used in developing literary appreciation teaching materials are as follows: first, the definition stage, an initial analysis is carried out to find out the teaching materials used by lecturers in teaching literature. The definition stage is carried out by analyzing students, namely finding out students' experiences related to the literary appreciation learning that is being followed, followed by concept analysis, namely analyzing the teaching materials used and seeing the suitability between the teaching materials developed. Finally,

the learning objectives are specified to understand the material presented in the material. the teaching developed and the learning objectives to be achieved. Second, the design stage at this stage creates a design for digital-based literary appreciation teaching materials based on the analysis results obtained previously, so that researchers obtain information in developing the media that will be prepared. Steps for preparing teaching materials include: a. identify aspects contained in basic competencies that serve as a reference or point of reference for the development of teaching materials. B. identify types of teaching materials; C. choose appropriate learning materials, d. selection of sources of teaching materials; and packaging teaching materials, where the author composes a literary story script which will later be included in the teaching material, then chooses the characters in the story digitally. The author chose teaching materials in the form of videos with animated images based on the results of the analysis which showed that lecturers had not used animated images as teaching materials in developing students' knowledge in appreciating literary works.

Third, the development stage, at this stage the researcher validates the literary appreciation teaching materials that have been prepared. This validation is carried out by involving experts to obtain information regarding the suitability of the teaching materials prepared. The draft teaching materials were shown to experts for further assessment and validation of literary appreciation teaching materials. Apart from that, validation will reveal the weaknesses and strengths of literary appreciation teaching materials. The validation results of the digital-based literary appreciation teaching materials developed are good. Validation of digital-based literature appreciation teaching materials shows that the four aspects of teaching material assessment are declared valid (good). Based on the content suitability aspect, the material in the teaching materials is in accordance with KD, the accuracy of the material is considered good, and the sophistication of the material is considered good, this teaching material is considered good. able to encourage students' curiosity in developing literary skills. Judging from the feasibility aspect of presentation, digital-based literary appreciation teaching materials are presented coherently with clear illustrations, starting from the introductory description to the conclusion. Apart from that, this teaching material is presented in an interesting way so that it can stimulate students' flow of thinking with sequential story lines and paragraphs as well as students' active involvement in learning. Feasibility in terms of language is also stated to be good, this is because the language in literary appreciation teaching materials is presented in a straightforward, communicative, interactive manner so that it can motivate students to learn literature. Apart from that, this teaching material is adapted to students' intellectual development so that new literary works are created from this teaching material, the use of grammar and spelling is also considered good. Based on contextual aspects, this teaching material is considered very good in helping students connect the material with the surrounding environment. Apart from that, it can train students' abilities in finding, asking, reflecting and making assessments. Several improvements were made based on the validation results of the expert team, the results of the focus group discussion are presented in Figure 1 and Figure 2.

Researchers tested the teaching materials that had been prepared. Trials were carried out to collect data about the quality of the teaching materials produced. Trials were carried out on lecturers and students. Product trials were carried out on students with the aim of finding out the effectiveness of the product in strengthening students' communicative and collaborative character in producing literary works. Students observe the digital-based literary appreciation teaching materials that have been prepared, then students carry out discussion activities to produce a literary work. Assessment of the effectiveness of digital-based literary appreciation teaching materials was carried out using pretest and posttest. The pretest was carried out on 19 students.

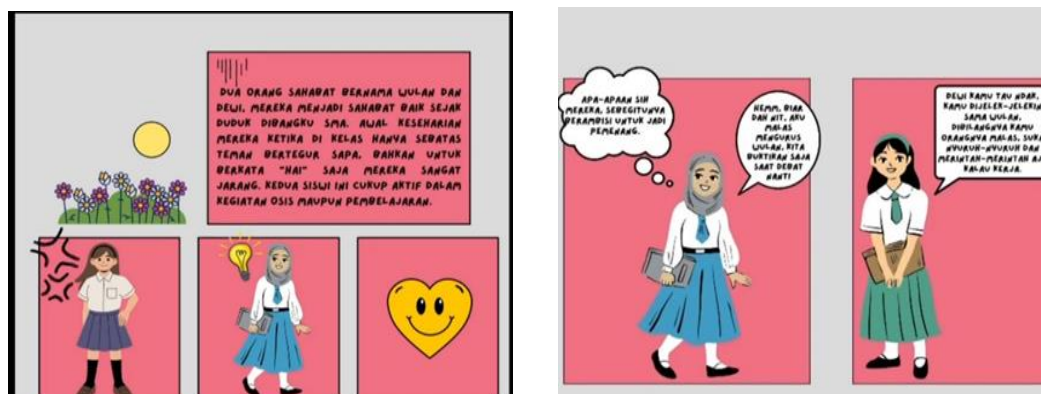


Figure 1. View of Teaching Materials Before Repair



Figure 2. Display of Teaching Materials After Repair

By distributing the pretest to 19 subjects, 69.86% of the data obtained stated that the teaching materials used by lecturers were quite effective in strengthening students' communicative and collaborative character. Based on the results of the pretest, the researcher then carried out trials on the resulting product, namely by using the product as teaching material that students could observe and then discuss and use as a source of inspiration in producing literary works. In this activity, researchers distributed a posttest to determine the effectiveness of digital-based teaching materials in strengthening students' communicative and collaborative characteristics. The results of this posttest showed that 90.13% stated that this teaching material was very effective for use in literature learning to strengthen its communicative and collaborative nature. Product trials were carried out on a group of lecturers to determine the effectiveness of digital-based literary appreciation teaching materials to strengthen communicative and collaborative characters in the literature learning process. The trial was carried out in a literature learning class conducted by 3 different lecturers. The trial process was carried out by distributing a questionnaire containing 10 questions and proving the effectiveness of digital-based literary appreciation teaching materials in helping students be more communicative and collaborate with each other in producing literary works. The trial results show that digital-based literary appreciation teaching materials are very effective in strengthening the communicative and collaborative character of literary activities. This is shown by the questionnaire percentage of 90.83% which states that this teaching material is good and suitable for use in literature learning. Fourth, dissemination, at this stage the literary appreciation teaching materials that have been developed are distributed to all literature course lecturers.

Discussion

Teaching materials have an important role in teaching and learning activities, where teaching materials function to help educators and students in teaching and learning activities. Teaching materials contain all information related to the material and demonstrate complete competence. The use of teaching materials is a component that cannot be separated from a learning process, so the development of teaching materials is very necessary for educators. The development of teaching materials is the development of materials designed by educators in learning activities to support learning activities in achieving the expected basic competencies. To be able to use teaching materials at various levels adequately, it is necessary to know the teaching materials that will be used by knowing their characteristics as well as planning, learning principles and developmental psychology. It is very important to know what types of materials can be used for certain teaching purposes, such as knowing the teaching objectives, teaching methods to be used, student characteristics, environmental characteristics, educator attitudes, time and costs (Haslinda, 2017; Kassabolat et al., 2020). With conditions continuing to develop and change, educators and parties who need teaching materials need to know and choose the right teaching materials to guide students. Decision makers associate e-learning with new learning practices, one of which is teaching materials as content in e-learning compared to conventional learning strategies that allow students to customize their own learning experiences while educators get the opportunity to structure their teaching practices more effective (Alenezi, 2020; Haslinda, 2017).

There are various forms of teaching materials, one of which is literature teaching materials. Literary teaching materials are a collection of information or learning materials that can be used in studying literature and foster students' interest in literature. Literature learning needs to be packaged in an interesting and fun way, so to achieve this one way is to choose literary teaching materials that can motivate and increase students' creativity so that they can be more active and collaborative in learning.

produces various types of literature. The development of digital-based literary teaching materials is an effort made to package learning innovatively so that it can strengthen students' communicative and collaborative character. The development of teaching materials needs to be carried out so that learning materials are available that are in accordance with curriculum demands, target characteristics, and demands for solving learning problems (Abrilla & Amini, 2018; Stocks, 2016). The development of digital-based literary appreciation teaching materials to strengthen students' communicative and collaborative character is carried out in several stages, namely the analysis stage, analysis is carried out on the teaching materials used by lecturers in literature learning. Data collection at the define stage was carried out by distributing questionnaires to find out the initial analysis. The initial analysis carried out, namely student analysis, was carried out to determine students' experiences related to the literary appreciation learning that was followed, followed by concept analysis to analyze the teaching materials used and see the suitability between the existing teaching materials. developed, finally a specification of learning objectives is carried out to understand the material presented. teaching materials developed and learning objectives to be achieved. After carrying out the analysis, proceed to the design stage, namely creating a design for digital-based literary appreciation teaching materials. The author chose teaching materials in the form of videos with animated images based on the results of the analysis which showed that lecturers had not used animated images as teaching materials in developing students' knowledge in appreciating literary works. Video is one of the better audio-visual media and attracts students' attention. Teaching materials in the form of videos with animated images are intended so that the lesson material can be conveyed in its entirety. Which states that animated videos require settings, characters and events, the existing image elements also make the storyline experienced by the characters in it more numerous and interesting (Abrilla & Amini, 2018; Afrilia et al., n.d.; Vina, 2022).

The draft teaching materials that have been prepared will then enter the development stage. At this stage the researcher validated the literary appreciation teaching materials that had been prepared. This validation is carried out by involving experts to obtain information regarding the suitability of the teaching materials prepared. Validation of digital-based literature appreciation teaching materials shows that the four aspects of teaching material assessment are declared valid (good). Based on the content suitability aspect, the material in the teaching materials is in accordance with KD, the accuracy of the material is considered good, and the sophistication of the material is considered good, this teaching material is considered good. able to encourage students' curiosity in developing literary skills. Judging from the feasibility aspect of presentation, digital-based literary appreciation teaching materials are presented coherently with clear illustrations, starting from the introductory description to the conclusion. Apart from that, this teaching material is presented in an interesting way so that it can stimulate students' flow of thinking with sequential story lines and paragraphs as well as students' active involvement in learning. Feasibility in terms of language is also stated to be good, this is because the language in literary appreciation teaching materials is presented in a straightforward, communicative and interactive manner. Apart from that, this teaching material is adapted to students' intellectual development so that new literary works are created from this teaching material, the use of grammar and spelling is also considered good. Based on contextual aspects, this teaching material is considered very good in helping students connect the material with the surrounding environment. Apart from that, it can train students' abilities in finding, asking, reflecting and making assessments.

Teaching materials that have been declared appropriate will then be implemented. At this stage the researcher tested the teaching materials that had been prepared. Trials were carried out on lecturers and students. Product trials were carried out on students with the aim of finding out the effectiveness of the product in strengthening students' communicative and collaborative character. Assessment of the effectiveness of digital-based teaching materials is carried out using pretest and posttest. The pretest was carried out on 19 students. By distributing the pretest to 19 subjects, 69.86% of the data obtained stated that the teaching materials used by lecturers were quite effective in strengthening students' communicative and collaborative character. The results of this posttest showed that 90.13% stated that this teaching material was very effective for use in literature learning to strengthen its communicative and collaborative nature. Product trials were also carried out on lecturer groups to determine the effectiveness of digital-based literary appreciation teaching materials to strengthen communicative and collaborative characters in the literature learning process. The trial was carried out in a literature learning class conducted by 3 different lecturers. The trial results show that digital-based literary appreciation teaching materials are very effective in strengthening the communicative and collaborative character of literary activities. This is shown by the questionnaire percentage of 90.83% which states that this teaching material is good and suitable for use in literature learning. The last is the evaluation stage. This evaluation was carried out in order to obtain improvements to the teaching materials being developed. Based on the evaluation results, it was found that several modifications were still needed in improving digital-based

literary appreciation teaching materials, including the need for a touch of moving animation so that the storyline of the literary appreciation teaching materials could be better. easy to understand, longer discussion time is needed so that literary appreciation teaching materials can help students produce various types of literary works, so lecturers' creativity is needed so that the teaching materials used can better help students in producing literary works. Previous research regarding the development of literary appreciation teaching materials often still focuses on conventional methods, such as the use of printed texts and traditional classroom discussions. These studies show that although effective in increasing students' understanding of literary works, this method is less able to facilitate deep and interactive student engagement. More recent research has begun to explore the use of technology in teaching literature, but is often limited to the use of digital media as visual aids or additional references, without touching on aspects of communicative and collaborative character development in depth. In contrast, this research offers a more holistic approach by developing digital-based teaching materials specifically designed to strengthen students' communication and collaboration skills. The initial results of this research show that students who use digital-based teaching materials are not only more actively involved in learning, but also show significant improvements in their ability to communicate and collaborate with peers. This is different from previous research which focuses more on understanding literary content without strong integration with the development of 21st century skills. Thus, this research brings innovation that is more relevant and applicable in the modern educational context, offering a more significant contribution to the overall character development of students. The implications of this research for literature learning, especially in the development of literary appreciation teaching materials combined with (digital) technological advances. The limitations of this research lie in several aspects, one of which is the limited technological infrastructure in several schools, especially in less developed areas. Lack of access to digital devices and a stable internet connection can hinder the effective implementation of digital-based teaching materials. In addition, there are also challenges in terms of teacher competency in using digital technology for teaching, which requires special and ongoing training. This research may also be limited to a relatively small sample and limited to one or a few specific schools, so the results may not be generalizable to all educational contexts in various regions. Recommendations for further research are to trial these digital-based teaching materials in various school contexts with different technological infrastructure to identify specific needs and challenges. In addition, it is important to organize training and mentoring programs for teachers so that they are better prepared and skilled in integrating digital technology into learning. Further research should also include long-term analysis to see the ongoing impact of using digital-based teaching materials on the development of students' communicative and collaborative character. In this way, research results can be more comprehensive and applicable to various educational situations and conditions.

4. CONCLUSION

The results of data analysis show that the four aspects of teaching material assessment are declared valid (good). The data obtained from the students' pretest results were quite effective, and the posttest results were very effective in learning literature to strengthen communicative and collaborative characteristics. Product trials were also carried out on a group of lecturers, showing that the results of this teaching material were suitable for use in literature learning. It was concluded that digital-based literary appreciation teaching materials can strengthen students' communicative and collaborative character.

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