

THE DEVELOPMENT OF FILM-BASED LITERARY MATERIALS WHICH SUPPORT CHARACTER EDUCATION

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Abstract: This study aims to develop literary materials based on film, to test the teaching materials, and to describe the values of characters embedded in it. This research development follows the Plomp (1997) model, with four stages, including initial assessment, design, realization (construction), validation and revision. The developed prototype of the teaching materials was tested in high schools. The results reveal that (1) literary materials based on film can be compiled in the form of learning tools, including student books and teacher books according to Curriculum 2013; (2) the literary materials developed are valid, practical, and effective for use to improve student's motivation and learning outcomes; (3) the character values contained in the instructional materials are trustworthiness, caring, and citizenship.

Keywords: *literary materials, film, practical, effective, character education.*

PENGEMBANGAN BAHAN AJAR SASTRA BERBASIS FILM YANG MENDUKUNG PENDIDIKAN KARAKTER

Abstrak: Penelitian ini bertujuan untuk mengembangkan bahan ajar sastra berbasis media film, hasil uji bahan ajar, dan mendeskripsikan nilai-nilai karakter yang terdapat di dalamnya. Penelitian pengembangan ini mengikuti model Plomp (1997) dengan empat tahap, meliputi pengkajian awal, perancangan, realisasi (konstruksi), validasi dan revisi. Prototipe bahan ajar yang dikembangkan diujicobakan di SMA. Hasil penelitian menunjukkan bahwa (1) bahan ajar sastra berbasis media film dapat disusun dalam bentuk perangkat pembelajaran meliputi buku siswa dan buku guru sesuai Kurikulum 2013; (2) bahan ajar sastra yang disusun bersifat valid, praktis, dan efektif untuk digunakan dalam meningkatkan motivasi dan hasil belajar sastra siswa SMA; (3) nilai-nilai karakter yang terdapat di dalam bahan ajar yang dikembangkan adalah rasa percaya diri (*trustworthiness*), kepedulian (*caring*), dan kebangsaan (*citizenship*).

Kata kunci: *bahan ajar sastra, film, praktis, efektif, pendidikan karakter.*

INTRODUCTION

In general, the experts view that literature can play a major role in embedding noble values to students, and the truth of that view has been strongly supported by research results. On the other hand, there are still people who perceive that reading and understanding literature is no more important than studying technology and

other material things. This group considers that the child's ability in exact sciences is more important than their ability in social humanities that can be learned from literature. As the result of this misleading view, literature learning becomes neglected. Therefore, teachers as the main pillar of education is expected to foster students' interest to

learn literature, so that the character values can be implanted through literary learning.

The difficulty faced by teachers in teaching literature is in providing literary texts as teaching materials in the classroom. Studying literature means reading literary texts, understanding its contents, appreciating the beauty of the story, and living the life values conveyed by the author. Therefore, reading literature in literary learning is a necessity. For that, teacher's creativity in preparing and developing interesting teaching materials is necessary to ensure that the learning process runs effectively and optimally. However, previous research showed that in general the ability of teachers in developing interesting literary materials is still lacking, thus impacting on the low quality of literary learning in schools. This issue has actually become the topic of discussion in various scientific forums of language and literature, either through language congresses, seminars, symposia, workshops, or professional teacher training.

Literature works are one form of art, which of course have interesting properties because they contain elements of beauty. Therefore, under any circumstances, literary learning should be interesting if delivered by a professional teacher, the teacher who is able to perform their duties properly. As stipulated in the law, the teacher's duty is to carry out education and learning aimed at developing the potential of students to grow into devoted human, with noble character, who is healthy, knowledgeable, capable, creative, independent, as well

as being a democratic and responsible citizen.

Suryaman (2010:114) explains that literature as a reflection of the socio-cultural conditions of the nation must be inherited to the younger generation, because literature has a great potential to bring society towards transformation, including character transformation. As an expression of language art which is reflective and interactive, literature can be the spirit for the emergence of the movement of society transformation, even for the resurrection of a nation to a better direction, for strengthening the love of the homeland, as well as for inspiration and motivation of moral force for socio-cultural change from a slumped state. However, there are still many literature teachers in Indonesia who have not been able to perform their duties professionally. This condition is also reinforced by the results of research from the Directorate of Education Personnel of the Ministry of National Education (Harimansyah et al., 2013: 1), which showed that 61.96% of elementary, junior and senior high school teachers do not master the material being taught. To effectively teach the students, teachers need to possess adequate knowledge in various subject areas. Studies revealed that improving teachers' content knowledge deserves special attention (Yao Susan, 2017:169). If the teachers are not competent, then the students are less interested to learn, especially if the learning facilities are limited. This will be the cause for the low quality of literary learning in schools.

Based on the facts that have been described, it is deemed necessary to do research on the development of

literary materials to make them interesting, practical, and effective according to the demands of the curriculum 2013. Through the literary materials, it is expected that students can learn actively and creatively as well as can enjoy the learning to achieve expected results.

The purpose of this research is to develop innovative literature teaching materials that are expected to provide new scientific information that is meaningful and important for effective literary learning for educators, policy makers, and all those who concerned about the importance of education. The results of this study are expected to provide inspiration to literary teachers to organize interesting learning, and support the character education. The target character is the development of trustworthiness, caring, and sense of citizenship. The teaching materials developed in this study is expected to provide practical urgency in improving the quality of literary learning in schools, so that the goal of character education on students can be achieved.

Lazar (2013:52) explains that the student's most favorite literature is novel, but it is difficult for teachers to provide enough novels in the classroom. Therefore it is necessary to find an alternative through cinema which is a literary commodity, such as movies, songs, musical dramas, sinetrons, all of which are an ecranization of literature works. Literary novel-teaching materials delivered through the film media is an intelligent alternative as a bridge to the novel appreciation in the form of text. If the film literature as a sophisticated technology is popular with students,

then the literature (with derivative commodities) becomes closer to the students, although it was not immediately enjoyed through the text. It is certainly worth noting that given through the help of cinema (such as films, videos, musical dramas, soap operas and so on), students have the opportunity to explore, imagine, and challenge their creativity to appreciate literary works and capture the values conveyed by authors through the message of the story. This is in line with the opinion expressed by Elkins (2016:4) that during adolescence, the child will be able to generalize the problem, think abstractly, and make decisions that are concerned with morals through his experience in reading literary works. Given at that time that the student's cognitive development has reached the highest level. Therefore, through film-based literary materials, students can learn in a fun and flexible atmosphere.

Moody (2011:91) said that the purpose of literary learning is to help students' skills in language, to improve their cultural knowledge, to develop creativity and taste, and to support the formation of a praiseworthy character. Correspondingly, literature can be used as a means to prepare students to become cultured and characterized human beings. In literary learning, students perform the learning process by experiencing to discover new knowledge through transformation and knowledge assessment. In that case, there is an interactive process of communication between teachers and students, students with other students, and students with teaching materials, for the exchange of thoughts and

feelings that produce influence among them (Brown, 2001:165).

Accordingly, according to Lazar (2013:52), literary materials should be selected by considering the students' ability to understand the language in the literary text, and the learning experience that supports the students' skills in literature. It also needs to consider the psychological development and socio-cultural background of students with literary texts that students will read.

To create a more effective learning, media assistance is generally required. Learning media can serve as a messenger tool. Through the media, learning messages become more easily captured by students. Good learning media can increase students' motivation to learn, and play an active role in learning. The media that is now popular among students is a technology-based media, including the film media. The use of such media can encourage the growth of social awareness and learning awareness in students.

Considering that the literary learning contributes to character education, as a means of character building, psychology, and good behavior, it is necessary to realize that the learning process requires several stages. Those stages begin with a process of understanding the values, the cultivation of the values that are understood, the habituation of those values, and then is the repetition and culturalization of values that have been understood in everyday life.

Character education is a developmental process that involves knowledge, feelings, and actions, coherently and comprehensively. Therefore the character education

process needs to involve the community of consensus-holders of the karmic, stakeholders, integrated curriculum, adults as models, and students in positive activities. Samsuri and Marzuki (2016:24) referring to the Character Education Partnership (2003) formulate that the effectiveness of character education needs to be measured by several indicators. The indicator is as follows. (1) Promoting ethical values as the basis of character; (2) Interpreting the whole character, including thoughts, feelings and behaviors; (3) Using a comprehensive and proactive approach; (4) Concerning for the school community; (5) Providing opportunities for students to perform moral actions; (6) An academic curriculum that encourages the development of student personalities; (7) Encouraging the development of student motivation; (8) Involving all parties to guide the development of the student's personality; (9) Provide support to students in finding their character; (10) Involving families and communities in the effort of character building students; (11) Providing an opportunity for students to display good character. Through these various indicators, the development of students to find a good character during the process of education in schools can be monitored.

In fact, today many people's behavior shows the character fading. Suryaman (2010:113-114) said that rising of poverty, corruption, as well as the strengthening of money politics, are a reflection of a life that is not characterized for a developed civilized nation. These empirical phenomena must be immediately realized. The realization of the awareness is the

development of various strategies to improve the quality of learning in schools. One of them is the functioning of literary learning as a character development media. For that reason, this study presented about film-based literary materials that supports character education.

METHOD

This research uses development research approach. The object is literature-based teaching materials that contribute to character education, which is valid, practical and effective for use in high school learning. The focus of this research is the development of literary materials consisting of student books and teacher books. The design of this study follows the Plomp model (1997:12) with four stages including initial assessment, design, realization/construction, test, evaluation, and revision. At the evaluation stage, and the revision is done repetition, until the prototype of teaching materials that meet the requirements valid, practical and effective. For that purpose, the prototype that has been developed is tested to SMA Veteran 1 Sukoharjo as the subject of this research.

In general, prototype of the final teaching materials are performed in various stages. The prototypes 1, 2, 3, and the continuity, as each of the later prototypes is an improvement over previous prototypes. Research continues until the final prototype,

which is a media-based literary teaching materials that is innovative, effective and contributes to character education.

This development research begins from the initial assessment stage, ie observation of the factual conditions in the field, the study of learning theories and methods of learning, as well as the assessment of the process of character formation. At the design stage, the design of learning tools, and instruments, and instruction manual for the use of teaching materials developed along with the learning tools. In the realization stage, a model component is defined, including syntax, social systems, support systems, instructional impacts and associated impacts. In the validation and revision phase, validation is performed by requesting consideration from the literature experts and practitioners in the field. The results of validation and revision of this stage are hereinafter referred to as prototype 1. Furthermore, a field trial is conducted, to obtain prototype 2, and thus to be tested again in the field until it gets the prototype according to the desired model. The output of this research is film-based literary teaching materials that contribute to character education. The developed teaching materials are arranged in the form of teacher books and student books for one subject, complemented by learning tools and guiding instructions.

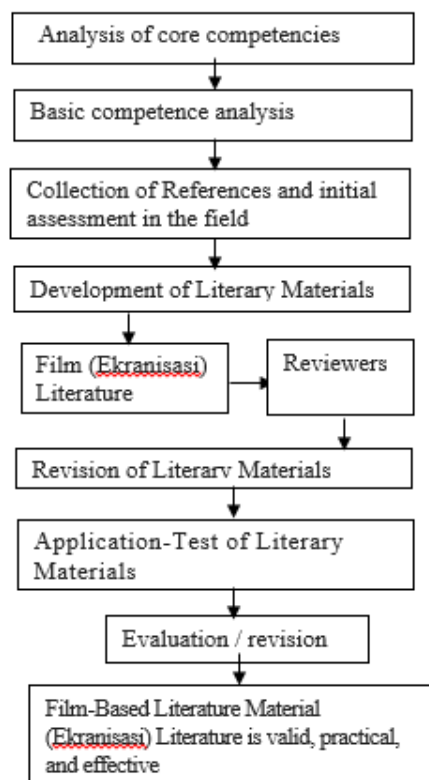


Figure 1. The Development Chart of Film- based Literary Teaching Materials

Data and data sources required in this study are as follows. (1) Data and data sources for validation. To find out the validity of the construction of the books and learning tools, it is necessary to assess the expertise of literature teachers and practitioners in the field. (2) Data and data sources about the practicality of instructional materials are prepared. In order to obtain data on practicality, expert and practitioners data sources are required to state whether or not the prepared book is applied in the lesson, and the learning outcomes in the classroom by applying the prepared book. (3) Data and sources of data on the effectiveness of instructional materials are prepared. To obtain the data, an observation of the activities of students and teachers is

required during the learning process, student responses in following the learning process and student learning outcomes data and the characters that are formed.

The validity, practicality and effectiveness analysis of film-based literary materials that contribute to character education is performed as follows. (1) Validity Analysis, by seeking the average of the validator's valuation. Average score (V) was confirmed with determination of the validity category interval of the model as follows: $V < 1.5$ means invalid, $1.5 \leq V < 2.5$ means less valid, $2.5 \leq V < 3.5$ means valid enough, $3.5 \leq V < 4.5$ means valid, $4.5 \leq V$ means very valid. (2) Practicality Analysis through Feasibility and Performance.

Feasibility analysis is done by searching the average of validator valuation. The average score (L) was confirmed with the following determinants of feasibility: $L < 1.5$ means very unfeasible, $1.5 \leq L < 2.5$ means less feasible, $2.5 \leq L < 3.5$ means quite feasible, $3.5 \leq L < 4.5$ means feasible, $4.5 \leq L$ means very feasible. The analysis of engagement is done by finding the average of the observer score. The mean score (T) was confirmed with the determinant category implementation interval of the model, with the following Criteria: $T < 1.5$ means unfulfilled, $1.5 \leq T < 2.5$ means a small fraction is done, $2.5 \leq T < 3.5$ means half done, $3.5 \leq T < 4.5$ means most is done, $4.5 \leq T$ means all done. (3) Effectiveness Analysis model includes analysis of student learning outcomes, student activities, student responses, and the ability of teachers in managing learning.

Analysis of student learning outcomes based on data evaluation of learning outcomes (tests), and work tasks. Learning mastery is seen from the mastery of individuals and classical. Individuals are declared complete learning if they get a score of at least 6, and the classical achieved if at least 80% of individuals have been completed. Analysis of student activity is done through observation in following learning. Student activity is seen from the average frequencies of observations. Furthermore, the model is said to be effective if at least 80% of students respond positive. Finally, the analysis of teachers' ability to manage learning is done by seeking the average score from observers observing the learning process. The mean score (K) was confirmed with the following

determinant category interval: $K < 1.5$ means very low, $1.5 \leq K < 2.5$ means low, $2.5 \leq K < 3.5$ means moderate, $3.5 \leq K < 4.5$ means high, $4.5 \leq K$ means very high.

RESULT AND ANALYSIS

In line with the problems and objectives of the formulated research, the results of this study are grouped into three parts, including: (1) the development of film-based literary materials; (2) the validity, effectiveness, and practicality of the use of teaching materials module developed. (3) the character values contained in the instructional module. The teaching modules developed are divided into two kinds, namely student book and teacher book. Student book is a module of instructional materials that are structured to assist students in learning. Student books for Indonesian language subjects include two activities that are context building activities and modeling of media linkage film titled *Laskar Pelangi* and *Tanah Surga Katanya*. To be able to better understand each activity, there are 5 outlined tasks that must be completed by the students. The five tasks consisted of training questions in the form of long descriptions and brief descriptions. Problems with long descriptive answers are found in tasks 2, 3 and 4. Meanwhile, the questions with short answers are found in tasks 1 and 5.

The teacher book is the instruction manual for teachers as a benchmark in the learning process. The teacher's book contains general instructions and specific instructions.

General instructions contain materials, methods, and evaluations. In the general guideline, there are introduction, concept of matter, and score judgment. The specific instructions contain the criteria for assessing student assignments and recording of student activities. In this specific guideline, the context building and text modeling are outlined which includes the activities that teachers need to do in the learning process. In the specific instructions it is also described the form of assessment applied in the learning

process. In addition, there is also information about syllabus and RPP. Syllabus is a learning program that will be used as a basis in making the Learning Implementation Plan (*Rencana Pelaksanaan Pembelajaran/ RPP*). The syllabus is prepared based on guidance which contains information about: name of school, subject, class, semester, time allocation and standard of competence. The syllabus display in the curriculum 2013 for high school as listed in the following table.

Tabel 1. Syllabus of Bahasa Indonesia for High School Class XI

School Name	: SMA Veteran 1 Sukoharjo
Subject Name	: Bahasa Indonesia
Class	: XI
Semester	:1 (Satu)
Time Allocation	: 2 X 30 minutes
Core Competence	:Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge in the field of specific studies in accordance with their talents and interests to solve problem

Core Competences	Material	Indicator	Learning Experience	Time Allocation	Source	Score

The teacher's job before teaching is to make a learning plan. The teaching administration created before teaching is called RPP, which components include the following.

(1) Identity of subjects containing information about the units of education, class, semester, course, subject and number of meetings. (2)

Core Competence, which is the minimum ability qualification of learners that describes the knowledge, attitude, and skills expected to be achieved in a subject. (3) Basic Competency, which is several capabilities that must be mastered by learners in certain subjects as a reference for the preparation of

indicators of success of learning. (4) Indicators of achievement of competence, which are measurable and / or observable behaviors to demonstrate the achievement of certain basic competencies that are subject to subject assessment. This competency achievement indicator is formulated by using operational verbs that can be observed and measured, covering three domains of attitudes (affective), knowledge (cognitive), and skills (psychomotor). (5) The purpose of learning, which is the goal to be achieved in the learning process accordingly with determined basic competencies.

(6) Teaching materials, which is material that contains facts, concepts, principles, and relevant procedures, and written in the form of items in accordance with the formulation of competency achievement indicators. (7) Time allocation, which is the time division that is determined in accordance with the requirements in achieving the objectives and the learning load. (8) Learning method, which is method used by teacher to realize effective learning process so that learners can achieve competence according to indicators that have been determined. The learning methods are chosen based on the situation and condition of learners, as well as the characteristics of indicator and competency to be achieved on every subject. (9) Learning activity, an activity to achieve a basic competence. Consist of description of the steps of activity at each meeting including preliminary, core and closing activities.

(10) Assessment of learning outcomes includes instrument and

assessment procedures, including assessment of processes and outcomes, in accordance with indicators of achievement of competencies that refer to the Assessment Standards. (11) Learning resources are developed based on main competency, basic competency, teaching materials, learning activities, and competency achievement indicators.

In relation to the second objective of obtaining a set of valid, practical, and effective teaching material modules, the next step is to validate the developed teaching materials by asking judgments by the experts according to the field. As previously planned, validation is done on the basis of the attainment of aspects (1) the form / format of the book, (2) the appropriateness between the content of the book and the curriculum, (3) the language used, and (4) the benefits to the learning process. Every aspect is also detailed in sub-aspects. Validation results conducted through expert judgments which are distinguished in the following criteria. (1) Score 1 means not good, (cannot be used yet, still need consultation). (2) Score 2, that is good enough (applicable, but requires a lot of revisions). (3) Score 3, meaning good (can be used but still requires a little revision). Score 4, meaning very well (can be used without revision). Meanwhile, the validation results indicate that the developed teaching materials are included in the third criteria, that is in good category, and can be used but still require a little revision.

Besides the format, and its suitability to the curriculum, the language used in textbooks is also a decisive indicator of whether the book

is a good one. As it was informed by Fadillah, Syarifah and Jamilah (2016: 110), that in developing teaching materials, the use of language is one important factor to consider. The language selection and word variety (diction) in compiling the effective sentence affect to the quality of

teaching materials developed. The following is presented the results of expert validation of the quality of teaching materials are prepared based on the criteria aspects, forms or format, the suitability of the contents of the book with the curriculum and its benefits to the learning process.

Table 2. Expert Assessment on the Quality of Developed Teaching Materials

No.	Indicator	Average score	Category
1	The format of the book according to the book writing standard generally	3,60	Valid
2	The book systematic writing is standard and consistent	3,50	Valid
3	Materials presented in accordance with the syllabus of "Bahasa Indonesia Kurikulum 2013"	3,62	Valid
4	There is a clear guide to the selection teaching materials	3,53	Valid
5	There is a clear indication of the selection of learning method	3,42	Quite Valid
6	There is a clear indication of learning evaluation	3,44	Quite Valid
7	There is a clear indication of the student learning outcome assessment criteria	3,50	Valid
8	There is a clear guide to the recording of student activities	3,51	Valid
9	The language used is standard, coherent, effective, and communicative	3,71	Valid

Table 3. Assessment of Practicality of Teaching Material in terms of Feasibility

No.	Indicator	Average Score	Category
1	In the teacher's book there is a detailed description of the learning steps and instructions for their use.	3,35	Appropriate
2	In the student book there is a description of learning instruction for students.	3,62	Appropriate
3	Interesting book view.	3,42	Quite Appropriate
4	The material presented is easy to understand.	3,60	Appropriate
5	The material is conveyed in accordance with the syllabus.	3,50	Appropriate
6	Selected movie media supports the material presented	3,71	Appropriate
7	Selected movie media supports achievement of learning objectives	3.64	Appropriate

Table 4. Assessment of the Practicality of Teaching Materials in terms of Performance

No.	Indicator	Average Score	Category
1	Teaching material based on film media that is arranged practical and has the potential to improve student learning outcomes	3,75	Mostly done
2	The film selected as a media has the potential to improve students' learning motivation	3,96	Mostly done
3	Movies selected as media, support the achievement of learning objectives	3.87	Mostly done
4	The prepared teaching materials can support character education	3.90	Mostly done

Table 5
Assessment of the Effectiveness of Learning Materials

No.	Indicator	Average Score	Category
1	Most students respond positively	3,80	High
2	Students are active in learning process	3,51	High
3	Teachers manage learning well	3,62	High
4	Students are motivated to perform tasks well during the learning process	3,41	High
5	Students complete in learning	3,48	High

Furthermore, based on view that literature play a major role in the planting of noble values in students, then to achieve that goal, in this study developed literature-based literary materials film media. Through the media film literature is expected that the learning can attract students' interest. The film media is a film that originated in literary novels, such as the film "Laskar Pelangi"; "Sang Pencerah"; "Ayat-Ayat Cinta "; "Tanah Surga", "Perempuan Berkalung Sorban", "Negeri 5 Menara", and so on, which are very popular among people. The films inspire people to develop a commendable character, in accordance with the pillars of character education that are interrelated, namely (1) a sense of responsibility, (2) respect, (3) justice (fairness), (4) courage, (5) honesty, (6) citizenship, (7) self-discipline, (8) caring, (9) perseverance (Maksudin, 2013:140).

Through the visualization of the pictures and dialogue of the cast characters in the novel filmed story, the message in the story can be more easily captured by the audience. Thus the character values can be implanted to the audience as an appreciator. For

example, in literary learning with novel material "Laskar Pelangi", then the film was made from the novel (*ekranisasi*) can be used as teaching material. The media-based teaching materials of this film will make it easier for teachers to convey the message content in the novel as written in the original text. Truly the literary learning (with the novel material) should not ignore the text, but the making of film into a literary novel can be used as a bridge of appreciation before students read the novel.

The film "Laskar Pelangi", as the original novel tells the story of village children from the Malay Community in Bangka Belitung which are poor. The life of those poor children are always contrasted with the prosperity and well-being of a group of immigrant communities from tin companies in modern and multicultural community. The children who are members of Laskar Pelangi are poor and have minimal facilities, trying to improve the fate of their future with the spirit of togetherness and solidarity. Through the visual presented in the film, the spirit of poor children from Bangka Belitung who call themselves

as *Laskar Pelangi* can be clearly illustrated. Each character shows a strong character in the spirit of nationalism, solidarity and togetherness in maintaining the natural surroundings and culture of the community. The use of children characters' points of view. The presentation implies that, in the context of building nationalism, the constructed meanings of the nationalist nationalism (Noorman; Nafisah, 2016: 206).

Of course, there are still some Indonesian films that are made from literary novels (*ekranisasi*), can be used as a media learning to convey the values of life, such as tolerance attitude in the context of multiculturalism (Tonbuloglu Aslan and Aydin 2016: 1). However, through the example of the film "*Laskar Pelangi*" is at least understandable that the film *ekranisasi* sourced from the literary (novel) is very good used as a medium that can increase motivation and achievement of student literature learning as well as having a contribution to character education. Given that film is an effective medium to relay various messages-this case, and among others, ideology. Film does not only give visual presentations to stay in the audience's mind (Safrina; Nia, 2016:207). This is in line with the findings of Sunarti, Rahmawati, and Wardani (2016:60) study, that the use of appropriate and interesting learning media can improve students' learning achievement and motivation, as well as the cultivation of values.

Through the example of film media "*Laskar Pelangi*" selected in the development of this teaching materials can be done characterization of the students to the students during the

process of literary learning. Thus it shows that through the introduction of film media literature-based materials *ekranisasi* can give good character during the learning process at school.

CONCLUSION

Based on the findings of study and discussion, it can be concluded that the literary materials based on film media can be arranged in the form of learning tools in the form of student books and teacher books in accordance with the Indonesian syllabus of "Bahasa Indonesia dalam Kurikulum 2013". Both forms of books containing the developed teaching materials have been tested for validity, practicality and effectiveness. The test results indicate that the literary materials that are organized are included in the category of good, and can be used but still require a little revision. Meanwhile, the character values contained in the instructional materials that are composed of values related to trustworthiness, caring, and citizenship.

Based on the findings as described above, it can be concluded that the literary materials based on the film media that have been compiled are valid and practical, so that effective use in learning literature in high school. Through instructional materials, students become more active in learning and learning is fun. In addition, the instructional materials are also very supportive to build student character, in accordance with the pillars of character set by the government in the character education program at school.

ACKNOWLEDGEMENT

On this opportunity, the team of study delivered their gratitude to the Directorate General of Higher Education who has provided funding for the implementation of this applied product study for two years, also to the colleagues, principals, teachers and students of Veteran I senior high school who have been willing to be a reviewer, resource persons, and subjects in this study. The main one, this acknowledgement is given to the manager of the journal *Cakrawala Pendidikan* from LPPM UNY who has the pleasure to publish scientific articles of this study. Hope this will be useful.

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