Developing Of Writing Enrichment Book Based On The Local Wisdom Value Of Javanese Poetry *(Geguritan)*

Subagyo Subagyo [1], Teguh Supriyanto[2], Amin Yusuf[2]

[1.]SDN Pekunden, Kota Semarang, Indonesia
[2.]Pascasarjana, Universitas Negeri Semarang, Indonesia

Article Info

Abstract

Javanese poetry (geguritan) learning still does not get maximum attention because there are no (geguritan) books that are integrated with local wisdom values. This research is to integrate Javanese poetry (geguritan) with the value of local wisdom contained in the enrichment book. This study aims to develop an enrichment book for writing Javanese poetry (geguritan) containing the value of local wisdom; produce a valid enrichment book; test the acceptance of the enrichment book and test the effectiveness of learning to write geguritan using the developed enrichment book. This research uses the model of Research and Development (R and D)The results showed that The results showed that enrichment book was valid with a score of 3.10was valid with a score of 3.10; the acceptance test of this enrichment book is 77.56% and the learning effectiveness test using this enrichment book is effective with an average value of 87.63. Based on the results of the study, it can be concluded that the geguritan writing enrichment book is effective to be applied in elementary schools and is able to improve the quality of learning.

INTRODUCTION

The learning principles used in the 2013 curriculum include learning that applies values by setting an example (*ing ngarso sung tulodo*), building willpower (*ing madyo mangun karso*), and developing students' creativity in learning process (*tut wuri handayani*).

Learning to write *geguritan* can teach the value of local wisdom and example to students. This is in line with the opinion of Gunawan, et al (2020) that character learning in elementary schools has an important role to shape the character of good students. This is reinforced by the notion of character education, which is a deliberate effort to help people understand, care, and act based on ethical values (Eka, 2017).

Learning to write *geguritan* cannot be separated from writing skills. Prasetiyo, et al (2020) argue that writing is an activity of expressing ideas or thought in the form of certain symbols that are understood. Writing is a creative process that involves more diffused than concentrated ways of thinking (Amorita & Doyin, 2019). The creative character education process is a change in the organization of personal life, that is called awareness that arises from typical personal actions in response to the environment (Restiyanti, 2017). Thus, writing *geguritan* can be interpreted as a process of one's creativity in imagining or developing experiences that have been seen, heard, felt, and experienced and then poured into beautiful words.

Based on observations at Pekunden Elementary School, Central Semarang District, Semarang, the implementation of learning to write *geguritan* in schools still faces many obstacles. Some of the obstacles faced by students include lack of interest and experience in writing *geguritan*. This is in accordance with the opinion of Laila (2021) concluding that literature works (*geguritan*) taught in elementary schools are still weak and very abstract for students. The obstacles are also from the teacher, that is called the lack of teacher ability in developing *geguritan* writing teaching materials so that learning to write *geguritan* becomes unattractive, eventually making students bored.

In addition to obstacles from students, there are obstacles from teachers, namely the low interest of teachers in developing teaching materials in accordance with the value of local wisdom expressed by Zuriah, et al (2017) stating that teachers do not have special experience and competence in developing innovative teaching materials and increasing teacher competence in making and develop innovative creative teaching materials. This happens because of the limited understanding of knowledge in making and developing creative and innovative enrichment books. Another obstacle is the availability of *geguritan* writing enrichment books which are still not in accordance with the students' need and do not integrate with the values of local wisdom and culture of the environment around the school.

The availability of enrichment books is very important in supporting learning activities in elementary schools. The importance of using *geguritan* writing enrichment books for students is to (1) learn writing *geguritan* will be more interesting, (2) increase students' interest and motivation to participate in *geguritan* writing lessons, (3) make it easier for students to learn the competencies that must be mastered, and (4) guide students in writing *geguritan* in addition to textbooks.

The importance of *geguritan* writing enrichment books for teachers include (1) to be teachers' other alternatives than textbooks; it means that *geguritan* writing enrichment books can act as a complement to existing material books at school (2) build effective and interactive communication between teachers and students; so that a harmonious relationship will be established and it can create a fun learning for students (3) arrangimg of enrichment books can be an added value for the credit score for teachers. The preparation of a *geguritan* writing enrichment book containing the value of local wisdom can add credit score points for teachers, which can be used for the promotion process of civil servant teachers. The next benefit for teachers who compile an enrichment book is

that with this enrichment book the teacher has a complete guide in teaching writing *geguritan* with the value of local wisdom, so that it is not only conceptual but combines concepts and regional culture.

Based on interviews with several teachers in the Semarang that *geguritan* writing books used by teachers in the Semarang recently only rely on theory and presentation of *geguritan* material from textbooks that are sent from instutition. It is same as what Fadillah (2020) stated that learning in schools tends to be very theoretical and not related to the student's environment so that students become distant from literary works. Ideally, books used by teachers should be able to generate motivation in students and make students interested in participating in learning, this shows that the role of the environment can affect students' learning motivation. This also affects to learning of elementary school age children, especially learning to write *geguritan*.

One of the efforts to make learning to write *geguritan* interesting for students is to develop an enrichment book containing the values of local wisdom of the local area. This agrees with Amorita (2019) who argues that *geguritan* is an art where language is presented in the thickest form and a combination of cultures. In line with Amorita's opinion, Ismuwardani's research (2019) concludes that when students learn *geguritan*, at the same time students learn culture so that it can help increasing student's interest and learning achievement. So the author combines learning to write *geguritan* with local wisdom values, in the form of an enrichment book to write *geguritan* based on local wisdom values. The values of local wisdom used are the values of local wisdom of the people of Central Java.

The values of local wisdom are one example of the culture closest to the student's environment. Learning with the value of local wisdom will make learning more meaningful and increase appreciation of local culture. Appreciation can occur when someone experiences direct or indirect experiences.

The city of Semarang has unique and diverse local wisdom values. The values of local wisdom of the Semarang people include do not be cocky (*ojo dumeh),* tolerance *(tepo seliro),* careful *(mawas diri),* brave to take a guarantee *(wani tombok),* do not show off (*mendhem jero), to be more careful and precise (geminastiti sing ngati-ngati),* everything needs money (*jer besuki mawa beya),* someone's pride depends on their words (*aji ning dhiri saka obahing lathi).* The values of local wisdom are traditions that are still carried out today. However, the values of local wisdom of ojo *dumeh, tepo seliro, mawas diri, wani tombok, mendhem jero, geminastiti sing ngati-ngati, jer besuki mawa beya, aji ning dhiri saka obahing lathi* have begun to be abandoned by the younger generation, therefore efforts need to be made to regenerate the values of local wisdom which is the noble cultural heritage of the Javanese people. So that the values of local wisdom should not be lost from the Javanese community. One example is the attitude of *ojo dumeh* which means that Javanese people should not have an arrogant attitude in all aspects of their lives. Then this attitude of *tepo seliro* means that the Javanese people must have an attitude of tolerance for the differences that exist in society.

The Javanese people also hold tight *mawas diri* attitude; it means that Javanese people have an attitude of being careful or not in a hurry to act, they must think about the consequences that will occur from our behavior, obey the laws that apply to their area. The values of local wisdom are a noble cultural heritage from the royal era, so we must preserve this culture so that it is not lost to the society. One of the efforts made to preserve the values of local wisdom is by teaching the values of local wisdom to elementary school students combined with writing *geguritan*. Based on this description, it can be concluded that the presence of a *geguritan* writing enrichment book containing the values of local wisdom is very important and needed by students and teachers in the Semarang.

This study aims to describe the development of a *geguritan* writing enrichment

book containing the values of local wisdom; The next aims of the research is to produce an enrichment book for writing *geguritan* containing valid local wisdom values; The next aims of the research is to test the acceptability of the *geguritan* writing enrichment book containing the values of local wisdom and to test the effectiveness of learning using the *geguritan* writing enrichment book containing the values of local wisdom for fourth grade elementary school students.

METHOD

This research is a development research oriented to the Borg and Gall model with 6 stages. These stages include the potential and problem stages, data collection, product design, design validation, design revision and the trial stage.

The preliminary stage is the potential and problems, at this stage the activities carried out are analyzing needs in the form of initial observations in learning activities carried out at Pekunden elementary school. The observations were made during the learning process. Then, the researchers analyzed the problems that occurred in the field. The processes carried out include analyzing teaching materials, to see conformity with competency standards.

The data collection stage was carried out by giving questionnaires and interviews to teachers and students of grade 4 at Pekunden elementary school. This stage was carried out to develop the design of a *geguritan* writing enrichment book containing the values of Semarang's local wisdom for fourth grade elementary school students.

The product design stage is carried out by developing a draft of the *geguritan* writing enrichment book containing the values of local wisdom of Semarang for grade IV elementary school students by reviewing the *geguritan* writing material in the student handbook, referring to the learning objectives of the *geguritan* writing material containing the values of local wisdom, and creating an attractive

display. interesting to be able to stimulate students' writing skills well.

Design validation stage, this stage is carried out to obtain suggestions and input from lecturers and practitioners to revise the draft of the *geguritan* writing enrichment book containing the values of Semarang local wisdom so that it is feasible to use. Design of validation was carried out in consultation with product assessors, namely expert lecturers in the field of Javanese language and literature and teachers in elementary schools on a limited basis as users of this enrichment book product.

The next stage is the design revision stage, at this stage is the process of improving the enrichment book design after getting suggestions and input from expert lecturers and teachers. The final result of the improvement of the *geguritan* writing enrichment book containing the values of local wisdom is in accordance with the needs of teachers and students.

The next stage is the product trial stage. Enrichment books for writing *geguritan* containing the values of local wisdom that have been revised, are then distributed to students in learning activities to determine student responses to enrichment books made by researchers. Product response is done with a small-scale response and large-scale response.

The small-scale responses were carried out on 10 students of class IV SDN Pekunden. Each respondent was given a questionnaire, the implementation procedure was to explain to students about the book that was designed and wanted to know how the students reacted to the book that was designed. The large-scale response was carried out in class IV of SDN Pekunden with 30 students and SDN Pendrikan Lor 01 with 30 participants. In this response, each respondent was given a questionnaire, the implementation procedure was to explain to students about the enrichment book that was designed and want to know about how the students reacted to the enrichment book made.

The data collection technique in this study was using test and non-test techniques or in the form of a need's questionnaire according to

teacher and student perceptions, validation sheets, and acceptance sheets.

RESULTS AND DISCUSSION

The results of this development research include, (1) the description of the need for developing a geguritan writing enrichment book containing the value of local wisdom according to the perceptions of teachers and fourth grade elementary school students, (2) the form of developing a geguritan writing enrichment book containing the value of local wisdom for fourth grade elementary school students, (3) the validity of the development of the geguritan writing enrichment book containing the value of local wisdom for fourth grade elementary school students (4) acceptance of the development of the geguritan writing enrichment book containing the value of local wisdom for fourth grade elementary school students

The development of the geguritan writing enrichment book containing the value of local wisdom was obtained based on an analysis of development needs according to the perceptions of teachers and students. The analysis was carried out by filling out a questionnaire on the need for enrichment book development by teachers and students. In addition, structured interviews were also conducted with teachers and students in order to obtain more in-depth data on the needs of teachers and students according to the conditions in the field.

The results of the needs analysis are used as a reference in developing the development of a geguritan writing enrichment book containing the value of local wisdom. The results of the needs questionnaire analysis according to the teacher include aspects (1) the feasibility aspect of the content of the geguritan writing enrichment book containing steps to write geguritan by providing several examples of geguritan, having a theme containing the value of local wisdom, and sufficient vocabulary so as to stimulate students' creativity in writing geguritan. (2) the feasibility aspect of presenting geguritan writing teaching materials must be complete in its parts by including the mapping of

core competencies, basic competencies, and learning objectives. The presentation of teaching materials is arranged systematically starting from examples, explanations, exercises, and enrichment and needs to add motivation in the form of wise words. (3) linguistic aspects and readability of geguritan writing enrichment books containing local wisdom using language that is interesting, communicative, and easily understood by students according to grade level and development, in this case, grade IV SD. In addition, teaching materials need to be equipped with attractive images and colors and consider the composition of writing and images so that they can help students write geguritan. (4) the graphic aspect includes the use of the typeface, namely comic sans MS, 80 gram A4 paper, cover illustration images, the title of the teaching material is placed in the middle on the cover, and the coloring of teaching materials can be adjusted to the needs of teachers and students.

The results of the needs questionnaire analysis according to students' perceptions are (1) the feasibility aspect of the content of the geguritan enrichment book containing the value of local wisdom, the material contains examples of geguritan taken from magazines, tabloids, or the works of well-known writers. (2) the feasibility aspect of presentation shows the order in which teaching materials are presented containing explanations, four examples of geguritan, summaries, exercises, and enrichment, as well as adding words of motivation in the form of words of wisdom. (3) the linguistic or legibility aspect results in the language used in teaching materials being interesting, communicative, and easy to understand. Illustrated images are needed to make it easier to understand the material and illustrated images are adapted to the values of local wisdom. The composition of the writing color with illustrated images is adjusted to the geguritan developed. (4) the graphic aspect includes the title of the book by using an attractive image that represents reading geguritan containing the value of local wisdom, the use of the comic sans MS type and the paper size of A4 80 grams.

The development of this enrichment book is based on a needs analysis according to the perceptions of teachers and students based on the principles of development. There are three sections in the enrichment book developed, namely the initial section of the enrichment book containing the cover, title page, foreword, instructions for using the enrichment book, table of contents, mapping of core competencies and basic competencies, and learning schemes. The content section of the enrichment book consists of several sub-chapters including let's get to know geguritan, let's find geguritan content, let's practice finding geguritan content, let's write geguritan, let's practice writing geguritan, and

let's think creatively. At the end of the teaching material contains about several things including a glossary, bibliography, and about the author. Each section is developed based on the needs and development rules that have been analyzed.

The level of validity of the geguritan writing enrichment book containing the values of local wisdom developed was assessed by validators consisting of expert lecturers on geguritan material, linguistic expert lecturers, and learning and education practitioners. To determine the level of validity of this enrichment book, it can be seen in the results of the validation test in Table 1.

Table 1. Results of Validation of *Geguritan* Writing Enrichment Book with the Values of Local Wisdom

No	Aspect	Results of Validation			
		Expert 1	Expert 2	Expert 3	Average
1	Content	3.13	3.38	3.00	3.13
2	Presentation	3.17	3.00	3.17	3.17
3	Language	3.00	2.75	3.25	3.00
4	Graphics	3.10	3.10	3.20	3.10
Final Average		3.10			
Criteria		Valid			

Based on the data in Table 1, the validation results have an average value of 3.10 so that the enrichment book let's write geguritan containing the value of local wisdom is included in the valid criteria and can be used with slight improvements in its development. However, there are still some inputs from expert validators.

The first input was from the validator who suggested improvements to the cover of the book on the enrichment of writing geguritan containing the value of local wisdom. The validator's suggestion is to add an illustration of writing, according to input from the validator, the author adds an illustration of a hand drawing that is writing.

The initial appearance of the front cover before the repair can be seen in Figure 1.

Figure 1. The cover of book before revision

The results of changes to the front cover of the enrichment book after being revised can be seen in Figure 2.

Figure 2. The cover after revision

The second improvement in the author profile section, the validator suggests adding a book author profile that is placed on the back cover, not inside the book. The changes in the appearance of the back cover of the book before the repair can be seen in Figure 3.

Figure 3. The back cover before revision

Based on the suggestion from the validator, the changes are made for the appearance of the back cover of the book, this change can be seen in Figure 4, in Figure 4 there is an addition to the author's profile on the back cover.

Figure 4. The back cover after revision

The third change is based on suggestion from the next validator; it is the changes contained in the chapter title in the sub-chapter section should not contain interrogative sentences. So, the writer revised the word "Why have to write? What are the benefits?" fixed to "Writing Benefits".

For more details, let us look at the initial appearance of the chapter title before the repair can be seen in Figure 5.
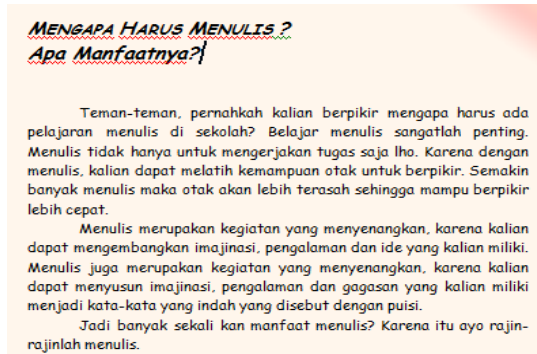

Figure 5. Sub-chapter title before the revision

The changes made according to the input of the expert validator can be seen in Figure 6 showing the chapter titles after getting theimprovements.
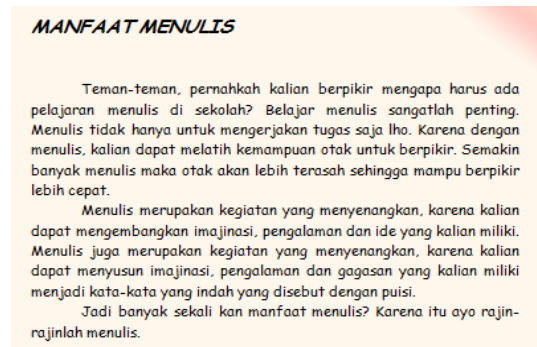

Figure 6. Sub-chapter Title after revision

The fourth improvement is according to the input of expert validators, namely in the i-sample material section, illustrations of images with Javanese cultural characteristics should be provided. So, the author improves by adding cartoon illustrations with Javanese clothes. To see the changes in more detail, let us look at Figure 7 showing the material before it was revised.
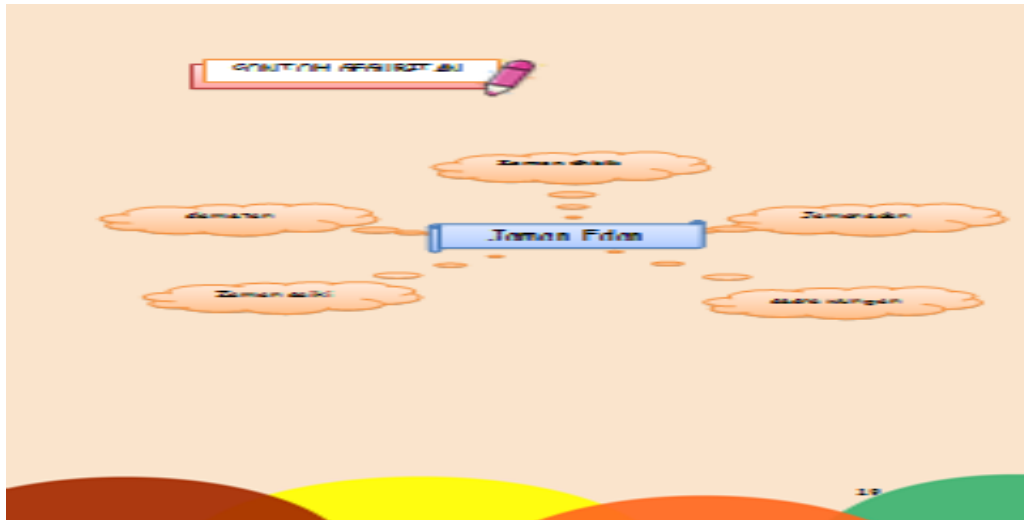
Figure 7. The sample of *geguritan* before revision

Figure 8 shows the material after getting the addition of a cartoon illustration in Javanese dress.
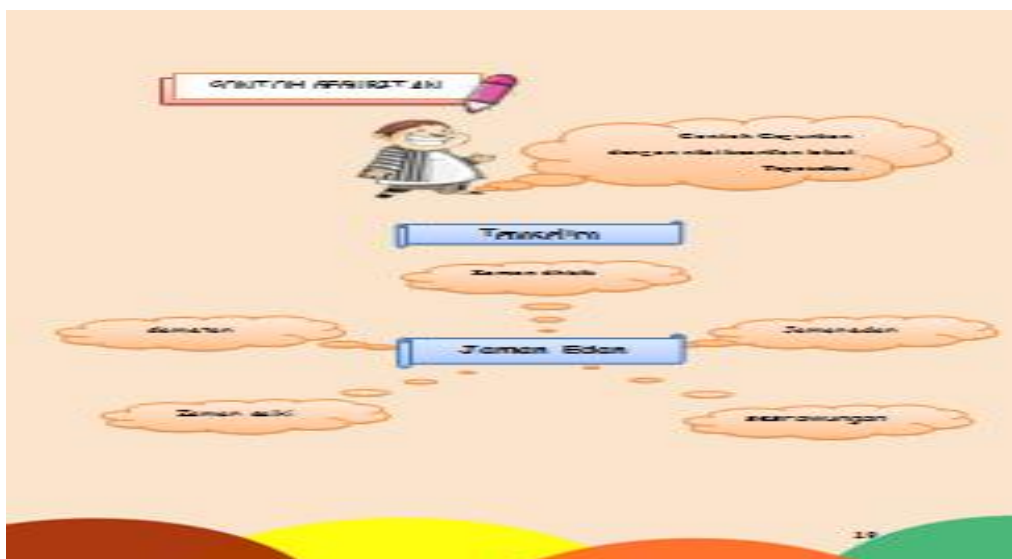

Figure 8. The sample of *geguritan* after revision

The geguritan writing enrichment book containing local wisdom that has been repaired according to suggestions and input from the validator then tested that has the aims to determine the acceptability of the enrichment book that has been developed that can be accepted by teachers and students.

To find out the acceptability of the enrichment book writing geguritan containing the values of local wisdom. It can be seen in Table 2 the results of the acceptance test of the geguritan writing enrichment book containing the values of local wisdom that have been developed.

Based on the results of the acceptance test in Table 2, the acceptability aspect reached a percentage of 77.57% so that the writing book containing the values of local wisdom can be accepted or can be used for elementary school students.

Table 2. The Result of Acceptence Test

No	Aspect	Acceptance Percentage
1	Contet	79.17%
2	Presentation	77.78%
3	Langugae	75.00%
4	Graphics	78.33%
Final Percentage		77.57%
Criteria		Accepted

Furthermore, to measure the effectiveness of the geguritan writing enrichment book containing the value of local wisdom, it is seen based on the analysis of student learning outcomes. The results of the final data analysis showed that the experimental class learning outcomes scores and the control class learning outcomes scores were normally distributed and homogeneous, so for testing the hypothesis using independent sample t test statistics.

To find out the difference in student learning outcomes before and after the use of enrichment books, as well as to test the research hypothesis, a t-test was carried out, Table 3 shows the difference in the average value of student learning outcomes with the t-test.

Table 3. The result of T-test Mean of Difference

	Lavene's test		t-test			
	F	Sig	t	df	Sig. (2-tailed)	Mean of Difference
The same variants assumption	0.578	0.441	7.846	29	0.000	11.377
The different variants assumption			7.433	29	0.423	10.021

Based on Table 3, it is known that t-count = 7.846 and the significance is 0.000. Therefore, it is known that 7.846> 2.032 or t-count> t-table and 0.000 <0.005 or significance value <0.05, then H0 is rejected. So, the conclusion of this study is the means of learning outcomes of experimental class students who use the geguritan writing enrichment book containing the value of local wisdom are better than control class students. This is in accordance with the opinion of Nurwanti (2018) in her research which concludes that the increase in the value of students' character values after using the wayang kancil (the kind of traditiona puppet in Javanese) learning media. Another opinion came from Winarsih (2018) who researched the wayang media on story telling and concluded that the use of story telling with the help of wayang was able to improve the social character of elementary school students. The similar opinion about local wisdom is also carried out by Budde (2017) who concludes that the application of local cultural character education can improve learning achievement in elementary school students. Research related to culture conducted by Micheal Wyk (2017) argues that the STAD model with local wisdom can improve student achievement and motivation.

To see the difference in learning outcomes between the experimental class and the control class, it can be seen in Table 4 as follows.

Table 4. The Deference of Learning Results

Class	N	Mean
Experiment	30	87.63
Control	30	76.41

Based on Table 4, the average obtained in the experimental class is 87.63, while in the control class it is 76.41. From these results, the average of the experimental class is greater than the control class. This shows that the learning outcomes of the experimental class using the geguritan writing enrichment book containing the values of local wisdom are better than the control class learning outcomes that do not use the gegeuritan writing enrichment book containing the values of local wisdom. This is in accordance with the opinion of Erdogan (2017) who revealed that there was an increase in the average student learning outcomes after applying the cooperative learning to write poetry. The further research came from Rohmiyatun (2017) which concluded that there

was an increase in students' writing skills after learning to write poetry with active short cards was applied. The further research was carried out by Ganis (2020) who concluded that an integrated language learning approach could increase the effectiveness of reading and communication skills in grade III elementary school. Syarifuddin (2016) argues that there has been a significant increase in reading and writing poetry skills after being associated with local culture.

To find out the increase of student learning outcomes obtained from the pre-test and post-test scores with the N-gain test, it can be seen in Table 5 showing the results of the N-Gain test.

Table 5. Test Results of *N-gain*

Class	Mean		N-gain
	Pretest	*Posttest*	
Experiment	63.57	87.63	0.78
Control	64.38	76.41	0.42

Based on Table 5, the results of the N-gain test in the experimental class showed 0.78 in the high category, while in the control class it showed 0.42 in the medium category. This is in line with Lafer's research (2017) which reveals that student learning outcomes for democratic education increase after using a local wisdom approach. This means that there is a link between local wisdom and increased student learning outcomes. Furthermore, Solhaug (2018) confirmed that student learning outcomes increased after local culture-based democratic learning was applied. Next, Sulak (2017) confirms that there is an increase in teachers' writing skills after being associated with local culture.

Based on the results of the validation test and acceptance test, it is proven that geguritan writing books containing the value of local wisdom can help teachers and students to find out more about geguritan writing material. This is in line with the opinion of Kusumaningtyas (2018) which states that teaching materials are learning materials used to develop knowledge,

skills, and positive attitudes towards learning derived from the applicable curriculum. Thus, the presence of this enrichment book is in accordance with this opinion, this is evidenced by the development of this enrichment book which is able to help teachers and students improve attitudes, knowledge, and skills. In addition, the geguritan writing enrichment book containing the value of local wisdom is very useful for teachers and students.

The importance of developing an enrichment book to write geguritan containing the value of local wisdom is in accordance with the opinion of Chusna (2019) which concludes that in addition to developing students' creativity, they can also introduce local culture to students themselves. In addition, it can also be used as character education by instilling positive character values in students. Then Monica (2020) stated that in elementary school children learning should take place outside the classroom and start with the closest environment that students often encounter so that meaningful learning will be embedded.

Furthermore, Anggi (2020) stated that the application of STEM-based student worksheets containing the value of local wisdom can improve the critical thinking skills of fourth grade students at SDN Parakan Kauman Temanggung. This means that there is a relationship between the value of local wisdom and critical thinking skills. Research that raises local wisdom in the form of traditional games conducted by Desi (2018) concludes that the problem-based learning model with ethnomathematical nuances using traditional games is effective in improving the problem-solving abilities of 4th grade students at SDN Mandirancan Kebumen. This means that it shows that there is a relationship between traditional games and problem solving abilities in 4th grade students at SDN Mandirancan Kebumen.

Furthermore, research with local cultural nuances carried out by Ginanjar (2020) concluded his research that the Problem Base Learning model with etomathematic nuances could improve problem solving abilities in students of SDN Citarum 1, Sumedang Regency, West Java. This study proves that there is a relationship between ethnomathematics or mathematics with cultural values and problem-solving abilities in 5th grade students of SDN Citarum 1 Sumedang Regency.

The development of the geguritan writing enrichment book containing the value of local wisdom contains enrichment book material that is presented attractively so that it can help students achieve the competencies to be achieved. Fauzan's research (2018) states that the material in teaching materials should pay attention to core competencies, basic competencies, indicators, and material presentation should be integrated. This is in line with the opinion of Purwati (2019) who argues that literary learning materials in the 2013 curriculum must be integrated into various subjects according to the characteristics of each subject. One of them is by integrating literary learning with the value of local wisdom. In addition, the development of enrichment books must also pay attention to the components of the preparation of teaching materials which include aspects of content, presentation, language/readability, and graphics.

CONCLUSION

Based on the results of the study, it can be concluded that the development of *geguritan* writing enrichment book contains the value of local wisdom. valid with an average value of 3.10. The acceptance of *geguritan* writing enrichment book contains the value of local wisdom can be accepted with an acceptance percentage of 77.57%. The effectiveness of *geguritan* writing enrichment book contains the value of local wisdom is declared effective with an average value of 87.63.

ACKNOWLEDGMENT

REFERENCES

Amorita, L & Doyin, M. (2019). The effectiveness of learning to write poetry with the student team achievement division (STAD) model. *Journal of Primary Education 9* (3): 248-253. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpe/article/view/26612

Anggi, H & Wiyanto. (2020). The Implementation of Student Worksheet Based on STEM (Science, Technology, Engineering, Mathematics) and Local Wisdom to Improve of Critical Thinking Ability of Fourth Grade Students. *Journal of Primary Education 8* (3): 227–237. Retrievedfrom https://journal.unnes.ac.id/sju/index.php/jpe/article/view/37712/15443

Budde, J & Weuster, N. (2017). Class council between democracy learning and

character education. *Journal of Social Science Education, 16* (3), 52-61. Retrieved from http://www.jsse.org/index.php/jsse/article/view/842

Chusna, N & Rahman, F. (2019). Writing essay with conservation contained in elementary school to build positive character education about environment. *Journal of Primary Education* 8(3): 281-290. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpe/article/view/27514

Desi, S, Zaenuri& Mulyono (2018). The Problem Based Learning Model with Etnomatematics Nuance by Using Traditional Games to Improve Problem Solving Ability. *Journal of Primary Education* 7(2): 179-186. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpe/article/view/23526/10983

Eka, A. (2017). Pengaruh problem based learning melalui demonstrasi dan diskusi terhadap kemampuan verbal. *Journal of Primary Education* 6 (2): 140 - 146. Retrieved from http://journal.unnes.ac.id/sju/index.php/jpe

Erdogan, O. (2017). The effect of cooperative writing activities on writing anxieties of prospective primary school teachers. *International Journal of Research in Education and Science*, 3(2), 560- 570. Retrieved from https://www.ijres.net/index.php/ijres/article/view/208

Fadillah, A, Slamet, A, & Haryani, S. (2020). Teacher problematics in applying authentic assessment in curriculum 2013 of class IV state elementary school in serang subdistrict. *Journal of Primary Education* 9 (2)173-180. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpe/article/view/30526

Fauzan, M & Joko, T. (2018). The implementation main values of character education reinforcement in elementary school. *Journal of Primary Education 7(1):103-112.* Retrieved from http://journal.unnes.ac.id/sju/index.php/jpe

Ganis,A & Rustadi. (2020). Implementation of Content Language Integrated Learning Approach in Reading Skills and Communication Skills of Elementary School Students. *Journal of Primary Education* 9(4), 342–352. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpe/article/view/40544/16805

Ginanjar, M & Zaenuri. (2020). Pattern of Problem Solving Skill Reviewed Based on Student Cognitive Style After Experienced Problem Based Learning Model with Ethnomathematics Nuances. *Journal of Primary Education* 9(2), 209–219. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpe/article/view/40544/16805

Gunawan, I. (2020). Implementation of character education for elementary students. *Journal of Primary Education* 9(2),168 - 175. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpe/article/view/36646

Ismuwardani, Z. (2019). Implementation of project based learning model to increased creativity and self-reliance of students on poetry writing skills. *Journal of Primary Education* 8 (1):51-58. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpe/article/view/25229

Ilmiyah, R & Wasino. (2019). The development of local wisdom-based contextual social science teaching materials with the theme of indahnya kebersamaan (the beauty of togetherness) for the fourth grade level of elementary school. *Journal of Primary Education* 8 (3): 291-298. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpe/article/view/27622

Kusumaningtyas, N., Setyaningsih, N. H., & Sumartini. (2018). Keefektifan media foto jurnalistik dan kartu bergambar dalam pembelajaran menulis puisi dengan pendekatan berbasis teks. *Jurnal*

Pendidikan Bahasa dan Sastra Indonesia, 7(1), 40-47. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpbsi/article/view/21003

Laila, N & Sugianto. (2021). Development of supplementary book of writing skills for beginner with local wisdom content for elementary school students. *Journal of Primary Education 10 (3): 317-325.* Retrieved from https://journal.unnes.ac.id/sju/index.php/jpe/article/view/35356

Lafer, S., & Aydin, H. (2017). Educating for democratic societies: impediments. *Journal of Social Studies Education Research, 3* (2), 45-70. Retrieved from https://jsser.org/index.php/jsser/article/view/136/131

Monica, E & Supriyanto,T. (2020). The effectiveness of text-based instruction in the javanese language through communicative integrative approaches to writing skills. *Journal of Primary Education 10(1):88-92.* Retrieved from https://journal.unnes.ac.id/sju/index.php/jpe/article/view/34299

Nurwanti, Y. H. (2018). Wayang kancil dan pendidikan budi pekerti. *Jurnal Sejarah dan Budaya,8* (1), 95-106. Retrieved from https://journal.uny.ac.id/index.php/ljtp/article/view/2597

Prasetyo, B & Liesnoor, D. (2020). Paired storytelling technique assisted with wayang kancil in enhancing democratic attitude of elementary students *Journal of Primary Education 10 (2): 215-220.* Retrieved from https://journal.unnes.ac.id/sju/index.php/jpe/article/view/34452

Pratama, G. S., Nuryatin, A., & Mardikantoro, H. B. (2017). Pengembangan perangkat pembelajaran menulis deskriptif dengan pendekatan SAVI berbantuan video bagi siswa SD. *Journal of Primary Education*, 6 (1), 71 – 80. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpe.

Purwanti, W & Sarwi (2020). The integration of character education in junior high school mathematics curriculum based on the ATONG (amati tanya olah nalar dan gagas) approach. *Journal of Primary Education*, 10 (2):133-142. Retrieved from https://journal.unnes.ac.id/sju/index.php/jpe/article/view/34310

Restiyanti, D. Sutarto, J & Suminar,T. (2017). Social skills's analysis of elementary students in strengthening implementation of character education. *Journal of Primary Education*, 6 (3):242 - 247. Retrieved from http://journal.unnes.ac.id/sju/index.php/jpe

Rohmiyatun, W., & Rintayanti. (2017). Penerapan pembelajaran aktif *card sort* untuk meningkatkan keterampilan menulis puisi pada siswa sekolah dasar. *Didaktika Dwija Indria*, 5(2), 1-4. Retrieved from http://jurnal.fkip.uns.ac.id/index.php/pgsdsolo/article/view/10304

Solhaug, T. (2018). Democratic schools' analytical perspectives. *Journal of Social Science Education 17* (1) 2-10. Retrieved from http://www.jsse.org/index.php/jsse/article/view/858/977

Sulak, S. E. (2018). Investigation of Writing Habits of Primary School Teachers. *International Electronic Journal of Elementary Education*, 10(4), 497-504. Retrieved from https://www.iejee.com/index.php/IEJEE/article/view/423

Syarifuddin. (2016). Mengajarkan Membaca dan Menulis Puisi di Sekolah Dasar. *Jurnal Ilmiah Guru Caraka Olah Pikir Edukatif,* 20(1), 31-40. Retrieved from https://journal.uny.ac.id/index.php/cope/article/view/10791

Winarsih, T, & Martani. (2018). Storytelling using wayang kancil to enhance the understanding of prosocial behavior for preschool children. *Sosiohumaniora, 4* (1), 23-33. Retrieved from http://jurnal.ustjogja.ac.id/index.php/sosio/article/view/2214

372

Wyk, M.V. (2017). The effects of the STAD-cooperative learning method on student achievement, attitude and motivation in economics education. *Journal of Social Sciences,* 33(2), 261-270. Retrieved from https://www.tandfonline.com/doi/pdf/10.1080/09718923.2012.11893104

Zuriah, N., Sunaryo, H., & Yusuf, N. (2017). IBM guru dalam pengembangan bahan ajar kreatif inovatif berbasis potensi lokal. *Jurnal Dedikasi*, 13(1), 39-49. Retrieved from http://ejournal.umm.ac.id/index.php/dedikasi/article/viewFile/3136.