DEVELOPMENT OF THE *SINAU KARAKTER LUMANTAR DONGENG* BOOK IN READING LITERACY LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS

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Absract
Based on the documentation study of AKM (Minimum Competency Assessment) scores and preliminary interviews with AKM supervisors, it was found that the reading literacy ability of students at SMPN 1 Baureno is still relatively low. This study aims to: (1) analyze the needs for the Sinau Karakter Lumantar *Sinau Karakter Lumantar Dongeng* book; (2) develop a prototype of the Sinau Karakter Lumantar *Sinau Karakter Lumantar Dongeng* book; and (3) describe the validation of the Sinau Karakter Lumantar *Sinau Karakter Lumantar Dongeng* book. The research was conducted at SMPN 1 Baureno using the 4D (Define, Design, Develop, Disseminate) research and development model developed by Thiagarajan. Data collection techniques included observation, interviews, and questionnaires, while data analysis was carried out using qualitative and quantitative approaches. The results of the study indicate that the low reading literacy among students is caused by the lack of engaging, contextual, and culturally based fiction reading materials. Therefore, it is necessary to develop a book based on local Bojonegoro folktales for seventh-grade students. The prototype of the Sinau Karakter Lumantar *Sinau Karakter Lumantar Dongeng* book was designed in alignment with the national curriculum in the form of a printed book containing 16 local folktales, discussion activities, AKM-based exercises, and 14 character education values. The validation test results showed a very high level of feasibility, with scores of 97% for material validation, 94% for teaching material, and 93% for media. This study demonstrates that the Sinau Karakter Lumantar *Sinau Karakter Lumantar Dongeng* book is suitable for use as a learning medium to improve students' reading literacy and instill character values. The use of this book can also serve as an alternative teaching material that is contextual and relevant to the local culture within the school environment.
Keywords: book; learning characters; fairy tales; reading literacy

INTRODUCTION

Literacy skills are an essential ability for students. According to Fajriyah (2022), literacy skills help students solve everyday problems. Ramdhayani (2023) explains that literacy ability is closely related to the capacity to critically understand information and respond effectively to problem-solving situations. In line with this, Mardiyah et al. (2021) emphasize that literacy skills are highly relevant to the demands of 21st-century education, which prioritize skills as a crucial component

required in all aspects of life. Therefore, literacy skills are essential for every learner to master.

In reality, students' literacy abilities in Indonesia remain far below expectations. The findings of Setiarini and Setyawan (2024) reveal that students' interest in reading literacy is still low. Similarly, Apriliana and Hartati (2024) also found that students' reading comprehension skills are still very poor. This situation is further reinforced by the results of PISA 2022. According to the PISA 2022 results, Indonesia ranked 71st out of 81

countries in reading literacy, 67th in science literacy, and 70th in mathematical literacy. These data indicate that students' reading literacy ability is lower than their literacy in science and mathematics (Amelia et al., 2024). Thus, efforts must be made to improve PISA results.

Based on preliminary interviews conducted with the AKM supervisor at SMPN 1 Baureno, it was found that students have low reading literacy abilities. Students tend to read slowly and struggle to comprehend a given text. This problem is further reflected in their low AKM results in the reading literacy aspect. Out of 30 students, 14 required special intervention, and 4 achieved very low results. These findings are consistent with the study of Indriana and Gunansyah (2025), which showed that students' ability to answer reading literacy questions remains very low. Therefore, there is an urgent need to improve students' literacy skills.

Based on reflection and discussions with several teachers at SMPN 1 Baureno, it can be inferred that the low literacy ability among students is caused by multiple factors. One dominant factor identified is the application of conventional learning models by most teachers. This finding aligns with Setiawan and Insani (2025), who also revealed that the majority of junior high school teachers still use conventional teaching models. According to Kholiq et al. (2024), conventional learning models are not effective in enhancing students' motivation and enthusiasm for learning. Furthermore, several teachers admitted that assignments given to students are often not discussed collectively or provided with feedback. Widyani (2024), Febrianti and Insani (2023), and Kholiq et al. (2024) argue that this condition hinders students from achieving optimal academic performance. In addition,

teachers believe that one of the main factors contributing to low literacy skills is the lack of reading materials available to students. This is consistent with the findings of Permatasari et al. (2022), who revealed that low literacy ability is caused by the limited availability of reading materials for students. Therefore, it is crucial to address these issues.

Reading materials play a vital role in achieving learning objectives. Literacy materials should be adapted to the characteristics and needs of students to support their understanding of the learning content (Yulianingsih et al., 2023). Muliastrini (2025) argues that literacy materials should also include the integration of character values in children's learning. This is intended to prevent the ongoing character crisis, which has become a major issue today (Pentianasari et al., 2022). Moreover, the findings of Ratnawati and Sulastri (2023) indicate that literacy materials containing character values can effectively improve students' attitudes and behavior. Therefore, there is a need for literacy materials that integrate character education.

One type of literacy material capable of instilling character values in students is literature-based literacy. This is in line with the findings of Istiqomah (2024) and Waluyo et al. (2021), who state that literary works can serve as a medium for character education. Among various literary genres, folktales are particularly effective in cultivating character values (Dewi & Suastika, 2021). According to Dewi et al. (2021), folktales are fictional literary works that entertain while carrying moral lessons. Folktales develop within communities and contain local wisdom, cultural beliefs, and moral messages (Ginting et al., 2024). Therefore, there is a need for folktales that are contextual and relevant to students' current lives.

Based on the above explanation, there is a need for literacy materials that can enhance students' literacy skills, incorporate character education, and be contextual to students' lives. One possible effort to achieve this is through the development of the Sinau Karakter Lumantar *Sinau Karakter Lumantar Dongeng* book. The Sinau Karakter Lumantar *Sinau Karakter Lumantar Dongeng* book is a literacy material written in Javanese language. It contains a collection of folktales that are highly relevant to students' needs in the aspect of reading literacy.

Previous studies related to the development of the *Sinau Karakter Lumantar Sinau Karakter Lumantar Dongeng* book for reading literacy have been conducted by Insani et al. (2021), Rosyadi et al. (2024), Ulum and Haerudin (2022), and Wulandari and Masjid (2024). However, those studies differ from the present research, as they focused on developing literacy materials for different languages and educational levels. This study fills the research gap concerning literacy materials based on Javanese literary works.

This study aims to (1) analyze the needs for the Sinau Karakter Lumantar *Sinau Karakter Lumantar Dongeng* book, (2) develop the Sinau Karakter Lumantar *Sinau Karakter Lumantar Dongeng* book, and (3) determine the feasibility of the Sinau Karakter Lumantar *Sinau Karakter Lumantar Dongeng* book. The novelty of this research lies in the development of the *Sinau Karakter Lumantar Sinau Karakter Lumantar Dongeng* book, which integrates reading literacy with character education based on local wisdom for junior high school students. Theoretically, this study contributes to enriching the discussion of developing local wisdom–based learning media for reading literacy. Practically, it provides an alternative teaching material in the form of the Sinau Karakter Lumantar *Sinau Karakter Lumantar Dongeng* book that can be used by junior high school teachers to instill character values through reading literacy activities.

METHODS

This study is a type of Research and Development (R&D) research. This research type was chosen because the study aims to produce a product. The study employed the 4D model developed by Thiagarajan (1974), which consists of four stages: Define, Design, Develop, and Disseminate.

The steps of the 4D research design implemented in this study are as follows: (1) the Define stage was carried out to analyze needs and determine the product to be developed; (2) the Design stage aimed to design the product that had been determined; (3) the Develop stage was conducted to develop and validate the product; and (4) the Disseminate stage was intended for product distribution. This study, however, was limited to the third stage (Develop) due to time constraints. Furthermore, the research was restricted to the development stage because its main focus was to produce a valid and feasible product before dissemination in future studies.

The research was conducted at SMPN 1 Baureno from September to November 2024. Data collection techniques included observation, interviews, and questionnaires. Interviews were conducted with teachers at SMPN 1 Baureno, and observations were carried out to identify students' difficulties related to reading literacy. In addition,

questionnaires were used to obtain validation test results for the *Sinau Karakter Lumantar Sinau Karakter Lumantar Dongeng* book. The required data, subjects, and instruments were explained in a table (not included here).

Data were analyzed using qualitative and quantitative descriptive techniques. The qualitative descriptive analysis model applied was the Miles & Huberman (1994) interactive analysis model, which includes four stages: (1) data collection, (2) data reduction, (3) data display, and (4) conclusion drawing. The quantitative data analysis technique was used to analyze the results of the validation tests.

The material expert validation and media expert validation of the *Sinau Karakter Lumantar Sinau Karakter Lumantar Dongeng* book were conducted by lecturers of the Master's Program in Javanese Language Education at Yogyakarta State University. The results of the material and media expert validations were converted based on the following table:

Table 1. Categories of Evaluation by Material Experts, Teaching Material Experts, and Media Experts

Category	Score
Very Good	5
Good	4
Fair	3
Bad	2
Very bad	1

(Yusuf et al., 2021)

The obtained scores were then averaged and converted into qualitative statements to determine the feasibility of the developed learning media prototype. The conversion criteria are presented in the following table:

Table 2. Feasibility Percentage Categories

Percentage	Criteria
81–100%	Very Feasible
61–80%	Feasible
41–60%	Fairly Feasible
21–40%	Not Feasible
< 20%	Very Unfeasible

(Puti et al., 2023)

Contains the type of research, time and place of research, target/objective of the study, research subjects, data and data sources, research procedures, research instruments (if it is necessary, there is an attachment regarding the instrument grid or excerpts of the materials used), data collection techniques, data analysis techniques, data validation, and other matters related to the research method. Each of these is written narratively in paragraphs, without subheadings, with lowercase letters starting with a capital letter, and with Calisto MT-10 font.

The research methods section should cover a maximum of 10% of the article's content for qualitative research, or a maximum of 15% for quantitative research and R&D. This section should be written in 2-3 paragraphs.

RESULTS AND DISCUSSION

Book Needs Analysis *Sinau Karakter Lumantar Sinau Karakter Lumantar Dongeng*

At the level definein the 4D development model for book development *Sinau Karakter Lumantar Sinau Karakter Lumantar Dongeng* , a series of analytical steps were carried out to formulate problems and learning needs comprehensively. Needs analysis was carried out through the MGMP forum andtry outThe Minimum Competency Assessment (AKM) shows that students' reading literacy skills, particularly in the

aspect of understanding and reflecting on reading texts, are relatively low. This finding is in line with research results showing that weak literacy skills of students at the junior high school level are generally caused by limitations in understanding fictional texts and a lack of habituation to meaningful reading (Hidayat & Widyasari, 2025). Other studies also reveal that fictional texts, including fairy tales, have an important role in fostering students' reading interest and reflective abilities due to their imaginative nature and closeness to the reader's emotional experiences (Jannah et al., 2025). Thus, the focus of this research on the development of fairy tale-based teaching materials has a strong scientific basis to address the problem of low reading literacy at the junior high school level.

In-depth reflection on the results of discussions with teachers shows that the limited availability of relevant and engaging fictional reading materials is one of the main factors in students' low literacy skills. The fiction books available in schools are considered less supportive of students' active involvement in understanding the reading content and do not reflect the local cultural context. These results are in line with research by Insani & Fuadhiyah (2025) which states that literacy learning will be more effective if teaching materials are designed by considering students' socio-cultural context because contextual proximity can increase a sense of ownership and emotional involvement in the reading process. Furthermore, research by Afrizal & Citraningrum (2024) also confirms that teaching materials based on local culture can strengthen students' conceptual understanding while shaping character through values relevant to their lives.

The results of the curriculum and syllabus analysis show that material about fairy tale texts is specifically taught at the 7th grade of junior high school, so the focus of developing books is…*Sinau Karakter Lumantar Sinau Karakter Lumantar Dongeng* This step is aimed at seventh-grade students. This step is relevant to research conducted by Handayani & Indarti (2022), which found that the intervention of developing fictional text-based teaching materials in the early stages of secondary learning was effective in building students' literacy foundations and reflective thinking skills. Therefore, the seventh-grade target is considered pedagogically and curricularly appropriate for strengthening reading literacy competencies through the introduction of meaningful fictional texts.

The results of the agreement in the MGMP forum that emphasized the need for storybooks based on local treasures, especially from the Bojonegoro region, demonstrate the importance of a contextual approach in literacy learning. This finding aligns with research by Yoma et al., (2025), which concluded that local culture-based teaching materials not only improve students' literacy skills but also foster an appreciation for local wisdom and strengthen cultural identity. Thus, the development of storybooks*Sinau Karakter Lumantar Sinau Karakter Lumantar Dongeng* not only aimed at improving reading literacy skills, but also at internalizing character values through a local cultural approach that is close to the lives of students, as recommended by various recent studies in the field of literacy and culture-based character education.

Prototype of The Book *Sinau Karakter Lumantar Sinau Karakter Lumantar Dongeng*

In the design stage, the first step is an analysis to align the material to be developed with

the applicable curriculum. This analysis includes a review of the learning outcomes and learning objectives stated in the national curriculum document. This process aims to ensure that the content of the Sinau Karakter Lumantar *Sinau Karakter Lumantar Dongeng* book is not only thematically relevant but also has strong validity as a learning medium capable of supporting the achievement of student learning outcomes. These results are in line with research by Gazali & Sumarsono (2024) which emphasizes the importance of alignment between learning media and the curriculum to ensure the effectiveness of character learning. Similar findings were stated by Sholeh et al., (2025) that the development of curriculum-based media can strengthen the integration between competencies, learning objectives, and the character values to be instilled.

The second step in the design phase is determining the format of the learning media to be developed. Based on an analysis of student needs and characteristics, it was decided that the media to be developed would be a printed book. The selection of a book as the product development product was based on considerations of ease of access, flexibility of use, and its effectiveness in presenting a narrative of character learning in a sustainable manner. This book not only serves as a means of delivering material but also functions as a pedagogical instrument integrated with literacy activities and strengthening character education. This is in line with the results of research by Nasifa & Insani (2025), which stated that character-based learning books are effective in instilling moral values because they present a context close to students' experiences. Furthermore, Darmuki et al., (2023) also showed that print media remains relevant in the digital era as long as it is presented with a contextual approach and attractive visual design.

Furthermore, considering the low reading literacy skills that remain a dominant challenge in elementary school learning, this book is designed comprehensively by combining narrative texts in the form of fairy tales, learning activities, and practice questions. Each component is designed integratively to support the strengthening of students' literacy competencies. In this context, the book is not only a reading material, but also a tool to develop students' critical thinking, reflective, and communicative skills through discussion activities and contextual problem solving presented systematically in each chapter. This design is in line with the results of Sampe's (2025) research which shows that narrative texts in the form of fairy tales are effective in improving children's literacy skills and appreciation of literature. Nurrahmah et al., (2025) also strengthens this finding by stating that story-based reading activities can foster critical thinking skills and increase students' interest in reading.

In terms of content, the fiction used in this book is fairy tales, selectively and contextually chosen, taking into account the character values to be instilled. To ensure integration between literacy and assessment, each chapter in the book consists of three main sections: fairy tale readings, discussion activities, and practice questions. This structure aligns with indicators in the Minimum Competency Assessment (AKM), specifically in developing reading comprehension and reasoning skills. All readings in the book are also structured based on learning outcomes and learning objectives formulated in the curriculum, so that this book can play an optimal role in supporting character-based learning while continuously improving students' literacy competencies. This

approach is reinforced by research by Kurniawati and Widodo (2021), which shows that the structure of story-based learning activities strengthens the connection between literacy and competency-based assessment. Pratiwi (2022) also added that aligning media with AKM indicators can significantly improve students' reasoning skills and text comprehension.

The cover design of the book *Sinau Karakter Lumantar Sinau Karakter Lumantar Dongeng* is presented in the following image.
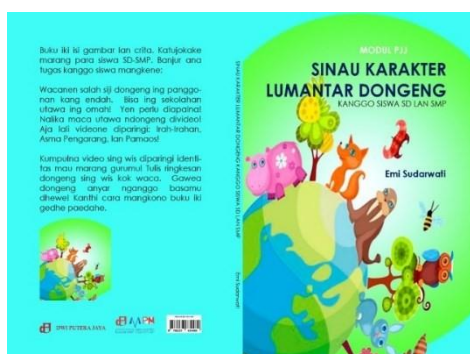

Figure 1. design of the book Sinau Karakter Lumantar *Sinau Karakter Lumantar Dongeng*

Research by Chairiyah & Achmad (2022) demonstrated that representative cover visual design significantly increases students' reading interest, particularly in character-based media. Similarly, Hilalulloh & Senubekti (2025) emphasized that visual elements such as illustrations, color, and typography play a crucial role in reinforcing the moral message conveyed in narrative learning media.

The Sinau Karaker Lumantar *Sinau Karakter Lumantar Dongeng* book consists of 16 fairy tale titles. The titles include 1) Lala Jenes Bougenville, 2) Kiki Kucing kang Isinan lan Jirih, 3) Cici Cacing Badhe Miber, 4) Prajurit Tawon Njaga Sendhang Gong, 5) Lili Kangen Ibu, 6) Binahong dudu Kembang, 7) Ferdikura Nemokake Omahe, 8) Mawar Arep Pawiyatan, 9) Krisan Kanggo Kristin, 10) Refugia Kembang Pinulung, 11) Eseme Suruh Abang, 12) Lavender Sinau Maca, 13) Kenanga Badhe Miber, 14) Amaris Mitra Kinasih, 15) Ki Kemuning Tresna Ayah, 16) Mlathi dudu Maling. The diversity of these titles illustrates the variation in moral and social contexts that enrich students' literacy experiences. Wulandari (2024) states that the variation in themes in fairy tales increases students' emotional involvement in reading.

In addition, the Sinau Karaker Lumantar *Sinau Karakter Lumantar Dongeng* book also integrates 14 character education values that can be implemented by students in their daily lives. These values include 1) environmental care, 2) independence, 3) social care, 4) democracy, 5) responsibility, 6) curiosity, 7) mutual assistance, 8) love of the homeland, 9) honesty, 10) respect for achievement, 11) friendship, 12) discipline, 13) hard work, 14) love of peace. Strengthening these character values is in accordance with the national character education framework put forward by the Ministry of Education and Culture which emphasizes the integration of moral values in every aspect of learning. This is reinforced by research by Aini et al., (2024) which found that the integration of character values in story-based media is effective in shaping positive student behavior and strengthening local cultural identities which are the foundation of character education in Indonesia.

Book Qualifications *Sinau Karakter Lumantar Dongeng*

Book eligibility *Sinau Karakter Lumantar Sinau Karakter Lumantar Dongeng* can be known through the validation test of materials, teaching materials, and media. The assessment of the material validation test was carried out by Prof.

Dr. Sri Harti Widyastuti, M. Hum, who is a lecturer in the Master of Javanese Language Education. The material assessment consists of 5 indicators, namely 1) alignment between the material and learning objectives, 2) alignment of evaluation with reading literacy skills, 3) alignment of fairy tales, 4) accuracy of the material, 5) alignment of the material with the principles of teaching materials. The results of the validation test obtained a value of 4.85 or 97% which indicates that the material in the textbook*Sinau Karakter Lumantar Sinau Karakter Lumantar Dongeng* Very appropriate. These results demonstrate high content quality and consistency between learning objectives and character literacy content. These findings align with research by Ulfah et al. (2025), which states that content validity is the primary indicator in assessing the suitability of character-based learning media. Furthermore, research by Ayatusa'adah et al. (2025) also shows that aligning material with core competencies and assessment indicators can improve learning effectiveness and strengthen the relevance of content to student needs.

The validation test for the teaching materials and media was conducted by Dr. Mulyana, M.Hum, a lecturer in the Master of Javanese Language Education program. The validation test for the suitability of the teaching materials consisted of three indicators: 1) appropriateness to the students' age, 2) communicativeness, and 3) display support. The validation test yielded a score of 4.7 or 94%, indicating that the teaching materials were suitable. *Sinau Karakter Lumantar Sinau Karakter Lumantar Dongeng* Very appropriate. This achievement indicates that the book is in accordance with the characteristics of the cognitive and affective development of elementary school students. This is reinforced by the results of research conducted by Yani et al., (2025) which stated that communicative and contextual narrative-based media can increase students' interest in learning while strengthening the internalization of character values. Similarly, Mustafid et al., (2023) also found that teaching materials adapted to the age of students have a higher level of effectiveness in facilitating literacy and moral value learning compared to conventional teaching materials.

Book media validation testLearning Character Through Fairy Talesconsists of 3 indicators, namely 1) the size of the teaching material, 2) the design of the cover of the teaching material, 3) the design of the content of the teaching material. The results of the validation test obtained a value of 4.65 or 93%, which indicates that the material in the textbook*Sinau Karakter Lumantar Sinau Karakter Lumantar Dongeng* Very feasible. This finding is consistent with research by Nuralifah & Siti Masyithoh (2024), which revealed that visual media design, especially in character-based books, has a significant influence on students' reading interest and positive perceptions of the material. Visual aspects such as layout, color, and attractive illustrations can enhance the learning experience and strengthen the understanding of character values conveyed through the narrative.

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Reflection shows that the lack of interesting and contextual fictional reading materials and the absence of local cultural connections are the main causes. Curriculum analysis shows that fairy tale material is taught in grade VII, so the development of this book is focused on that level. It was agreed that the developed learning book must be sourced from local Bojonegoro fairy tales to increase cultural relevance, student literacy, and character building through an approach close to their lives.

At the design stage, the bookLearning Characters Through Fairy TalesDesigned in line with the national curriculum, this printed book presents contextual local fairy tales to support literacy and strengthen the character of seventh-grade students. It contains 16 fairy tales, combined with discussion activities and AKM-based practice questions, and integrates 14 character education values.

Book feasibility testLearning Characters Through Fairy Taleswas conducted through validation of materials, teaching materials, and media by experts. The test results showed a very good level of feasibility, with a validation value of 97% for materials, 94% for teaching materials, and 93% for media. This study shows that the textbookLearning Characters Through Fairy TalesIt is suitable for use as a learning medium to improve reading literacy and instill character values in students. This book can also be used as an alternative teaching material that is contextual and relevant to local culture in the school environment.

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