

## LITERATURE CONTENT IN INDONESIAN LANGUAGE LEARNING AT SENIOR AND VOCATIONAL HIGH SCHOOL LEVELS

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### ABSTRAK

Tujuan dari penelitian ini adalah mengetahui pembelajaran bahasa Indonesia dalam tingkat SMA dan SMK, mencari perbedaan pembelajaran sastra di dalam SMA dan SMK, serta mengobservasi peran guru pada minat siswa terhadap sastra. Penelitian ini dilakukan melalui pendekatan kualitatif komparatif, penelitian ini bertujuan untuk menganalisis, dan membandingkan bagaimana pembelajaran sastra yang ada di kedua sekolah tersebut, analisis berfokus pada metode pengajaran, respon siswa, hambatan atau tantangan. Data dikumpulkan melalui wawancara dengan guru bahasa Indonesia dan beberapa siswa, reduksi data, dan penarikan simpulan terhadap wawancara. Temuan penelitian menunjukkan bahwa perbedaan dalam implementasi pembelajaran sastra antara SMA dan SMK, baik itu dalam segi pembelajaran maupun praktiknya. SMA terbiasa dengan pemberian materi yang setara dengan praktiknya. Studi ini menyimpulkan bahwa pembelajaran sastra di SMA dan SMK berbeda. perbedaannya tidak hanya pada segi hambatan siswa, pada siswa SMA hambatan yang ada biasanya dari keluarga yang kurang mendukung keminatannya, sedangkan pada siswa SMK hambatan yang ada yaitu kurangnya mengerti kosa kata yang ada didalam karya sastra dan ketidaktarikan siswa terhadap sastra. Hambatan kedua yaitu dari segi pendidik, selain mengacu pada pembelajaran pendidik juga hendaknya dapat mengajar melalui pendekatan yang adaptif serta peningkatan kapasitas guru dalam mengimplementasikan metode pengajar yang inovatif dan interaktif.

Kata kunci : Pembelajaran Sastra, Sekolah Menengah Atas, Sekolah Menengah Kejuruan,

### ABSTRACT

*The purpose of this study is to find out the learning of Indonesian language in high school and vocational school, to find the differences of literature learning in high school and vocational school, and to observe the role of teachers on students' interest in literature. This research was conducted through a comparative qualitative approach, this research aims to analyze, and compare how literature learning exists in both schools, the analysis focuses on teaching methods, student responses, obstacles or challenges. Data were collected through interviews with Indonesian language teachers and some students, data reduction, and drawing conclusions from the interviews. The research findings show that there are differences in the implementation of literature learning between SMA and SMK, both in terms of learning and practicum. High schools are accustomed to providing material that is equivalent to the practice. This study concludes that the learning of literature in high schools and vocational schools is different. The difference is not only in terms of student obstacles, in high school students the obstacles are usually from families who are less supportive of their interests, while in vocational students the obstacles are the lack of understanding of vocabulary in literary works and students' disinterest in literature. The second obstacle is in terms of educators, in addition to referring to learning, educators should also be able to teach through adaptive approaches and increase teacher capacity in implementing innovative and interactive teaching methods.*

*Keywords: Literature Learning, Senior High School, Vocational High School*

## INTRODUCTION

Literature has many meanings, many literary experts provide an understanding, one of which is Plato who provides an understanding of literature. He said literature is an imitation or description of the reality that exists in society. It can be concluded that literary works are models to provide learning for everyday life. Indonesian writers also give their opinions, one of the most prominent opinions is from the writer Sapardi Djoko Damono who states that literature is a social institution that uses literature as a medium for delivery. There are similarities between the opinions of Plato and Sapardi Djoko Damono, both of which make literature to convey information about life to others.

In Western languages the symptoms we give and limit are called literature, German literature, French literature, derived from Latin *litteratura*. The word *litteratura* was actually coined as a translation of the Greek word *grammatical*, *litteratura* and *grammatical* respectively based on the words *littera* and *gramma* meaning 'letters'. Originally *litteratura* was used for grammar and poetry, a *litteratus* is a person who knows grammar and poetry, in French the word *letter* is still used. Dutch *geletterd*, civilized person with special skills in literature, English *man of letters* (Curtius 1973:42, cf. also Escarpit 1962).

The word *satra* in Indonesian comes from Sanskrit, the root word *sas-* in the verb means derivative means to direct, teach, give instructions or instructions. The suffix *-tra* usually indicates a tool for teaching, a manual, a book of instruction or teaching, for example *silpasastra*, a book of architecture, *kamasastra* a manual on the art of love. The prefix *su-* means good, beautiful so *susastra* can be compared to *belles-lettres*. The word *susastra* does not seem to occur in Sanskrit and Old Javanese (Gonda 1952; Zoetmulder 1982), so *susastra* is a later Javanese and/or Malay invention.

In the literary period of 1930-1954, there were many literary works that raised themes of struggle, the spirit of independence, kidnapping, slavery, and torture of colonizers to the indigenous people. An example of an outstanding literary work is Chairil Anwar's *NISAN* rhyme which tells the story of death, at the time of writing this Chairil Anwar tells about the death of his grandmother, but if read by the people of that era without knowing the context, it will interpret the suffering, misfortune, and despair of the Indonesian people at that time. In addition, there are literary works that are legendary and are still one of the compulsory poems to be interpreted by Indonesian language students and students who are interested in literature, namely the poem *The story of a traveler* in 1936 by Ali Hashmi, this poem contains an inner

expression of him towards divinity and nationality, the divinity referred to by him is the religion of Islam, and nationality according to him is a sense of nationalism and loyalty of a person when defending his country in any condition.

The reading of literature usually adds the word *su* so that it becomes the word “*susastra*” which means good meaning or beauty. Literature is often defined as a work with the use of poetic, melodic, and enigmatic language. The use of literature in this day and age is widely used as a beneficial learning tool.

Learning can be defined as an activity process that requires an active expression of the interlocutor in an educational forum, there are two actors that support the learning process to run properly, namely the speaker and the interlocutor or commonly known as teachers and students. In the learning process, usually the speaker will give an introduction to literature and the interlocutor will be given the task of creating literary works. Repeated learning of literature becomes monotonous and results in a decrease in students' interest in literature. For elementary school children, the introduction of literature is still very minimalist, there is no significant introduction to literature, it is only limited to theory and there is no introduction that is more memorable to students than practice and theory to students.

Literature learning today when compared to literature learning during the colonial period has decreased. Many students who graduated during the colonial period had good qualities in the field of literature, such as Sutan Takdir Alisjahbana, Sanusi Pane, Amrin Pane, Marah Rusli, Abdul Muis, Mohammad Yamin, Panji Tisna, Amir Hamzah, and Chairil Anwar. According to Saparie (2006), these literary figures have quality works, to the point of equaling writers in America and Russia because during the colonial period, the teaching of literature was strictly observed.

After the colonial period and into independence, the teaching of literature was given less attention by the government. The government's attention was more on the nation's lagging economic problems. The economic growth in the nation was triggered by people fulfilling their outward welfare without thinking about their inner welfare, one of which is enjoying a work of literature. This condition is caused by some people's attitudes that assume that exact sciences have a higher throne than literary sciences. so that learning is more emphasized on the use of the left brain such as counting, reading and so on while the use of the right brain such as art is still less attention.

Literature lessons are important to enrich students' inner space and creativity. According to Hartanto (2007) literature lessons are often considered unimportant to support the future so that literature lessons feel very tiring. With the enrichment of students' inner space and creativity, schools will not only be machines that produce people who have no noble values and no respect for their environment. However, schools can also be a place for students to process and have a competent soul, who does not measure everything with material.

There needs to be an increase in the learning of literature at the SMA / SMK level. The learning of literature is not only by introducing the literary work itself but up to the stage of appreciation of literary works, and not only introducing the author of the literary work. Literary appreciation itself includes the process of understanding, enjoying, and appreciating.

This research is expected to provide benefits, such as describing the differences in the teaching of literature used in SMA / SMK. Thus, the need for effective literature learning that does not bore students needs to be known. In addition, it provides a detailed description of the learning of literature to the response of students so that they can find out the aspects of student appreciation in the learning of literature that are of interest.

Learning is a planned effort in manipulating learning resources so that the learning process occurs in students. Literature learning in senior high school is a process that contains a series of activities between teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. This mutual relationship can be seen from students' understanding of literary works, whether novels, short stories, dramas, or poems in learning. Literature as learning in schools has a very important role in developing students' creativity and imagination.

From the explanation above, it can be concluded that in the life of literature learning, we as students must study and understand literature, in its nature literature is very necessary. We realize the necessity of studying and the benefits of literature in dying and long-term life. Therefore, we conducted a research on the view of literature in high school and vocational school learning, the difference is very sharp and very impactful. 50% of high school students can master literature even in a basic level while in vocational learning more students only like literature but there is no desire to be more involved in learning literature.

Currently, teachers and their teaching methods also take a big part in children's interest in literature, not only teachers, but also the taste and difficulty in diction are the second biggest

influence. In addition to conducting interviews to find out students' interests, we also conducted interviews to explore the teaching of literature that has been done.

## RESEARCH RESULTS

Table 1. The Literature Content of Senior High School Teachers and Vocational High School Teachers

NO	Senior High School Teachers (SMA)	Vocational High School Teachers (SMK)	Senior High School (SMA)	Vocational High School Teachers (SMK)
1.	Literature is still necessary, such as books on parenting, for a person who is engaged in literature to have stable emotions compared to those who are not interested in literature. Learning literature, whether text or drama, has very important components.	Many vocational students still say that learning literature in vocational schools is important and there is still learning but students still often lack understanding of literature.	The literature learning process in literature, the teacher explains the theory because it applies the Merdeka curriculum, so the teacher explains the theory a little and then students independently search the internet and also invite students to practice. Practices carried out such as composing poetry.	The teacher who teaches in class explains more about the theory but is monotonous and boring, so students are still confused about the material explained. Currently, there is not too much practice such as poetry so it is only theory and in addition to the Merdeka curriculum so students find out for themselves related to the material taught.
2.	The literature learning process in the classroom implements the Merdeka curriculum. The teacher explains the theory and students are very enthusiastic and active in the learning. As in the learning of the novel History and then students examine the contents of the novel.	Implementing an independent curriculum that is different from curriculum 13. The Independent Curriculum is directly practical and students learn the material themselves. The current generation is different from the previous generation,	The literature learning process in literature, the teacher explains the theory because it applies the Merdeka curriculum, so the teacher explains the theory a little and then students independently search the internet and also invite students to practice. Practices carried out such as composing poetry.	The teacher who teaches in class explains more to the theory but is monotonous and boring, so students are still confused about the material explained. Currently, there is not too much practice such as poetry so it is

		if not taught or guided, sometimes many students are confused and cannot learn literature.		only theory and in addition to the Merdeka curriculum so students find out for themselves related to the material taught.
3.	The students were happy and very enthusiastic as if they were performing a drama or theater. The students did not experience any difficulties in learning the literature.	When compared to SMA, it is different from SMK, which is produced productively. In SMA, what the teacher produces must be able to be produced. Whereas SMK is usually practical. SMA students lack interest in literature.	Some students are interested because it can inspire and others are not interested.	Some students lack interest in studying literature because it depends on the teacher to explain the material.
4.	If in the classroom there are certainly students who are inhibited. These students who are hampered in literature are usually from families and support that is less supportive of students. So the teacher gets around the students in the class by motivating the students and instilling in the students that the value is the responsibility of the teacher.	There are, such as students who do not understand vocabulary and students who are not interested in literature. The solution is that the teacher uses tricks such as providing material that is described according to the age of the students and looking for their own material on the internet regarding designs such as making short stories and taking one topic and then giving students the task of making paragraphs and being told to come forward and read out, well when the student reads out the results of his work in front of the class sometimes the student feels embarrassed. This shyness is a factor that hinders students in learning literature.	Obstacles that occur because the teacher who teaches in the classroom is less cool and fierce and students who are constrained to word understanding.	The obstacles were due to the lack of textbooks and students' difficulty in understanding the material, teachers' lack of exploitation of the material and students' lack of motivation to learn literature.

5.	The benefits for children who often read novels and short stories can have higher creativity and imagination and in society can have more sensitivity than students who are not interested and have never read novels and short stories.	Very useful as a place to vent about literature. Imaginative results invite us to write complaints or problems to make students more excited.	The benefits can increase students' imagination creativity and sensitivity to the community environment because they often read novels.	The benefits are to know a lot of vocabulary or diction and can make money, such as if you have a hobby, you can write in the wattpat and fizzo applications, you can also write in a book and then publish it.
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## DISCUSSION

According to the data above, it is found that learning literature in class is still very necessary because learning literature can help increase students' creativity and imagination. In addition, by learning literature in class it will be able to provide the ability to better control their emotions. People who like literature will tend to be more sensitive to the behavior and emotions of others, because they often read novels and short stories with different character emotions. This is also known as affective ability, which is a basic human ability related to one's emotions. Cognitive ability is the ability possessed by humans based on the mind. Psychomotor ability is the ability to organize the psychological side to survive various problems. These three abilities can simultaneously be found in the teaching of literature.

From the results of the data obtained during the interviews with several respondents, a conclusion was drawn regarding literary interests in two different secondary schools. The following is attached to the data obtained :

- a. From the first question, whether literature is still needed as a topic of learning material in the classroom. High school teachers are of the opinion that the benefits of literature education through the learning process provided at school can at least help education as a whole for students, learning literature whether text or drama has a very important component. The difference is inner sensitivity because by reading novels we can have more sensitivity in society, by reading novels or short stories can have an effect on our lives. So that it adds to the repertoire of behavior and emotions. In terms of the value of learning literature, there are two demands that can be expressed in relation to character building. First, literature learning should be able to foster sharper feelings.

Meanwhile, according to the opinion of SMK teachers that learning literature in SMK is still needed but students still lack understanding about literature, and it would be better if teachers provide better literature lessons so that SMK students can understand more, for example, providing lessons such as text literature or drama has a very important component.

In addition, some high school students, when they were questioned, argued that the process of learning literature in literature, the teacher explains the theory because it implements the Merdeka curriculum, so the teacher explains the theory a little and then students independently search the internet and also invite students to practice. Practices carried out such as making poetry, or performing drama. Literature also tells us to always read and write and perform. Meanwhile, SMK students argue that teachers who teach in class explain more to the theory but are monotonous and boring, so students are still confused about the material explained. Currently, there is not too much practice such as poetry so it is only theory and in addition to the Merdeka curriculum so students find out for themselves related to the material taught.

- b. Data number two, describes the process of learning literature in the classroom. The learning process uses materials or is a practicum. The first data from two different school teachers said that the learning process in high school said that more students feel enthusiastic when the teacher explains about literature, learning such as novel dissection can trigger students' interest to be more creative in recognizing and exploring literature. This is inversely proportional to the opinion of the vocational high school teacher who said that students lack interest when the teacher explains about literature, in his opinion, the current generation is a little more open about the process of learning literature, this can happen because the Merdeka curriculum no longer requires teachers to explain, because basically high school and high school teachers are only facilitators and students are expected to independently search for knowledge information on the Internet or books.

The second data is about students' answers regarding the classroom learning process. High school students said that the Merdeka curriculum has been carried out since they entered early learning, Indonesian language teachers do not give many explanations about literature, preferring practices that are expected to explore the abilities of students, the practices carried out also vary, namely



- making poetry, reading poetry, drama, theater, musicalization. In his opinion as an Indonesian language teacher, if students are given too much material then students will feel even and there is no curiosity, literature uses a lot of language that is difficult to understand such as figures of speech, this is what encourages teachers to provide curiosity to students. Meanwhile, according to vocational students, their lessons about literature are very monotonous, boring, and still based on theoretical analysis. There is no significant practicum on writing poetry, drama, theater, short stories, dissection of literary works. This is understandable because the basis of SMK itself is vocational, in SMK vocational learning can last for 6-8 hours / day with an estimated time of 45 minutes rather than learning Indonesian language which is only 2 hours / week. This kind of inequality can be an obstacle for someone to study literature, the data of high school student teachers that is inversely proportional to SMK is one proof that many schools are still in a literary crisis. Indonesian is the country's own language that everyone must know, while literature can be a savior from the depression rate that shackles Indonesia. With literature students will be more free to pour out all their feelings without fear of being known to others. The government is advised to stop the disparity in literature learning and equalize it.
- c. From the third data, it explains that how students' interest in studying literature in the classroom. According to the high school teacher, high school students do not find it difficult to learn literature in class. Instead, they are enthusiastic in receiving literature learning and performing it through drama or theater. With the performance of high school students in playing drama or theater, it can make students explore the learning of literature made fun, increase the creativity of students, and can also train students' social activities. Meanwhile, according to the SMK teacher, it is the opposite, if in high school most students like literature, then in SMK only minority students are interested in literature. Whereas high school students are more theorized and follow an academic curriculum that requires exams and evaluations and is interspersed with classroom practices. While vocational students are taught literature but are not really focused on it, because basically the learning of literature is just to introduce it and vocational students are also focused on the vocational practices they choose. In addition, if there are vocational exams, then the students' focus on literature will be neglected and the students will focus more on their vocational exams.

According to the views of high school students regarding their interest in learning literature in the classroom, some are interested so that they are inspired, and some are not interested. Because a person's interest is different, it depends on the student's character, individual interests, and personal experiences. We also cannot force students to like literature, perhaps some students who are interested in literature are of the view that by learning literature they get new insights, can understand their world, and make objects to communicate and empathize. Meanwhile, students who are not interested in learning literature may think practically and logically in line with their lives. Meanwhile, according to vocational students, they are less interested in literature because the learning is monotonous. In learning literature, the teacher's teaching ability is very influential in building students' perspectives and interests. Teachers should have more creative ideas to attract students' attention, so that literature learning is not monotonous and boring regardless of their school background.

Thus, the interest of SMA/SMK students in learning literature needs to be improved by being creative and innovative in teaching it. Teachers also need to analyze students' interests and find ways to make the learning of literature interesting and beneficial for all students, not only for students who are naturally interested in literature.

- d. The fourth data discusses students' obstacles in learning literature in class. According to the high school teacher, although in high school most students like literature, there are certainly some obstacles in learning literature experienced by some students. Some of these students who experience obstacles are usually from family factors and the support of people who are less supportive of students' interest in literature. As a result, teachers deal with the obstacles experienced by students with the doctrine of value and academic success is the responsibility of each student. In addition, teachers can also approach students, how the background of their students so that they can continue to encourage and motivate their students in overcoming these obstacles. Meanwhile, according to the SMK teacher, the obstacles experienced by students towards learning literature are related to students' lack of interest in literature, so students experience a lack of understanding of the vocabulary used by the teacher. Teachers also invite students to be creative and innovate by finding their own

materials on the internet. Sometimes some students also lack confidence in their work and cannot express themselves openly in class. Therefore, the teacher must also create a comfortable classroom atmosphere for students to overcome shyness. The approach taken by the teacher so that students are not shy, may be by students reading their work in small groups before reading in front of the class. This can help students to reduce shyness and learn to be more expressive.

With this question, high school students also argue that when in the classroom there are teachers who have not been able to create an interesting classroom atmosphere and are fierce, so that the students who are taught can feel afraid and less interested in literature and even students are reluctant to ask the teacher. Moreover, when the classroom atmosphere is not conducive, it is difficult for students to focus on understanding the material presented by the teacher, especially in mastering vocabulary in literature. Meanwhile, according to answers from vocational students, their lack of reading textbooks on literature makes it difficult for them to grasp the issues taught. This is exacerbated by teachers exploiting the material and students' lack of interest in literature. When the textbooks are considered boring and difficult, it makes them ignore the literary material, and they will have a limited understanding of the material.

So, from some of these responses, the learning of literature in SMA/SMK certainly has its own obstacles. Both internally and externally, it affects students' understanding and interest in literature. Thus, teachers need to explore more to build a comfortable learning environment that can attract students' interest and understanding of literature learning.

- e. From the question of whether students in studying literature in the current life and long-term life, the answers from high school teachers said that the benefits of often reading novels and short stories can increase creativity and higher imagination, the benefits of studying literature can also be felt when in the community. When in the community, students who study literature are more likely to have more sensitivity than students who do not study literature. The explanation from the vocational teacher regarding the same question said that, the benefit of studying literature is as a place to pour out the contents of the heart and mind towards a literary work. The outpouring of hearts and thoughts becomes a result of imagination that will invite students to write complaints or problems so that students can be more energized.

When high school students were asked this question, their answers were almost the same as those of the high school teachers, from which we can see that the learning of literature in high school is still running by explaining its benefits in detail. High school students said that the benefits of learning literature can increase their creativity, imagination, and even sensitivity to the environment in society according to what they read from novels and study other literature. Meanwhile, vocational students explained that the benefits of studying literature are not only to increase creativity and imagination, but also to learn new vocabulary and diction that they have just heard, so that it can make them have a wider vocabulary. SMK students also said that by studying literature, they can also make money, if they have a hobby to write in wattpat and fizzo applications or by writing novels and then publishing them.

When viewed from all the answers above, it can be concluded that learning literature has many benefits, including increasing creativity and imagination, besides that the benefits of studying literature can also increase sensitivity to the community environment. In addition, studying literature can also be used as a place to channel outpourings of heart or thoughts to become a literary work. Even studying literature can also make money if you can utilize it optimally and correctly.

In the interview above, we can conclude that students' interest in studying literature, actually both vocational and high school students have the same percentage of interest in studying literature. The only difference is the way the teacher conveys literature, when the teacher conveys literature monotonously and only theorizes, students will easily get bored and underestimate the learning. Apart from the way the teacher explains, students' intelligence also contributes to their interest in literature.

## **CONCLUSION**

Literature itself is a written reflection on life and the environment, at this time literature is very important in the growth and development of the human mind. According to research, people who are accustomed to writing literature and are involved in the world of roles will have more sensitivity to their surroundings, they will feel one with the feelings in society. No matter the circumstances and the many challenges they face, they will continue to fight for the voice of the people. Literature also has an important role in the mental balance of students, students

are very rarely qualified to voice their opinions or feelings that they are feeling, that's when literature is useful to be a place for them to express, instead of pouring it into various non-positive activities it would be better if they could pour it into literature.

In addition to learning with theoretical explanations, teachers should give assignments to students that contain practical tasks in studying literature such as creating poetry, novels or short stories in order to increase students' imagination and skills in learning literature. In addition, learning literature with practical methods will be more easily understood by students because students directly practice the theory they learn rather than just learning through theory alone. In addition, practical learning may increase students' interest in literature. Improving literature learning can be done through literature teaching research. Whether we realize it or not, literature teaching research is very important to improve teaching and at the same time develop literature.

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