

Literacy through literature for elementary school students in semarang city

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<i>literary works; literature learning; school literacy movement</i>	<i>Using literary works in language and learning cannot be avoided. For this reason, this research aimed to determine the use of literary works in students' literature learning to support the School Literacy Movement (GLS) at SDN Genuksari 01. There are several research stages in this research: the pre-field, fieldwork, and data analysis stages. The data were collected through interview techniques and questionnaires conducted on 17 classroom teachers and a school principal (18 participants). The data obtained was then processed and analyzed descriptively according to the research flow. Finally, data validity was carried out by triangulating data and sources. This study's result is that most teachers have implemented literary works in literature learning since before the pandemic until now. The sources are from the school library, teachers, or students in the form of printed or digital. This means GLS in SDN Genuksari 01 is supported by using literary works in the literature learning process. However, there are several challenges experienced by the teachers, such as limited sources in the school library, teachers' inability to use IT-based literary works, teachers' limitation in understanding literary material, and students' low interest in reading activities.</i>

INTRODUCTION

Background of the Study

Before the Covid-19 pandemic, Indonesian teachers taught literature only through offline learning using printed literary works as their learning resources. Students are directed to find joy in the book, interpret literary works, develop their awareness, and level their appreciation of literature (Djuanda, 2014). Meanwhile, when the pandemic struck, students were forced to stay at home, and teachers had

to experience online learning methods for the first time. Based on a survey in 2020, more than 90% of elementary school teachers in Semarang City use WhatsApp as the primary tool to conduct the learning process (Cahyaningtyas & Jupriyanto, [2022](#)). This is because WhatsApp is the most widely used social media among parents, so teachers could send the students any materials and assignments regarding all subjects, including literature. They should connect literature learning with communication information-based literacy and digital literacy. Then, after the pandemic, the condition of the learning process will never be the same after the teachers and students involved in the use of technology-based learning tools in literature learning (Nugraha, [2021](#)). Regardless of whatever media is used, children's literature still has a crucial role in education to increase knowledge and entertainment (Pulimeno et al., [2020](#)).

The Problem of The Study

Basically, involvement in technology-based learning has had positive and negative impacts on both parties. If the technology is not implemented as it should be, the output of the learning process will not be optimal. Therefore, the school should arrange a strong vision that underlies efforts to increase teacher capacity regarding integrating technology in the implementation of learning in elementary schools. The involvement of technology that changes learning, including literature learning, certainly has positive and negative impacts on teachers and students. If technology is not integrated effectively in learning, then learning will not produce better students than before. Thus, schools should be able to develop a solid vision to underlie the integration of technology and provide opportunities for their teachers to increase their capacity to use new technology in the world of education. On the other hand, in literature learning, students can use technology to learn language skills, upload and download teaching materials, watch films, motivate students to study independently, and encourage collaborative learning (Rintaningrum, [2023](#)).

This theory is linear with the condition in SDN Genuksari 01. Before, during, and after the pandemic, students had different kinds of habits in literature learning. Several ways to teach used by the teachers have not been indicated whether there were any differences in methods or results. This is why it was necessary to find out further about what kind of literary activities and resources have been implemented by the teachers so that the result would be the basis for reflection for further learning.

Research's State of the Art

Some of research about literature learning are focused on how the implementation of literary works in the learning process could improve students' character (Hafizah et al., [2022](#); Saputra, [2020](#); Sumayana, [2017](#)); the benefits of the use of literary works and how literature and the appreciation were taught in elementary school (Susanti, [2015](#)); the weaknesses of literature learning occurred during its implementation in elementary school (Sukma, [2012](#)); the delivery and the use of media in the process (Cahyaningtyas & Ismiyanti, [2022](#)); the use of children's literature to promote students' global development and wellbeing (Pulimeno et al., [2020](#)); the production and the content of children's literature (Thomure et al., [2020](#)); and library research about the comparison of the implementation of literature learning before, during, and after the pandemic (Nugraha, [2021](#)).

Those topics show that there have not been any descriptive research on how literary works are implemented in elementary schools, from before the pandemic until now. This would be an exciting topic for language education research, especially in elementary school, because the result will help the teachers and the headmaster find out the strengths and shortcomings of how teachers have taught literature.

Novelty, Research Gap, & Objective

As mentioned before, the novelty of this study is that we tried to find out how literature learning was conducted in SDN Genuksari 01 in three eras (before, during, and after the pandemic). This qualitative research will investigate how the teachers taught literature learning in those times.

Literary learning and implementing GLS in elementary schools are closely related to literary works. This is demonstrated by the practical activities carried out by students in class, which clearly shows that literacy activities in elementary schools are centered on reading literary works, and there are provisions for selecting reading books (Direktorat Pembinaan Sekolah Dasar, [2016](#)). The guide states that the books presented are books other than textbooks and are placed in the library area or class reading corner. However, when the Covid-19 pandemic hit, libraries and classroom reading corners could no longer be used as literature learning resources, and the implementation of GLS was also not optimal, including at SDN Genuksari 01 Semarang City.

Based on that, it is urgent to study the implementation of literary sources in elementary schools before, during, and after the pandemic, especially in SDN

Genuksari 01 Semarang City. This study aims to determine how literary works are implemented and how they have supported the implementation of GLS in SDN Genuksari 01 Semarang City.

METHOD

Type and Design

The method of this study is qualitative descriptive. Qualitative research is conducted to understand phenomena about what research subjects have been going through, for example, perception, motivation, behavior, etc., and the result is presented by describing through words in a specific natural context and using various scientific methods (Cahyaningtyas et al., [2019](#)).

This research was conducted in three phases: pre-field, fieldwork, and data analysis. In the pre-field phase, there are six steps: planning the study, choosing the subject, administering the permits from the school, observing the subject, choosing the informant, and preparing the equipment. Next, in the fieldwork, there are three steps: understanding the background of the study and preparing ourselves as researchers, as well as joining the subjects and collecting the data.

Data and Data Sources

The data sources were 17 teachers of SDN Genuksari 01 Semarang City (15 of them are female) and the headmaster. Their teaching experience ranges from 1 to 25 years. The sources were chosen based on the school's expertise in enhancing literacy through the School Literacy Movement (GLS) and implementing literary learning.

Data Collection Technique

The data were collected using interviews and questionnaires given to the headmaster and teachers. Both of the instruments were developed based on four aspects: (1) the use of literature in literary learning before the pandemic; (2) the use of literature in literary learning during the pandemic; (3) the use of literature in literary learning after the pandemic; and (4) the use of literature as support tools in succeeding GLS. The first, second, and third aspects were developed into 14 items each; and the fourth aspect was developed into nine items. Meanwhile, the questions for the interview were adapted from the statements in the questionnaire because it would have been a tool to deepen the information that had been obtained.

Data Analysis

The result of data collection were analyzed descriptively in three steps (Cahyaningtyas et al., [2022](#)) reduction by erasing the data that are not suitable for research purposes; categorization by mapping the data according to the research problems; and synthesis by elaborating the data that have been categorized so the research findings would be concluded. Lastly, the data validity would be checked by using technique and source triangulation. This was needed to find out that the data had been valid.

RESULTS AND DISCUSSION

Literary works are essential to use as media in teaching literature in elementary school. Students' thinking abilities are still concrete, meaning they need to directly observe real media to better understand the theory being studied. Children and adults both need literary works in their lives to learn new things. Even if they differ, it is not because adults are wiser but because children still lack experience (Maulidiana et al., [2021](#)). Therefore, the urgency of using literary works is increasing so children can expand their experiences, especially those they have never experienced in the real world. Here are the study results and discussion that have been combined from the answer to the questionnaire and interview session.

A. The Use of Literary Works in Literary Learning

1. Before the Pandemic

a. Prose

Compared to before and during the pandemic, there are no differences in the kind of prose taught in SDN Genuksari 01. All the classes were still using Curriculum 2013. Teachers teach fiction and nonfiction prose, such as fables, fairy tales, legends, encyclopedias, biographies, and information books in the curriculum. They used printed and digital literary works in the literary learning obtained from student books, fairy tales, short story printed books and texts, and digital files in PDF form.

The prose texts used by the teachers and students were sometimes borrowed from the school library or reading center, provided by the teachers, or brought by the students. The teachers then utilize the materials to demonstrate reading aloud activity, or they show a video then, followed by the students together or individually. Besides,

teachers also asked the students to read the text silently. Then, the follow-up activity is for the students to retell the story in writing or verbally.

b. Poetry

Modern poems and *pantun*, as the example of traditional poems, were taught in SDN Genuksari 01. The teachers collected the poems from the student books, printed poetry collection books, as well as printed and digital poetry texts. No different from prose, the teachers provided the learning sources from the school library or reading center, printed and digital materials from the teachers, and there were moments when students were asked to bring the poems.

Furthermore, the teachers would read the poems loudly or play a video to show the correct way to read poetry. After that, students could read it loudly individually and take turns with each other. On the other hand, the teachers also asked students to retell the content of the poems they have read verbally or in writing,

c. Drama

The teachers used student books, as well as printed and digital drama scenario texts. Those were obtained from teachers or school library collections; sometimes, students were asked to bring some examples. In offline classes, the teachers would demonstrate how to read the script or play a video drama so students could differentiate the mimic, intonation, and gestures in every dialogue. Besides, students also practiced reading the conversation with their friends, and sometimes they had to act in role-playing activities using specific costumes and properties. Then, students were asked to join in a discussion to find out what message they could understand from the story of the drama.

2. During the pandemic

a. Prose

Two curricula were implemented during the three years of the pandemic (2020-2022), Curriculum 2013 and Kurikulum Merdeka, which started to be implemented in 2022. However, there were no differences in the kind of prose taught by the teacher. They are still fiction (fable, fairy tale, legend) and nonfiction (encyclopedia, biography, information book), gotten from student books, AR based

media, Android applications, printed fairy tale and short story books, and printed and digital texts.

Anyhow, the pandemic changed how teachers implemented literary works in the learning process of literature learning. The teachers could not ask students to join offline classes and conduct the reading or writing activity in the classroom. The teachers only provided the printed literature, and students came to school to take it together with the assignment they needed to accomplish. On the other hand, the teachers also sent digital materials through WA group in the form of PDF files, or students were asked to find some materials (printed or digital).

Through synchronous learning, the teacher would conduct several activity options, such as reading prose loudly or playing a video containing prose reading activity. Meanwhile, in asynchronous activity, the teachers sent a video of themselves reading prose; students could read the text silently and individually or read it loudly and record it to be reported to the teachers. After the reading or listening activity, students would retell the story orally through video recording or write in the book, take a picture, and send it to the teacher. Besides, students were also asked to learn from the message that was implicitly or explicitly stated in the text.

b. Poetry

In teaching poetry, there was no difference compared to before the pandemic. The teachers still taught about modern poetry and *pantun* using student books, AR- and android-based media, printed poetry books and texts, and digital texts. Like teaching prose, during the pandemic, the teachers could only ask students to take some printed materials and the assignments at school; they sent the file through the WA group, and students browsed the poems online.

Furthermore, the teacher would read the poetry aloud in synchronous class or record it to send it to the students in asynchronous learning, or they could use a video from YouTube. After listening to the example, students were then assigned also to read it individually, paraphrase it into prose, or they could create their poem.

This would help students not only understand theoretically, but they could produce poetry based on their imagination.

c. Drama

It was not easy to teach drama during the pandemic. Teachers found it challenging because they had to find a way to make students understand how to deliver the conversation in a drama. That was why the teachers used printed materials taken by the students at school, asked students to browse some others, and sent a video to demonstrate how to act based on the drama they had read.

First, students could read the script individually, listen to the video, or watch the teachers give an example, and they could practice it in front of their friends in synchronous class. They were asked to learn from the characters and events in the script and then retell the story.

3. After the pandemic

a. Prose

Because the curriculum was still the same, the prose taught in SDN Genuksari 01 was no different from before. They also still use printed and digital materials to be used in literary learning. However, after the government instructed all schools in Indonesia to organize offline learning again, the students of SDN Genuksari 01 started to learn together in their classrooms, just like before the pandemic struck. That was why teachers could use printed materials as the primary sources during literary learning, but they could also send digital files to the students through the WA group. This means they could not return to the learning strategies used before the pandemic, where teachers mainly conducted 100% offline learning and utilized printed materials.

The teachers have been simultaneously using printed and digital materials to give the students more experience. The activities are also more varied than before because the students can read the published prose, enjoy it through AR-based media, and listen to the video played using an LCD projector in the classroom or at home. After all, their teachers also send it to the WA group. The teachers can demonstrate how to read prose directly in front of the class or record it to be shown to the students in synchronous or asynchronous learning. After that,

the students can also practice reading the prose silently or loudly by themselves or with their friends at school or home. On the other hand, to check whether they have understood the content of the prose, the teachers will assign the students to learn from the characters and the events through a Q & A session or retelling story activity.

b. Poetry

There was no significant difference between teaching poetry and prose in SDN Genuksari 01. The teachers also combine printed and digital sources in the learning process, such as poems from the student books, poetry text or books, and android-based media. The teachers and students provide those materials. The demonstration of reading poetry can be conducted by the teachers in the classroom or through a video played synchronously or asynchronously. Students practice it in school or at home, and they also have to understand the content of the poetry through a discussion activity.

c. Drama

Likewise, in drama learning, all printed and digital sources are primarily used in the classroom and sent to the WA group as supplementary materials. The teachers provided the script, or students were asked to bring it after browsing the internet a day before. Next, the learning flow is the same as before. The teachers start with reading the script or playing a drama video, then ask the students to practice it and learn the message contained in the storyline.

B. The Challenge in Using Literary Works in the Classroom

Before and after the pandemic, teachers in SDN Genuksari 01 have experienced some challenges in using literary works in the learning process. There are several causes, such as: (1) the sources are limited; (2) the students have different topic interests; (3) the students are challenging/need a long time to remember the content of the text; (4) the teachers still lack IT skills; (5) there are students who have problems in reading; (6) reading interest of the students are low; (6) the teachers still lack knowledge about literature; and (7) students have difficulty understanding figurative words in poetry.

Reading interest has become one of the biggest challenges experienced by teachers in familiarizing students with literary works. It made their habit during the pandemic because they mostly played games or YouTube on their

parents' smartphones. The teachers could not monitor their reading habits at home, so they lost contact with literary works outside the literary learning process for at least two years. When teachers sent a PDF file of prose, poetry, or drama script through the WA group, some students had difficulty accessing it directly because the phone was their parents', and they had to wait for them to come home after working time was over. Moreover, the instability of the connection or lack of quota sometimes made them fail to download the literary file or join in synchronous literary learning. The lack of digital sources also made the teachers unable to send various kinds of literary works, so sometimes the students or the parents had to come to school to take the text with the assignment for that day.

Based on the data, it is known that there are no differences in the kind of literary works taught during literary learning process or implemented in GLS activity before and after the pandemic. In literary learning, the teachers have used fiction prose: fable, fairy tale, and legend; nonfiction prose: encyclopedia, biography, and information book; poetry: modern poetry and *pantun*; and drama. The sources of obtaining those literary works are from teachers and students in the form of printed and digital materials, like student books, literary books or texts, recordings or videos of literary works, reading activities, and AR and android-based media. This shows that the teachers of SDN Genuksari 01 have tried to implement various literary resources, and it can help students to develop several aspects of their lives, such as moral value, socio-emotional, cognitive, motoric, as well as language and art skills (Nurhasanah, [2019](#)).

Apart from the variety of literary works, teachers need to conduct various methods of literary learning. Reading is not the only option because all language skills (including listening, speaking, and writing) need to be implemented to enhance students' literacy (Ismiyanti & Cahyaningtyas, [2019](#)). By enhancing language skills, students could be more capable of understanding and conveying message or information in written and oral text, which is the basis for literacy.

Moreover, students should learn about literature genre and the message contained in the literary works they have read or listened to. Sometimes, the messages are explicit, but sometimes, they are implicit. If it is implicitly contained, students must analyze it carefully. Every message in literary works provides practical benefits for life (Amral & Azlin, [2021](#)), and students can understand without or before experiencing it by themselves. This can help them

prevent bad things by not doing something they regret later. For example, from the story of Kelinci dan Kura-Kura, students can learn how to behave in front of others because being arrogant will catch you off guard.

C. The Implementation of GLS

Since GLS was launched by the government in 2016, step by step, SDN Genuksari 01 has implemented every stage by involving literary works in the activities, especially prose in the form of short stories or fairy tales. Here are the activities conducted by the academic community of SDN Genuksari 01 to succeed GLS:

1. Habituation stage

Besides literary learning, literary works have been implemented in habituation stage activities of GLS, such as:

- a. the students use it in the 15-minute reading activity before the class starts;
- b. the students write the title and the writer of the literary works they have read or listened to in their daily journals;
- c. the headmaster and the academic staff have also been involved in the literary reading activity;
- d. the students can borrow literary works provided by the school library or reading center;
- e. the students can display their literary works in the wall magazine;
- f. the teachers ask the parents to use literary works at home to develop students' literacy.

2. Developing stage

Then, for the class who have reached the developing stage, they conduct several activities with literary works, such as:

- a. the teachers read aloud the literary works in such an interactive reading activity;
- b. the teachers guide the students to read the literary works;
- c. the teachers and students read the literary works together;
- d. the teachers ask the students to read individually;
- e. the students respond to the content of the literary works by drawing the events or writing sentences;
- f. the students write a response or immersion of the literary works they have read.

3. Learning stage

Then, in the learning stage, the teachers implemented literary works in the learning process, not only in literary learning or Indonesian subjects but also in other subjects. Here are the activities of a learning process involving literary works:

- a. the students already have a reading comprehension strategy to understand the content of the literary works;
- b. the students respond to the literary works they have read in the form of verbal, written, art, or craft following their literacy skills;
- c. the teachers have used literary works as enrichment materials in all subject matters.

In GLS implementation, literary works will also be helpful for students to raise their reading interest, though it should be started with some topics they like before they expand the genre. The GLS program in SDN Genuksari 01 is not only applied to the students and teachers but also to the headmaster and academic staff, who are also involved in the activity. Knowing this, students will be more interested because they will not feel that they are forced to do so but because they are motivated by witnessing the adults enjoying literacy activity. This is linear with the term "children see, children do" in imitation learning when students obtain skills or behavior by observing a teacher demonstration (Hussein et al., [2017](#)).

CONSLUSSION

The research found that there is no different kind of literature taught by teachers and the activity conducted by the students in SDN Genuksari 01 before, during, and after the Covid-19 pandemic. Whether in Curriculum 2013 or Merdeka Curriculum, elementary school students still learn about prose, poetry, and drama. Teachers would bring the materials to provide the literary works or ask the students to find some examples, either written or digital files. Before and after the pandemic, students could obtain printed materials from their teachers and borrow some books from the school library or book corner in their class. On the other hand, if the teachers used digital files, they would show them using a projector. However, during the pandemic, the students had to learn from home, and teachers switched to using digital materials by sending them through the WA group. Otherwise, when teachers provided written materials, they needed to come to the school and take the

assignments. Then the literary works were then utilized to help students learn how to read it aloud, find the message implicitly or explicitly, or retell the content. Somehow, after the pandemic, the teachers experienced several challenges in implementing literary works in class or in GLS activities because of some reasons: (1) the sources are limited; (2) the students have different topic interests; (3) the students are challenging/need a long time to remember the content of the text; (4) the teachers still lack IT skills; (5) some students have problems in reading; (6) reading interest of the students are low; (6) the teachers still lack of knowledge about literature; and (7) students have difficulty understanding figurative words in poetry. Based on those difficulties, the implementation of GLS in SDN Genuksari 01 has not come back to normal as it was before the pandemic. The findings will help the teachers and headmaster of SDN Genuksari 01 to reflect on the implementation of literary learning from the past years, since before the pandemic stroke. However, this study had two limitations: 1) the data were only collected from one school, and it cannot be generated into a mass phenomenon; and 2) the data were limited to the literary learning methods and resources before, during, and after the pandemic. That is why it is still necessary to expand the study of literary learning, especially to find out what kind of literature genre students like, the content of the literature they have been consumed, and what they still need to learn from literary learning.

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