

FORMULATION AND EVALUATION OF CREATIVE-WRITING TEXTBOOKS FOR EDUCATION STUDIES

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Abstract

Purpose of the study: This study aimed to formulate and evaluate the effectiveness of creative writing poetry textbooks with problem-based learning on local wisdom for Indonesian Education Language and Literature students in IKIP PGRI Pontianak and STKIP PGRI Sintang West Kalimantan.

Methodology: This study used the quantitative approach of quasi-experimental research by dividing subjects into two groups, treatment and control groups.

Main Findings: Expected to be able to fulfill the needs of textbooks in creative poetry writing based on local wisdom in private universities in West Kalimantan.

Applications of this study: Indonesian Language and Literature Education at IKIP PGRI Pontianak and STKIP PGRI Sintang West Kalimantan.

Novelty/Originality of this study: By all means, the use of modified teaching material on creative writing poetry with the problem-based learning model on local wisdom was more effective than the previous textbooks.

Keywords: *Formulation, Evaluation, Creative-writing, Textbooks, Education.*

INTRODUCTION

The creative writing was one of the courses given in the fourth semester in the Indonesian Education Studies Program Language and Literature in IKIP PGRI Pontianak consisting 3 credits. The creative writing course in this university includes practical work (May 2007). Meanwhile, in the same program offered by STKIP Sintang, this course was integrated into the writing task. A creative writing course in the field of literature in both universities include prose, poetry, and drama (Minot, 1971). However, this research focuses on the creative writing of poetry as the expression of productive activity. The competency of poetry creative-writing required by the students as a prospective teacher was not only to understand but also to master and practice it. Students were expected to have the competency to express ideas, opinions, thoughts, and feelings through poetry so that they can develop their power of thought, imagination, and creativity (Finnegan, 2018; Salameh, 2012; Spurr, 2006; Summerhill, 1989).

Based on the information from some lecturer of a creative-writing course, the student's competency of students in these two universities was considered as low. For instance, the results of poetry creative writing assignment results were less satisfactory. Furthermore, when the students were directed to make rhyme and spells from each region, they could not make good performance (Vandervelden & Siegel, 1999). It was possible because the poetry creative writing teaching book that was used did not meet the requirement to conduct learning activity, both in quality and quantity.

The learning of poetry creative writing based on local wisdom was expected to give students the cultural values and national character of Indonesia (Saputra, 2013). The lecturers need to provide the appropriate textbooks to meet the demands. In accordance, the required textbooks should be about poetry creative writing based on local wisdom that will be distributed to some colleges and universities in West Kalimantan. Therefore, the development of poetry creative writing textbooks based on local wisdom was needed (Alwi, 2016; Safitri, Suwandi, Waluyo, & Satoto, 2018). This study evaluated the effectiveness of the modified poetry creative writing textbooks with a problem-based learning model on local wisdom. The problems in this study include the needs of students and lecturers in the development of creative writing textbooks based on local wisdom occupying the highest priority scale and the learning model that tends to be centered on lecturers, although there are questions and answers and assignments, but lack of opportunities to students to solve problems. In this case, the learning strategy of Writing Creative Poetry is seen as inappropriate.

Researchers are interested in revealing creative writing textbooks used in learning "Creative Writing" for students of the Indonesian Language and Literature Education Study Program at the University of West Kalimantan, the needs of students and instructors in developing creative writing textbooks with models of learning problems based on local wisdom, the development process creative writing textbooks with local wisdom based problem learning models with problem-based learning models for Indonesian Language and Literature Education students in West Kalimantan Universities, and effective use of creative writing textbooks with local wisdom based learning problem models for students of Language Education Study Programs and Indonesian Literature.

LITERATURE REVIEW

Moreover, [Diana\(2016\)](#) study showed that the quality of teaching books of Indonesian Language that was used in STAIN Salatiga, IAIN Walisongo, and UIN Sunan Kalijaga could not fulfill the need of scientific writing literature. Therefore, developing a prototype of Indonesian Language textbooks based on active learning was needed. The responses were given by policymakers, textbooks authors, lecturers, and students, in general, were positive. Therefore, it can be concluded that Indonesian Language textbooks based on active can be accepted. Meanwhile, this study was based on problem-based learning.

Research by [Solihati\(2011\)](#) showed that the student's competence in writing poetry was not as good as the theory in poetry writing was rarely given. The students tend to rely only on the imagination factor in writing poetry. However, the students must also have general knowledge about the ideal organization in the form of writing, not only the concept. As a result, the students find it difficult to present their idea by writing it in the form of diction (choice word) since they lack practical experience in writing poetry. In this case, the quantum teaching was applied.

Moreover, [Akca\(2009\)](#) showed that problem-based learning will stimulate students to take the initiative during the learning process according to the instruction. Therefore, science education learning was applied in the study. Moreover, [Tandogan & Orhan\(2007\)](#) study showed that subjects in the group of active learning models were more successful than subjects in the control group with traditional teaching methods. The application of the active learning model also influences the student's concept development positively. Meanwhile, the analysis of the influence of problem-based active learning on science education was performed.

Previous research by [Suryaman, Wiyatmi, Hartono, & Efendi\(2012\)](#) showed that the main problem faced by teachers was the limited resources to develop learning literature despite their excellent performance in providing learning devices to practice in the classroom. Besides, they found difficulties in integrating the education character. Therefore, there will be needed a guidebook in teaching literature based on education character. In relevance, this study was trying to develop a literature book to improve the quality and quantity of textbooks demands.

Indonesian Writing Program for Indonesian Language and Literature Study Program Higher Education in West Kalimantan has not been satisfactory. Existing conditions, good quality, books on creative writing that exist in the West Kalimantan University Library have not been adequate. On the other hand, students and lecturers are in dire need of local wisdom-based creative writing textbooks. With the Problem Based learning model of creative writing based on local wisdom, students are expected to have the ability to express or support the thoughts, opinions, thoughts, and feelings that support, so that students' thinking, thinking, and creativity can develop. For this reason, there is a need for textbooks that can help students understand them in the material, and be able to write creatively based on local wisdom well. Based on this discussion, research and development of creative writing books based on local wisdom are needed.

Basic Theory

Textbooks

According to [Wibowo\(2012\)](#), the textbook was a manuscript written by the lecturer according to the courses they teach. Moreover, [Husen, Subana, & Iskandar \(1997\)](#) formulated the criteria of the textbooks, as follow:

1. The textbooks should be attractive to students;
2. The textbooks should give motivation to students;
3. Give an illustration of interests to exploit by students;
4. Consider the aspects linguistics;
5. Contents should be related to the other courses;
6. Can stimulate activities for students;
7. Provide general and universal concepts that were easy to be understood;
8. Have a point of view to clarify the concept;
9. Provide values for children and adults to apply;
10. Give space to students in using it;

Poetry Creative Writing

[Aziz\(2009\)](#) defines creative writing as a writing activity related to the personal character that was not only practical. Moreover, [Wardoyo\(2013\)](#) explained that poetry creative writing was a productive activity that needs specific rules owned by the writers of poetry. These rules will influence creative work such as poetry including developing self-motivation to write poetry, develop a habit of reading poetry, developing interesting writing poetry, and exercise to write poetry consistently.

Local Wisdom

The constitutions No.32 of 2009 ([Nugroho, 2013](#)) about protection and management of life environment describes the meaning of local wisdom in maintaining the environment. [Zulkarnain and Febriamansyah \(2008\)](#) clarify that local

wisdom was the principal of confident attentive, understand, and application in the local social interaction with the environment in the form of value system and tradition norms **Problem Based Learning Model**.

According to [Arends & Kilcher\(2010\)](#), Problem Based Learning(PBL) was the model of essential learning in most of the authentic exploration of the solution to real problems. [Mulyasa\(2014\)](#)s aid that PBL was the model of learning by stimulating students to apply their knowledge to real problems in everyday life.

METHODS

Design of the Study

This study used the experimental method to prove the hypotheses. Based on the results of interviews with students who took creative writing courses at IKIP PGRI Pontianak, STKIP Singkawang and STKIP Sintang obtained information about creative writing books based on local wisdom that are very important to be used in learning creative writing subjects.

Participants

The treatment consisted of 40 students of The Study Program Faculty Education of Language and Literature Indonesia IKIP PGRI Pontianak. Meanwhile, the control group consisted of 37 students of STKIP Sintang

Instruments

The treatment group was given new textbooks that were modified in this study. The control group was given a "Creative Writing" course using other textbooks. After 4 treatments, the achievement of comparing the poems of the two groups compares.

Data Collection Procedure

Textbooks for Writing Creative Poetry Techniques with Problem-Based Learning Models Based on Local Wisdom consider the effectiveness of the "Creative Writing" ability of the experimental group better than the control group.

Data Analysis Procedure

The textbooks used as a reference in learning so far have been seen as inadequate in terms of quality and equality and none of them contain local wisdom. They prefer and are excited about textbooks based on local culture because being closer to their lives also provides more inspiration and insight to develop ideas and integration. There were seventy-seven subjects divided into two groups, namely the treatment group, and one control group. Meanwhile, the control group was given the previous textbooks that were commonly used. Therefore, the effectiveness of the new textbooks based on local wisdom and problem-based learning can be evaluated through the student's competency in poetry creative writing. These were the subjects' criteria for participating in this study:

1. Both groups were students from the same semester and program, which was Indonesian Education Language and Education in the fourth semester.
2. The lecturers were competent in creative writing and come from the same background.
3. Both students learned the same curriculum, which was curriculum 2012.
4. After that, the treatment group was given the modified textbooks to write poetry creatively with the problem-based learning model based on local wisdom. However, the control group was given the previous learning textbooks that were commonly used.

Table 1: Subjects were divided into two groups, treatment, and control based on the textbooks that were given on the poetry creative writing course

Group	Treatment	Number of students
IKIP PGRI Pontianak (Treatment Group)	Given the theory of poetry creative writing based on the modified textbooks to write creative poetry with a problem-based learning model on local wisdom.	40
STKIP Sintang (Control Group)	Given the theory of poetry creative writing based on unmodified textbooks	37
Total subjects		77

The experiment was conducted for 5 months in the two universities at the same time started from February 2015 to June 2015. There were two kinds of data obtained from this study, quantitative and qualitative data. Quantitative data were obtained from students' poetry writing competency. Unlimited test. The limited test was conducted at IKIP PGRI Pontianak; Prototype textbooks writing poetry based on local wisdom for learning, (d) Extensive test. The test was

widely carried out at the University of West Kalimantan, namely: (1) IKIP PGRI Pontianak; (2) STKIP Singkawang; and (3) STKIP Sintang. When the poetry made by the student meets the criteria, it was given 1 score. Meanwhile, when the poetry did not meet the criteria, it was given 0. Students were asked to write poetry before and after the learning process using the textbooks. Student's competence was examined before, and after the learning process from the poetry, they have made. Furthermore, the poetry of each student was examined on the scale of 0-100 then the grades were multiplied 5. Data were then analyzed statistically with analysis of variance general linear model continued with a t-test.

DATA ANALYSIS

Table 3: T-Test Data Analysis Result

(I) Cell Group	(J) Cell Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A1B1	A1B2	9.250	2.746	.006	2.04	16.46
	A2B1	18.500	2.746	.000	11.29	25.71
	A2B2	17.750	2.746	.000	10.54	24.96
A1B2	A1B1	-9.250	2.746	.006	-16.46	-2.04
	A2B1	9.250	2.746	.006	2.04	16.46
	A2B2	8.500	2.746	.014	1.29	15.71
A2B1	A1B1	-18.500	2.746	.000	-25.71	-11.29
	A1B2	-9.250	2.746	.006	-16.46	-2.04
	A2B2	-.750	2.746	.993	-7.96	6.46
A2B2	A1B1	-17.750	2.746	.000	-24.96	-10.54
	A1B2	-8.500	2.746	.014	-15.71	-1.29
	A2B1	.750	2.746	.993	-6.46	7.96

*The mean difference is significant at the .05 level.

Dependent Variable: the value of the ability to write poetry creatively

Table 4: The value of poetry creative writing

Cell Group	N	Subset for alpha = .05		
		1	2	3
A2B1	20	62.50		
A2B2	20	63.25		
A1B2	20		71.75	
A1B1	20			81.00
Sig.		.993	1.000	1.000

Means for groups in homogeneous subsets are displayed.

Uses Harmonic Mean Sample Size = 20.000.

RESULTS AND DISCUSSION

Students competency in poetry writing of the treatment group

Before the learning process, students' competency in writing poetry was ranged in 65 with the lowest score of 30 and the highest score of 95. The average score of the class was 68.625. Statistically, the median was 70, modus 95, and deviation standard 21.839. As depicted in Table 4.4, there were 13 students obtained higher grades between 84.3-95 from a total of 40 or 32.5% of the total population. Meanwhile, there were 6 students obtained lower grades between 30- 40.8 or 15% from the class. Moreover, the distribution of students' grades is presented in table 5.

Table 5: The ability of students in poetry creative writing in the treatment group before they were given the modified textbooks

Interval	f absolute	(%)
30.0- 40.8	6	15.0
40.9-51.7	5	12.5
51.8-62.5	5	12.5
62.6-73.3	6	15.0
73.4-84.2	5	12.5
84.3-95.0	13	32.5
Total	40	100.00

Furthermore, students' competency in poetry writing was also examined after the learning process. The poetry development from the treatment group after the learning process was ranged in 60, with the lowest score of 40 and the highest score of 100. Statistical analysis results show that the average grades of the treatment group were 79.375, which was higher than the grades obtained before the learning process. Moreover, the median was 85, modus 100, and deviation standard 19.650. As can be seen in Table 4.5, there were 13 students obtained high grades ranged from 91-100 (32.5%). Meanwhile, there were 8 students obtained lower grades ranged from 40-50 (20%). The grade distribution can be seen in Table 6.

Table 6: The competency of students in poetry creative writing in the treatment group after they were given the modified textbooks

Interval	f _{absolute}	(%)
40.0-50.0	8	20.0
51.0-60.0	2	5.0
61.0-70	0	0.0
71.0-80	7	17.5
81.0-90	10	25.0
91.0-100	13	32.5
Total	40	100.0

Student's competency in poetry writing of control group

Before the learning process, students' competency in writing poetry of control group was ranged in 75 with the lowest score of 20 and the highest score of 95. The average score of the class was 62.6. As depicted in Table 4.6, there were 9 students obtained higher grades between 82.6-95 from a total of 37 or 22.5% of the total population. Meanwhile, there were 5 students obtained lower grades between 20-32.5 or 12.5% from the class. Moreover, the distribution of students' grades is presented in table 7.

Table 7: The competency of students in poetry creative writing in the control group before they were given the modified textbooks

Interval	f _{absolute}	(%)
20.0-32.5	5	12.5
32.6-45.0	3	7.5
45.1-57.5	5	12.5
57.6-70.0	12	30.0
70.1-82.5	3	7.5
82.6-95.0	9	22.5
Total	37	100.0

Furthermore, students' competency in poetry writing was also examined after the learning process. The poetry development from the control group after the learning process was ranged in 70, with the lowest score of 25 and the highest score of 95. Statistical analysis results show that the average grades of the treatment group were 69.9, which was higher than the grades obtained before the learning process. Moreover, the median was 75, modus 80, and the deviation standard of 20.5. As can be seen in Table 4.7, there were 12 students obtained high grades ranged from 83.4-95 (32%). Meanwhile, there were 4 students obtained lower grades ranged from 25-36.7 (11%). The grade distribution can be seen in Table 8.

Table 8: The competency of students in poetry creative writing in control group after they were given the modified textbooks

Interval	f _{absolute}	(%)
25.0-36.7	4	11.0
36.8-48.3	2	5.0
48.4-60.0	4	11.0
60.1-71.7	7	19
71.8-83.3	8	22.0
83.4-95.0	12	32.0
Total	37	100.0

The comparison of grades in the treatment group and control group

a. Pre-test grades (before learning process)

Table 9: The comparison of grades in two groups before treatment with textbooks

Statement	Treatment Group	Control Group
Max.	95	95
Min.	30	20
Mean	68.62	62.6
Range	65	75

As can be seen in Table 4.8, the poetry writing grades of a student in the treatment group before the learning process were 68.625 on average with the lowest score of 30 and the highest score of 95. Meanwhile, the grades of the control group were 62.6 on average with the lowest score of 20 and the highest score of 95.

b. Post-test grades (after learning process)

Table 10: The comparison of grades in two groups after treatment with textbooks

Statement	Experiment Group	Control Group
Max.	100	95
Min.	40	25
Mean	79.37	69.9
Range	60	70

Moreover, as depicted in Table 4.9, the poetry writing grades of a student in the treatment group after the learning process was 79.375 on average with the lowest score of 40 and the highest score of 100. Meanwhile, the grades of the control group were 69.9 on average with the lowest score of 25 and the highest score of 95. Thus, it can be concluded that the competency is poetry creative writing of the treatment group was higher or better than the control group. This implies that the use of modified textbooks with a problem-based learning model based on local wisdom was more effective from the previous textbooks. Especially, in the learning process to write creative poetry based on local wisdom. Also, the t-test analysis results in Table 4.10 show that the p-value was 0.041 or less than 0.05. In conclusion, there were significant differences in students' poetry writing competency between the treatment and control groups.

Table 11: T-test analysis of obtained data

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
post-test grades	Equal variances assumed	.05	.942	-2.080	75	.041	-9.510	4.572	-18.618	-.402
	Equal variances not assumed			-2.077	73.945	.041	-9.510	4.579	-18.634	-.385

Based on the results above, it can be seen that the use of the modified textbooks in poetry creative writing with problem-based learning on local wisdom increased the students' poetry writing competency. The usage of these textbooks was proven to influence the poetry writing competency of students in the treatment group that was higher than the control group. It indicates that the modified textbooks that were developed in this study can encourage students to be more active in the study subject. This is in accordance with the principle that providing more significant opportunity for the students to solve problems make them more creative. Therefore, the development of the modified textbooks in poetry creative writing based on local wisdom is needed to be realized immediately so it can fulfill the need of a good reference for the lecturers and the students. With the book entitled Poetry Creative Writing Technique with Problem Based Learning Model Based on Local Wisdom, we are very happy and relieved; this book is very helpful for us as students in studying and taking courses in Creative Writing. We hope is that this book will soon be published and sold at an appropriate price, meaning that it is not too expensive, making it affordable for students.

CONCLUSION SUGGESTION

Based on results and discussion, it can be concluded that the use of a modified textbook that was developed in this study can increase students' competency in poetry writing. This can be expected to fulfill the need for textbooks in poetry creative writing based on local wisdom in the private colleges at West Kalimantan.

SUGGESTION

It is suggested that there will be need improvement on the course material in poetry creative writing in these universities. Firstly, the lectures from both universities are encouraged to have competency in creative writing as poetry writing is considered to be significant. They are also encouraged to develop related textbooks to support the learning process. Problem-based learning should be applied in the learning process as it influences the students' competency positively by making the students more creative. Secondly, the policymaker of both universities should take more attention to the course material in creative writing by adding more literature collection in the library. Lastly, the empirical study related to the development of the textbook based on local wisdom should be conducted

IMPLICATION AND LIMITATION OF STUDY

The implications and limitations to improve the ability to write creative poetry with problem-based learning models based on local wisdom. There is a problem with the condition of poetry creative writing textbooks used in learning for students of the Indonesian Language and Literature Education Study Program at the University of West Kalimantan. Need to be anticipated immediately. Inadequate availability of textbooks for creative poetry writing in the three tertiary institutions in West Kalimantan. Both in quantity and quality, and less attention to local wisdom. Need to find a solution.

The compilation of prototypes of creative poetry writing textbooks using problem-based learning models by researchers which have been judged to be feasible by experts to be published and have been tested both limitedly and widely and have been tested for model development are acceptable to policymakers, lecturers of courses mentalis creative and students of the Indonesian Language and Literature Education study program motivated researchers to immediately register with the National Library to obtain ISBN numbers and immediately publish in the form of books which were then immediately circulated among college campuses in West Kalimantan. In connection with that, there needs to support from all parties especially from the elements of policymakers and good cooperation from lecturers who are in charge of creative writing.

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