

ANALYSIS OF THE USE OF FICTIONAL TEXT TEACHING MATERIALS IN LITERACY MATERIALS FOR GRADE IV STUDENTS AT THE UPTD OF STATE ELEMENTARY SCHOOL 28 PEUSANGAN

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Abstract

Fiction texts are one type of reading material that plays an important role in literacy learning at the elementary school level. This study aims to analyze the use of fiction text teaching materials in literacy learning for fourth grade students at UPTD SDN 28 Peusangan. This research employed a qualitative approach with a descriptive design. The study was conducted at UPTD SDN 28 Peusangan, Peusangan District, Bireuen Regency, in the 2025/2026 academic year. The research subjects consisted of five fourth-grade teachers and sixteen fourth-grade students. The data sources included primary and secondary data. Primary data were obtained through observations of the learning process and interviews with teachers and students. Secondary data were collected from supporting documents such as teaching modules, ATP, fiction text teaching materials, and learning documentation. Data collection techniques included observation, interviews, and documentation. Data analysis was carried out through data reduction, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation. The results showed that students' literacy skills prior to the use of fiction text teaching materials were still relatively low. The implementation of fiction text teaching materials was able to increase student engagement, reading comprehension, vocabulary mastery, and writing skills in a more coherent and structured manner. The conclusion of this study indicates that the use of fiction text teaching materials has a positive impact on improving reading and writing literacy skills of fourth-grade students.

Keywords: elementary school, fiction text, reading literacy, writing literacy



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INTRODUCTION

Literacy education in elementary schools plays a crucial role in developing students' reading and writing skills, which form the foundation for their cognitive, social, and emotional development. Literacy is not limited to the technical ability to read and write; it also involves the ability to understand, interpret, and relate information to a broader context, including relevant experiences and knowledge. According to Riley, literacy is seen as a crucial foundation for successful learning. This level of success is closely related to literacy skills, which are realized through the curriculum and learning processes in schools. Therefore, literacy learning in elementary schools not only supports academic abilities but also develops critical thinking skills that help students understand the world around them (Dafit et al., 2020: 118).

To achieve this goal, educators need to design effective literacy learning that takes into account students' interests and contextual relevance. One strategy that can be implemented is connecting learning materials to students' daily lives and their local culture. According to Nguyen and Patel, the use of culturally relevant literary texts not only improves technical literacy skills but also stimulates reading interest and strengthens students' emotional engagement and cultural identity. Thus, literacy is not only a technical skill, but also a means to strengthen cultural identity and encourage students to be more emotionally and intellectually involved in learning (Sutriani, 2025: 170).

Reading and writing are two fundamental skills in elementary education that play a vital role in the learning process and daily life. Reading skills enable students to comprehend information, while writing skills help them express ideas systematically. However, in practice, many elementary schools, including the UPTD of Peusangan 28 Public Elementary School, face challenges in developing these two skills. One reason is the use of teaching materials that are ineffective in engaging and motivating students to read and write.

Problems in teaching reading and writing in elementary schools often stem from the use of teaching materials that are uninteresting and inappropriate for students' needs. Many schools still rely on general, uniform teaching materials that fail to consider the diversity of student experiences. As a result, students often feel the texts used in learning are irrelevant to their daily lives, thus diminishing their interest and motivation to read. As Handayani (2022: 3-5) notes, low student reading literacy is partly due to teaching materials that lack context. The thematic books used still contain minimal fictional texts and questions that are appropriate to the cognitive level, so that students have difficulty understanding the content of the reading and their involvement in reading activities is low.

Ideally, reading and writing literacy instruction in elementary schools should utilize relevant, contextual materials tailored to students' characteristics and interests. Using texts related to students' local experiences and culture can increase their motivation and engagement in the learning process. Therefore, teaching materials should not be uniform and general, but should consider students' social, cultural, and environmental backgrounds to make learning more meaningful (Anderson, 2025: 3).

One solution to this problem is the use of fictional text-based teaching materials, especially those integrated with local wisdom values. Fictional texts, such as short stories or fairy tales, can stimulate students' imaginations, help them understand narrative structures, and instill moral and cultural values. Andriani, in her research, stated that folklore-based teaching materials have proven effective in increasing students' interest in reading and comprehension of texts. Therefore, learning using fictional text-based teaching materials not only fosters reading interest but also strengthens writing skills through the creation of simple stories based on students' imaginations and experiences (Andriani et al., 2023: 34-35).

Ninawati's research (2020: 54-57) also shows that using teaching materials relevant to students' experiences can improve their creative writing skills. Fiction-based teaching materials not only make learning more engaging but also help students better understand story structure and elements. With this approach, literacy learning can be more effective in improving

students' reading and writing skills, while simultaneously encouraging them to be more active and engaged in the learning process.

The use of fictional teaching materials can be an effective solution for creating more engaging and meaningful literacy learning for students. Fictional texts enable students not only to learn to read but also to deepen their understanding of the values contained within. Integrating fictional texts containing local wisdom into literacy programs can make learning more contextual and meaningful for students. Through the use of folktales, legends, and local traditions, students not only gain reading skills but also grow in pride and love for their culture, while also being encouraged to preserve it. By becoming more familiar with stories related to local values, students can better appreciate the traditions and cultural heritage of their community. Through this process, they not only broaden their knowledge of local culture but also gain a deeper understanding of the importance of preserving and passing it on to future generations. As a result, developing teaching materials that combine fictional texts and local wisdom can be a means of building stronger student character while creating more meaningful and relevant learning (Sutawan and Winangun, 2024: 25-29).

The Peusangan 28 Public Elementary School (Sekolah Dasar Negeri 28) technical unit (UPTD) has significant potential to implement fictional text-based teaching materials, given the characteristics of the school's students, who require more engaging and innovative learning approaches. In this context, developing fictional text-based teaching materials aims not only to improve students' literacy skills but also to create a more enjoyable and motivating learning environment. As Rahmawati et al. (2019: 29) noted, engaging learning can increase student engagement in the learning process, ultimately improving learning outcomes.

Furthermore, the use of fictional texts also has a positive impact on shaping students' character. Stories containing moral values can help students understand and internalize these values in their daily lives. For example, stories about honesty, courage, and hard work can be an effective medium for instilling positive values in students. This aligns with Rahmanida's (2022: 139) perspective, which emphasizes the importance of integrating character values into teaching materials to shape students' personalities.

This study was conducted to analyze how the use of fictional text teaching materials is applied in literacy learning at the UPTD of Peusangan 28 Public Elementary School. Through interesting and contextual teaching materials, it is hoped that students can more easily understand the content of the reading and be able to develop their literacy skills. The use of fictional texts is also intended to create a fun and meaningful learning atmosphere, thereby supporting the optimal achievement of literacy learning objectives. Through fictional text teaching materials, students are not only invited to read and understand the story, but also given the opportunity to explore their ideas, enrich their vocabulary, and practice writing skills coherently and creatively. Fiction texts were chosen because they have narrative appeal that can stimulate students' imagination and interest, so that they are more involved in the learning process.

RESEARCH METHOD

The following sections detail the systematic approach used to describe and understand the application of fictional texts in literacy instruction at UPTD SD Negeri 28 Peusangan.

Research Design

This study employed a qualitative approach with a descriptive method. This design was selected to provide an in-depth overview of the use of fictional texts in literacy instruction for fourth-grade students. Unlike quantitative research that focuses on numbers, this approach seeks to describe and understand the "how" and "why" of applying fictional texts in reading

and writing lessons, capturing the nuanced impact on students' literacy skills within their natural classroom environment.

Research Target/Subject

The data sources for this study include informants deemed relevant to the focus of literacy instruction, primarily fourth-grade teachers and students at UPTD SD Negeri 28 Peusangan. The primary objective of this research is to analyze the implementation and impact of fictional texts on the literacy development of fourth-graders. The study targets a comprehensive description of instructional strategies, student engagement with narratives, and the resulting development of reading and writing competencies. By focusing on descriptive depth, the research aims to identify best practices and challenges in using stories and fables as pedagogical tools.

Research Procedure

The research followed a qualitative workflow, beginning with a preliminary site visit and coordination with school authorities. Data collection was carried out through observation of classroom activities, followed by interviews with teachers to gather deeper perspectives. Simultaneously, researchers collected documentation such as lesson plans and student work. The final stage involved analyzing these varied data sources to build a cohesive descriptive narrative of the literacy instruction process.

Instruments, and Data Collection Techniques

Data were collected using three primary qualitative techniques: Observation: Directly monitoring the teaching and learning process in the classroom. Interviews: Engaging in dialogue with informants to uncover their experiences and perceptions. Documentation: Collecting written evidence such as teaching materials, student journals, and attendance records. These instruments allowed the researcher to capture a multi-dimensional view of the instructional environment, ensuring that the findings were supported by multiple types of evidence.

Data Analysis Technique

To ensure the quality and accuracy of the findings, the study employed a data validity test comprising four pillars of qualitative rigor. Credibility: Ensuring the findings are believable and accurate. Transferability: Showing how results could be applied in other similar contexts. Dependability: Ensuring the research process is consistent and could be repeated. Confirmability: Checking that the results are grounded in the data rather than researcher bias. Data analysis followed a descriptive-inductive pattern, where findings were derived from the synthesis of observations, interview transcripts, and documents.

RESULTS AND DISCUSSION

Literacy skills are basic abilities encompassing reading and writing skills that students use to understand, process, and convey information in writing. In the context of elementary school learning, literacy skills are not only understood as the ability to read text technically, but also encompass the ability to comprehend the content of a text, interpret the meaning of words and sentences, and express ideas and thoughts in coherent and understandable writing. Therefore, literacy skills are a crucial aspect of the learning process because they are directly related to students' ability to receive and convey information during learning activities.

In the initial phase of the research, observations of fourth-grade students' reading skills were conducted to obtain a realistic picture of students' literacy status before the introduction of fictional texts. These observations aimed to determine the extent to which students were able to comprehend the content of the text, follow the storyline, and interpret the vocabulary

contained in the text. The results of these initial observations serve as an important basis for objectively understanding students' literacy status, thereby describing the needs and challenges faced by students in reading activities in the classroom.

Based on initial observations conducted in fourth grade, it emerged that the majority of students still experienced difficulty comprehending the content of reading material. Of the 16 students observed, 12 (75%) demonstrated difficulty understanding the overall storyline. This difficulty was evident in the way students read the text, which tended to focus on individual sentence fragments without connecting the story lines. Students read the text sequentially but had not yet demonstrated the ability to grasp the connections between events, characters, and the sequence of events in the story.

This situation was evident when students were asked to retell the text. Most students were only able to recount the beginning of the story or name a character who appeared, without being able to explain the story's progression from beginning to end. Some students also stopped at a specific point and did not continue the story in its entirety. This indicates that students' comprehension of the text was still partial and did not encompass a comprehensive understanding of the structure and storyline.

In addition to difficulties understanding the storyline, observations also indicated that students experienced difficulties understanding the vocabulary used in the text. Of the 16 students, 12 (75%) experienced difficulty understanding certain vocabulary, especially words considered new or rarely used in everyday life. During the reading process, students often stopped reading when they encountered a word they didn't understand, then waited for an explanation from the teacher or asked directly about the word's meaning.

Observation notes indicate that students' questions focused more on word meaning than on the overall content of the story. Students appeared hesitant to continue reading without explanation for unfamiliar vocabulary. This indicates that limited vocabulary understanding also impacts students' ability to fully comprehend the text. When vocabulary used in a text is not fully understood, students find it difficult to connect sentence meanings and grasp the message conveyed in the story.

In general, the results of these initial observations indicate that students' reading activities are not fully accompanied by a deep understanding of the text. Students still need support in connecting stories and understanding the vocabulary used in the text. These observations provide an initial overview of students' reading abilities and serve as a foundation for understanding how students interact with reading texts in fourth-grade literacy lessons before the introduction of fictional texts.

Reading ability is a key component of literacy and plays a crucial role in supporting students' learning. Through reading, students are expected to understand the information conveyed in the text, connect meanings between reading passages, and interpret the vocabulary used. Therefore, observations of students' reading abilities need to be carried out to obtain an overview of the initial conditions of reading literacy before applying fictional text teaching materials in literacy learning.

Based on initial observations conducted in fourth grade, it emerged that the majority of students still experienced difficulty comprehending reading material. These observations were conducted to directly assess how students read, comprehend, and respond to reading texts used in learning before the introduction of fictional texts. The observations focused on students' ability to follow the storyline, understand vocabulary, and re-explain the content of the reading material.

The observations revealed that of the 16 students observed, 12 (75%) experienced difficulty comprehending the overall storyline. This difficulty was evident in the students' reading style, which tended to focus on fragments of sentences without connecting the interconnectedness of the story. Students read sequentially but were unable to connect one

event to another. As a result, their understanding of the reading material was disjointed and incomplete.

This situation became even more apparent when students were asked to retell the text. Most students were only able to recount the beginning of the story or name the characters in the text, without being able to explain the storyline coherently from beginning to end. Some students stopped at a particular section and did not continue the story in its entirety. This indicates that students' ability to grasp the structure and flow of the story is still limited.

In addition to difficulties understanding the storyline, observations also revealed challenges in vocabulary comprehension. Of the 16 students observed, 12 (75%) experienced difficulty understanding vocabulary in reading texts. During reading, students often paused when encountering unfamiliar words. In these situations, students tended to wait for the teacher's explanation or directly ask questions about the meaning of words they found difficult. Observation notes showed that students focused more on asking about word meanings than discussing the overall content of the story, and they also expressed confusion when interpreting certain words within the context of the story.

These observational findings were reinforced by interviews with fourth-grade teachers. Ayu Mawaddah explained that before the structured use of fictional texts as teaching materials, students often experienced difficulty understanding reading material. Ayu Mawaddah explained that these difficulties were not only related to the content of the story, but also to the vocabulary used in the text. Ayu Mawaddah stated,

"Some students had difficulty grasping the essence of the story and the meaning of more difficult vocabulary."

This statement indicates that, initially, students are not yet fully able to process the information contained in the reading material comprehensively. A similar explanation was provided by Intan Deliana. She revealed that the difficulty level of the reading text is one factor influencing student comprehension. Intan Deliana stated,

"Some students still struggle with more complex texts, so they need additional support to understand the story."

This statement indicates that students need further guidance in reading, especially when faced with texts with more challenging structures and vocabulary. Furthermore, Muthmainnah added that differences in reading interests among students also influence reading comprehension levels. She explained that not all students show the same interest in previously read texts, resulting in varying levels of focus and attention. Muthmainnah stated,

"Some students are less interested in the story, so they don't focus enough on understanding the plot and content."

This statement illustrates that reading interest also plays a role in the process of understanding reading content. From the student perspective, interview results indicate that most students enjoy reading, but still experience difficulties in fully comprehending the content. Aisyah Nasywa stated that she could understand parts of the story, but often experienced confusion when encountering certain words. Aisyah Nasywa stated,

"Sometimes I understand, but sometimes I'm confused by the words."

This statement indicates that students' comprehension of reading is still hampered by limited vocabulary. Fitria Ramadhani expressed a similar sentiment, stating that the difficulty of the story affects her comprehension. Fitria Ramadhani stated,

"Sometimes I understand, sometimes I'm confused if the story is difficult."

This statement indicates that students still experience difficulties when reading material is perceived as more complex or uses unfamiliar vocabulary. Mayshara Zeiliya also shared a similar experience, stating,

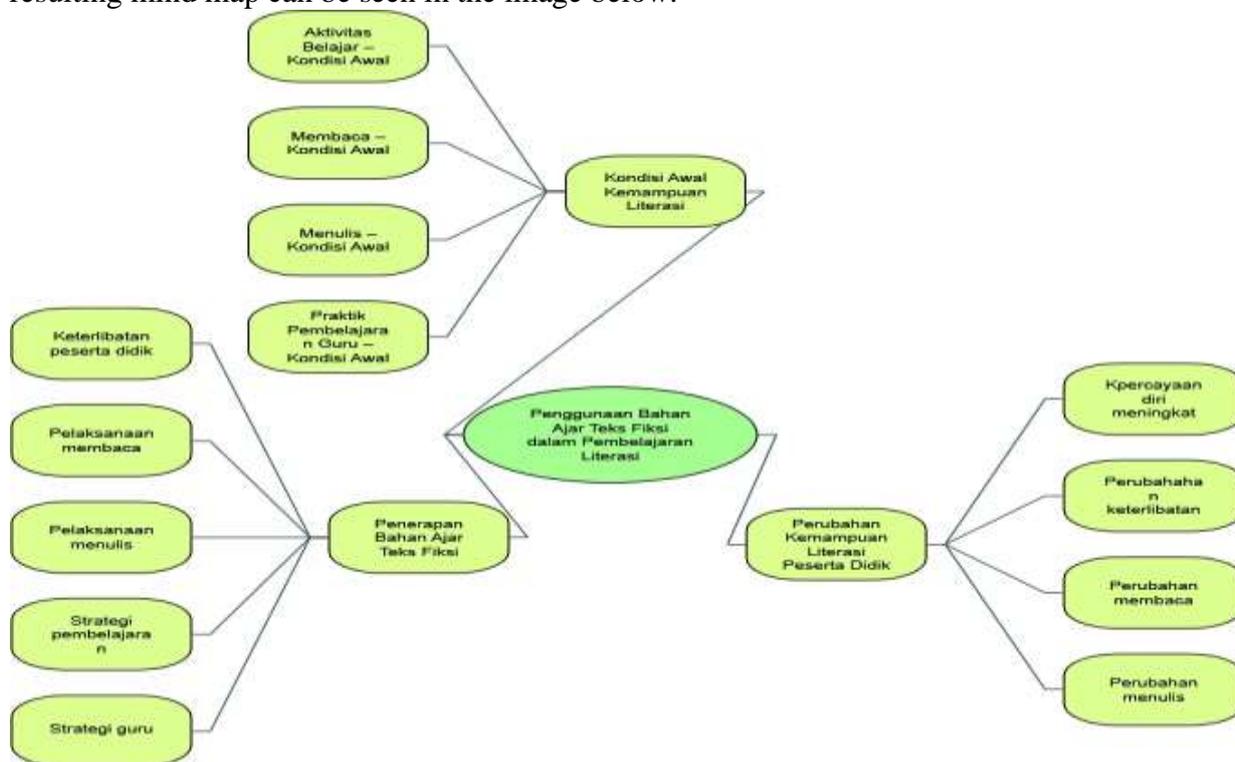
"Sometimes I understand, sometimes it's a bit difficult if there are difficult words."

This reinforces the finding that vocabulary is a major obstacle to reading comprehension. Some students stated that they could generally follow the story, but still found certain parts difficult. Putri Nurkaisara stated,

“Usually they understand, but there are parts that are a bit difficult to understand.”

This statement indicates that initially, students were not yet fully able to grasp the entire story, but were still at the stage of understanding parts of the reading material. Overall, observations and interviews showed that initially, fourth-grade students’ reading ability was still characterized by partial comprehension. Students were able to read the text and grasp parts of the story, but were not yet able to fully understand the plot coherently and interpret vocabulary well. These findings provide an initial overview of students’ reading abilities before the implementation of fictional texts in literacy instruction.

Overall, the research findings on the use of fictional texts in literacy learning for fourth-grade students at the Peusangan 28 Public Elementary School Technical Implementation Unit (UPTD) can be seen through a mind map visualized using the NVivo application. The mind map served as a tool to visualize the data and key themes identified in the research. Through the mind map, the research findings were presented in the form of broad themes that illustrate the general analysis, which were then further broken down into more detailed subthemes. The resulting mind map can be seen in the image below.

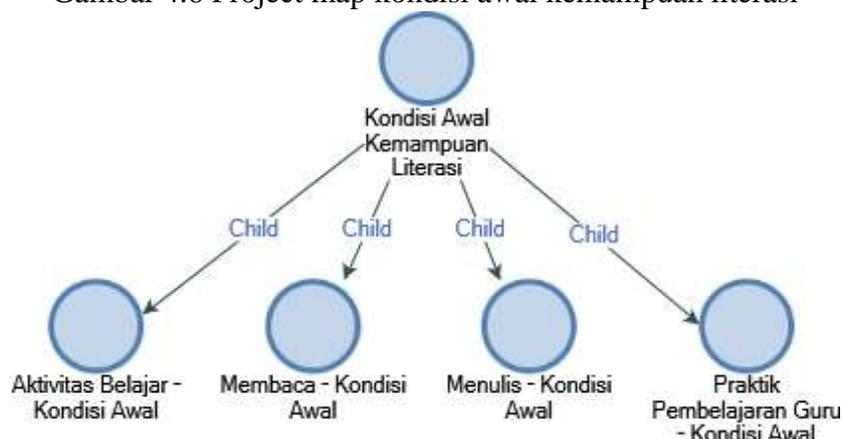


Based on the mind map, the overall picture of this study encompasses three main elements: the initial state of students’ literacy skills, the process of implementing fictional text teaching materials in literacy learning, and changes in students’ literacy skills after the implementation of fictional text teaching materials. These three elements are interrelated and form a unified whole that illustrates the flow of literacy learning in fourth-grade students at the UPTD SDN 8 Peusangan.

The discussion of the initial state of fourth-grade students’ literacy skills at the UPTD of Peusangan 28 Public Elementary School is based on data analysis using NVivo, involving teacher interviews, student interviews, and learning observations. This analysis aims to provide an in-depth interpretation of students’ literacy skills before the implementation of fictional text teaching materials, including reading skills, writing skills, student learning activities, and literacy learning practices carried out by the teacher in the classroom. Based on the research

findings, the researcher described the initial state of literacy skills using the NVivo project map feature as follows:

Gambar 4.6 Project map kondisi awal kemampuan literasi



Based on the initial literacy skills project map, research findings indicate that students' initial literacy skills still face various interrelated limitations across cognitive, affective, and pedagogical aspects. This is evident not only in individual students' reading and writing abilities but also in how the literacy learning process takes place in the classroom.

The NVivo analysis results indicate that, in the initial conditions, fourth-grade students' reading skills have not yet developed optimally. The findings that emerged predominantly in the Reading – Initial Conditions node indicate that most students experienced difficulty understanding the complete storyline, understanding vocabulary in reading texts, and tended to grasp only partial information from the reading material.

Students generally read texts separately at the word or sentence level, unable to connect the parts of the text into a meaningful whole. This is reflected in students' inability to retell the content of the reading coherently and their confusion when asked to explain the storyline. These findings indicate that students' reading comprehension skills remain at the literal level, not yet developing into inferential and interpretive comprehension.

According to Tarigan (in Harianto, 2020: 2), reading is a process used by readers to capture the author's message through written words and comprehend the meaning contained in the reading material. Based on this view, reading is not merely understood as the activity of reciting text, but as a process of interpreting meaning that requires readers to understand the reading material comprehensively. The initial difficulty students experience in understanding the storyline and vocabulary indicates that the process of capturing and interpreting the message has not yet occurred optimally. Therefore, students' reading skills at this early stage still require the support of more contextual teaching materials and learning strategies so that they can understand the message conveyed in the text more fully and meaningfully.

In addition to reading skills, the NVivo analysis also revealed that the writing skills of fourth-grade students were still relatively limited at the initial stage. The Writing Node – Initial Conditions test showed that most students had difficulty initiating writing, organizing ideas, and constructing a coherent and systematic narrative. Students' writing tended to consist of separate sentences without a clear storyline.

Difficulty initiating writing indicates that students lacked a clear strategy or initial idea of what to write. This aligns with the finding that students still relied on teacher guidance to determine writing ideas. This indicates that students' writing skills have not yet developed into independent productive skills.

According to Tarigan (in Sukma, 2023: 4), writing is conventionally defined as a person's ability to write something using a particular writing system so that it can be understood by others who have mastered the system. This view demonstrates that writing is not only related to the technical ability to write words, but also to the ability to convey ideas

clearly and structuredly. Furthermore, Murray (in Sukma, 2023: 32) explains that writing is a continuous thinking process, starting from the trial stage, developing ideas, to revising the resulting writing.

Based on this perspective, writing can be understood as a complex process involving planning, organizing, and developing ideas in stages. The limited writing skills of students at the beginning indicate that the thinking process and writing stages, as outlined by Tarigan and Murray, have not yet been fully understood and mastered. This is reflected in students' difficulties in starting writing, organizing ideas, and constructing a coherent narrative. Furthermore, students' unfamiliarity with writing narrative texts also contributes to the low quality of their writing. Therefore, the initial state of students' writing skills demonstrates the need for a writing learning approach that provides stimulating ideas, concrete examples, and ongoing support for the writing process so that students can optimally develop their writing skills.

Based on the learning activity aspect, the NVivo analysis results indicate that student engagement in reading and writing literacy activities at the beginning is uneven. The Learning Activity Node – Initial Conditions shows that some students tend to be passive, lack focus during reading activities, and demonstrate low interest in writing activities. Many students wait for further instructions from the teacher and have not yet shown the initiative to actively participate.

This situation indicates that literacy learning activities are still teacher-centered, with the teacher's role being more dominant than student participation. Students' reliance on teachers for reading comprehension and writing assignments indicates that students are not yet fully motivated and confident in literacy activities.

When linked to active learning strategies in literacy, which emphasize the importance of student involvement in the learning process, the initial conditions of literacy learning demonstrate a gap between theoretical expectations and actual practice. Students have not yet fully gained literacy learning experiences that encourage active engagement, critical thinking, and reflection in reading and writing activities. Literacy learning activities at this initial stage tend to be passive, with students primarily receiving information without direct involvement in the process of reading comprehension and developing written ideas. According to McNamara (in Khaira, 2023:2), active learning strategies are learning approaches that position students as the primary subjects in the learning process, where students actively engage in various learning activities. In contrast to passive learning approaches that merely position students as recipients of information, active learning strategies encourage students to actively participate, both individually and in groups, in building understanding and learning skills. Thus, the limited involvement of students in the initial conditions shows that the principles of active learning have not been fully implemented in literacy learning, so that the development of students' reading and writing skills has not taken place optimally.

CONCLUSION

Changes in students' literacy skills after using fictional text teaching materials are seen in the improvement of students' reading and writing skills. Students demonstrated better abilities in understanding the storyline, mastering vocabulary, and explaining the contents of the reading coherently. In the writing aspect, students began to be able to compose stories with a clearer structure, more organized ideas, and use a more varied vocabulary. In addition, student involvement in literacy activities also experienced positive changes, marked by increased activeness in discussions, courage to express opinions, and enthusiasm in participating in reading and writing activities. These findings indicate that fictional text teaching materials play a role as an effective tool in supporting literacy learning that is more contextual, meaningful, and student-centered.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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