



Development of Fable-Based Indonesian Language Learning Materials as A Media for Developing the Character of Elementary School Students

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Abstract

Indonesian language is one of the subjects at the elementary level. School Basic. Indonesian language subjects consist of skills listening, speaking, reading, and writing skills. speak can be taught to students in various teaching methods. One of them is using teaching materials so that students can learn in a fun way. The development of teaching materials for Indonesian language subjects based on Fables in grade 4 aims to determine the feasibility and effectiveness of learning media to build student character and increase students' interest in understanding fable stories. The model of this study is to use the ADDIE model which through the use of puppets with animal characters based on fables, students can more easily understand the theme, morals, and characters in the story. The results of the application of this media show an increase in students' active participation, understanding of the story, and their ability to retell fable stories and character building of students. This type of research is research and development in the form of developing learning media in the form of puppet media with animal characters based on fables that are effective for the learning process. The level of media feasibility is set at 90% based on expert test analysis, the suitability of teaching materials is set at 88.33%, and 91.48% based on the survey student Which agree to use media puppet with figure animal based on fable for the learning process teach.

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Introduction

Education at the elementary school level plays a crucial role in shaping students' cognitive and moral development. At this stage, students construct fundamental knowledge structures while simultaneously developing values and character traits that influence their future behavior. Therefore, the learning process in elementary schools should not only focus on academic achievement but also emphasize meaningful and value-oriented learning experiences.

Learning is a process of thinking and acting, so students must be involved in the learning process so that interactions occur that involve many things, one of which is interaction with the environment (Dadela & Nurhasanah, 2020). The environment has many benefits as a source of learning. Effective management and utilization of the environment can produce learning materials that have a high level of education (Krisanti et al., 2020). However, the phenomenon of underutilization of the environment and facilities often occurs in schools, most teachers conduct education in class by providing abstract information that is not expanded through interaction. If observed, many environments around the school can be utilized. This includes trees, flagpoles, used materials, and others. Teachers can use these activities to help students understand how to solve problems and communicate

One important component influencing learning success is the use of appropriate learning media. Learning media functions as an intermediary that facilitates communication between teachers and students, creating enjoyable and meaningful learning experiences (Agustira & Rahmi, 2022). When learning is engaging, students' motivation and participation increase significantly (Putri & Rukiyah, 2021). Furthermore, media development aims to improve the feasibility, effectiveness, and efficiency of the learning process while attracting students' interest (Friendha Yuanta & Larasati, 2023). Therefore, selecting suitable and innovative learning media is essential, especially for elementary school students.

Indonesian language learning at the elementary level covers four main skills: listening, speaking, reading, and writing (Fahmy, 2022). Among these skills, reading and storytelling play a significant role in developing comprehension and moral reasoning abilities. Narrative texts, especially fables, are widely used because they present moral messages in simple and engaging storylines (Saputra et al., 2023). Fables feature animal characters that behave like humans and convey ethical values that are easily understood by children (SHUQI, 2024).

Fable-based learning has been shown to improve students' reading interest and literacy skills (Chaerunnisa et al., 2024; Darmayanti et al., 2024). In addition to enhancing cognitive development, fables also contribute to character formation by integrating moral messages within story conflicts and resolutions (Khusnul Khotimah & Wiwin Indiarti, 2024). Through interaction with narrative texts, students can internalize values such as honesty, responsibility, cooperation, and empathy.

Media development is a process of creating, designing, and implementing learning tools or resources that can be used to support learning and communication (Gustiawati et al., 2020). These media can be in the form of printed materials, audio, video, software, or other interactive forms. The purpose of media development is to improve the feasibility, effectiveness and

efficiency of the learning process, facilitate understanding of concepts, and attract students' interest (Friendha Yuanta & Diyas Age Larasati, 2023). This process involves needs analysis, design, testing, and evaluation so that the media produced is in accordance with learning objectives and user characteristics (Sukmawardani et al., 2021).

The learning media used by teachers during the learning process is a component that also influences the success of learning, because learning media functions as an intermediary or introduction for good and enjoyable communication between teachers and students (Komlasari & Syafruddin, 2022). When the learning atmosphere is fun, students' enthusiasm for learning will emerge, and learning will be effective (Putri & Rukiyah, 2021). The success of a fun learning process depends on the teacher's ability. Learning media does not have to be expensive, depending on the theme chosen by the author, the use of the existing environment can be used as an effective learning medium. One example is by creating puppet media with animal characters based on fables, by using materials or goods that are no longer used in the environment (Dela Arwanda et al., 2023).

Puppet which is basically only known by Javanese people as a story or legend, can now be used to teach about Indonesian culture and become an interesting media to use in learning (Agustira & Rahmi, 2022). One type of traditional performing art known as animal puppetry uses puppets or animal figures to display characters and stories. (Mustika et al., 2022).

Wayang with animal characters based on fables is often used in education as a learning medium to convey stories, especially fables, in an interesting and interactive way. This performance not only offers entertainment, but also teaches moral and cultural values through the stories told. Students can understand and remember the material better because they can interact and see animals directly (Regianti & Nurdyansyah, 2023).

One potential solution is the integration of puppet media with animal characters based on fables. Puppet art (wayang) represents a traditional cultural heritage that historically served as a medium for moral and philosophical education (Mustika et al., 2022). Incorporating puppet media into classroom instruction aligns with culturally responsive pedagogy and provides students with tangible, interactive learning experiences. Research on digital-based wayang fable media also demonstrates its effectiveness in strengthening character values and cultural appreciation among students (Nandang et al., 2024).

However, the effectiveness of fable-based instruction depends greatly on how the stories are delivered. Interactive learning media that incorporate storytelling elements have been shown to enhance students' writing skills, motivation, and classroom participation (Regianti & Nurdyansyah, 2023). Moreover, digital and interactive fable-based media improve learning engagement and academic performance (Sanubari et al., 2023). Despite these positive findings, many classrooms still rely predominantly on textbook-centered instruction without utilizing innovative or culturally integrated media.

Learning Indonesian is a teaching process that aims to improve students' ability to use Indonesian effectively (Fahmy, 2022). It covers four main skills: listening, speaking, reading, and writing. This learning includes understanding grammar, vocabulary, and cultural aspects related to the language. In addition, learning Indonesian also aims to build communication skills, critical thinking, and appreciation of literature and written works in Indonesian (Saragih et al., 2020).

A fable is a type of short story that tells about animals that talk and behave like humans (Saputra et al., 2023). Typically, fables convey a moral message or life value through conflict and interaction between animal characters. Fables are often used as a tool to teach lessons about ethics, virtue, and good behavior to readers, especially children (Khusnul Khotimah, & Wiwin Indiarti, 2024). A famous example of a fable is the works of Aesop, which depicts various animal characters and thought-provoking situations (SHUQI, 2024).

Literature Review

Learning Media in Elementary Education

Learning media plays a crucial role in improving the quality of teaching and learning processes, especially at the elementary school level. At this stage, students are still in the concrete operational phase according to Piaget's cognitive development theory, which means they tend to understand concepts better through visual, manipulative, and contextual materials. Therefore, the use of attractive and interactive learning media becomes essential to facilitate students' comprehension and engagement.

According to Dwiasih and Agung (2021), the integration of visual and digital media in elementary education significantly increases students' learning motivation and comprehension of instructional content. Similarly, Darmayanti et al. (2024) emphasize that audio-visual and story-based media enhance literacy skills and foster students' interest in reading activities. These findings highlight that learning media should not only deliver academic content but also stimulate students' curiosity and participation.

Furthermore, Sanubari et al. (2023) explain that interactive teaching materials based on narrative texts can improve students' understanding of moral messages embedded in stories. This indicates that narrative-based media have a dual function: strengthening cognitive achievement and supporting affective development. In the Indonesian educational context, integrating local culture into learning media has also been shown to increase students' sense of identity and appreciation of national heritage (Nandang et al., 2024). Therefore, effective learning media at the elementary level should meet several criteria:

1. suitability with learning objectives
2. attractiveness and interactivity
3. cultural relevance, and
4. alignment with students' developmental characteristics.

Puppet media with animal characters based on fables fulfills these criteria because it combines storytelling, visual representation, and cultural elements in one learning tool.

Fables as a Tool for Character Education

Character education has become one of the main focuses of educational reform in Indonesia and globally. Elementary school students are in a formative period where moral values, attitudes, and social behaviors begin to develop intensively. Thus, educational strategies that integrate moral messages naturally into learning activities are highly recommended.

Fables are narrative texts featuring animals that behave like humans and convey moral lessons through simple conflicts and resolutions. ([Saputra et al, 2023](#)) state that fables are effective in improving reading comprehension while simultaneously internalizing ethical values. This is because students can easily identify with animal characters and understand consequences of actions presented in the story.

Research by ([Chaerunnisa et al, 2024](#)) found that fable-based teaching materials significantly increase students' reading interest and moral awareness. The narrative structure of fables allows teachers to discuss values such as honesty, responsibility, cooperation, empathy, and respect in a contextual manner. Moreover, ([SHUQI, 2024](#)) explains that constructivist-based fable instruction enables students to actively construct moral understanding through discussion and reflection activities.

The moral dimension of fables aligns with the goals of character education programs that aim to integrate cognitive, affective, and behavioral aspects. When students listen to, read, or act out fable stories, they do not only process linguistic information but also interpret social values embedded within the narrative. As a result, fables become a strategic medium to instill character education in a natural and engaging way.

Thus, integrating fable texts into learning media such as puppetry can strengthen both literacy skills and character formation, making them highly relevant for elementary education.

Puppet Media and Cultural-Based Learning

Puppet art (wayang) is one of Indonesia's traditional cultural heritages that has educational potential beyond entertainment. Historically, wayang performances were used not only to narrate stories but also to deliver moral teachings and philosophical messages. Integrating puppet media into classroom learning represents an innovative effort to combine cultural preservation with modern pedagogy.

According to ([Agustira and Rahmi, 2022](#)), the use of creative and context-based media significantly improves students' engagement and participation during the learning process. When students interact with tangible objects such as puppets, their sensory involvement increases, leading to better retention of information. ([Regianti and Nurdyansyah, 2023](#)) further plain that interactive fable media enhance students' writing skills and reading motivation due to the visual and performative elements involved. In addition, ([Nandang et al, 2024](#)) developed digital-based wayang fable media and found that such media effectively strengthened students' character of patriotism and cultural.

Research Gap and Conceptual Positioning

Although numerous studies have examined fable-based teaching materials (Chaerunnisa et al., 2024; Saputra et al., 2023) and interactive media development (Sanubari et al., 2023), limited research specifically integrates traditional puppet media with fable-based narratives to develop character education in elementary school students. Most previous studies focus on digital comics, e-books, or audio-visual media, leaving a gap in the exploration of culture-based physical learning media.

Therefore, this study positions itself as an innovative development research that combines:

1. Narrative-based learning (fables),
2. Traditional cultural elements (puppet media), and
3. Character education objectives.

By integrating these three components, this research contributes to expanding the discourse on culturally responsive pedagogy and character-based learning media in elementary education.

Comparative Review of Previous Studies

| No | Author(s) | Year | Focus of Study | Research Method | Key Findings | Research Gap |
|----|------------------------|------|--|-----------------|--|--|
| 1 | Dwiasihi & Agung | 2021 | Development of fable e-comic for elementary students | R&D | Improved engagement and comprehension | Focused on digital comics, not cultural media |
| 2 | Darmayanti et al. | 2024 | Audio-visual literacy media based on fables | Experimental | Increased reading interest | Digital format, no traditional integration |
| 3 | Regianti & Nurdyansyah | 2023 | Interactive fable media to enhance literacy skills | Development | Improved writing and reading motivation | Did not emphasize character development explicitly |
| 4 | Sanubari et al. | 2023 | Digital interactive teaching materials on fables | R&D | Effective in improving learning outcomes | Fully digital, lacks tangible interaction |

| | | | | | | |
|---|--------------------|------|---|--------------|---|--|
| 5 | Chaerunnisa et al. | 2024 | Fable text teaching materials | Experimental | Increased reading interest | Limited focus on media innovation |
| 6 | Nandang et al. | 2024 | Digital wayang fable learning media | Development | Strengthened patriotism character | Digital-based, limited classroom implementation study |
| 7 | Present Study | 2025 | Puppet media with animal characters based on fables | R&D (ADDIE) | Enhances participation, comprehension, and character building | Integrates narrative, traditional culture, and character education |

Based on the comparison above, most previous studies focused on digital-based media such as e-comics, interactive applications, and audio-visual materials. Although these studies show positive impacts on literacy skills and engagement, they often lack cultural integration and tangible interaction elements.

Only a limited number of studies combine traditional cultural media with fable narratives in classroom learning. Moreover, explicit measurement of character development as a core objective is still relatively underexplored.

Therefore, this study contributes by integrating:

1. Fable narrative as moral learning content
2. Traditional puppet (wayang-inspired) media as cultural representation
3. Character development objectives as primary outcomes

This integration distinguishes the present study from previous research.

Conceptual Model

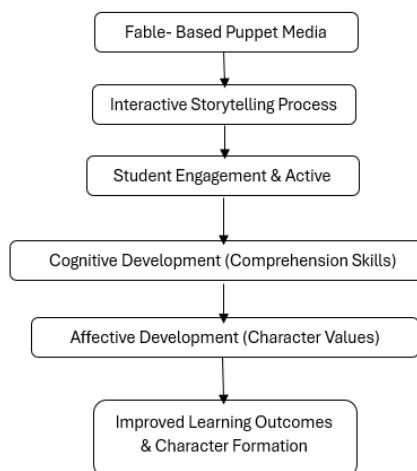


Figure 1. Conceptual Model

The conceptual framework of this study is built upon constructivist learning theory, which emphasizes active student participation in knowledge construction. The use of puppet media with animal characters based on fables functions as the primary independent variable that influences students' engagement and learning experiences.

The integration of storytelling and tangible puppet interaction creates an interactive learning process. When students observe, manipulate, or participate in storytelling sessions using puppets, they are cognitively and emotionally involved. This involvement increases attention, comprehension, and memory retention.

From the cognitive perspective, students develop better understanding of narrative structures, vocabulary, and moral messages. From the affective perspective, exposure to moral conflicts and resolutions within fables helps students internalize character values such as honesty, responsibility, cooperation, empathy, and respect.

Thus, the framework assumes that fable-based puppet media does not only improve academic literacy skills but also support character formation. Student engagement serves as a mediating variable between learning media and character development outcomes.

Method

Research Design

The type of research used by the researcher is research and development (Research and Development) with the subjects being grade 4 students. SD Negeri 2 Ngrance Tulungagung which was implemented in the even semester. In research and development This, ADDIE model stands for from Anylze, Design, Development, Implementation, and Evaluation are selected as an appropriate learning model Because its effective and systematic arrangement ([Danayanti et al., 2020](#)). This model can solve related issues with learning media from various source Study ([Rachmadhani et al., 2022](#)).

According to ([Meynaksi, 2024](#)) There are five stages of procedures in developing media learning :

1. Analysis (analyze) steps to identify problems and information found so that improvements are needed in the learning system, especially the learning process,
2. Design (Design), namely designing appropriate learning media.
3. Development (Development) develop and apply to stages process learning.
4. Implementation (implementation) namely carry out learning process in the classroom with all the media that has been designed.
5. Evaluation (Evaluation) namely knowing so far where understanding before and after materials in the use of learning media ([Basaruddin & Afningsih, 2022](#)).

Data analysis methods used in this research and development: quantitative descriptive analysis and qualitative descriptive analysis. Learning media experts and subject matter experts provide comments and suggestions for product improvement in this study. These comments and suggestions will be discussed descriptively qualitatively to improve the product that has been developed. Quantitative data, on the other hand, consists of assessment scores

from learning media experts and subject matter experts collected through filling out a questionnaire (Dwiasihi & Agung, 2021)

Research Setting and Participants

The location of this research was conducted at SD Negeri 2 Ngrance Tulungagung (Mahyudi, 2023). This research was conducted in approximately 1 month. The technique in collecting data in this study was a questionnaire. A data collection method that involves questions and statements given to respondents to be answered. This method is used to collect information about the frequency of use of this is grade 4 students. SD Negeri 2 Ngrance Tulungagung. The questionnaire contains specific questions made based on the indicators used for each variable (Mahyudi, 2023).

Development Procedure (ADDIE Model)

Analysis Stage

The analysis stage aimed to identify problems and instructional needs. Data were collected through classroom observation and interviews with the fourth-grade teacher. The findings indicated that storytelling activities were conducted using textbooks without interactive media, resulting in limited student engagement.

Needs analysis was conducted to determine students' characteristics, learning difficulties, and the necessity of innovative media. According to (Basaruddin and Afningsih, 2022), needs analysis is crucial to ensure that developed media align with real classroom conditions.

Design Stage

At this stage, the researcher designed the puppet media based on fable narratives aligned with the Indonesian language curriculum. The design included:

1. Selection of fable themes
2. Identification of character values embedded in stories
3. Drafting of lesson plans (RPP)
4. Designing puppet figures using animal characters

The media design emphasized visual attractiveness, clarity of moral messages, and alignment with learning objectives. Instructional planning was structured to support interactive storytelling activities.

As a result of the needs analysis in the field, researchers created puppet media with fable-based animal characters that encourage positive learning styles for students. This means that students are more focused on the subject matter, love their surroundings, and can utilize unused items in their environment (Darmayanti et al., 2024). Researchers developed puppet media with fable-based animal characters to be used in 4th grade elementary school learning, so they created learning devices consisting of teaching materials, Learning Implementation Plans (RPP), and assessments. Learning devices about puppet media with fable-based animal characters are used by researchers for validation by validators or experts to obtain data on

whether puppet media with fable-based animal characters are suitable for use in learning or not, and to provide comments.

Fable-based animal-based puppet media was developed through a research and development process. The research and development method is a way to create certain items and test how effective they are ([Chaerunnisa et al., 2024](#)). Analysis, design, development, implementation, and evaluation are all development processes that use ADDIE.

Animal-based puppet media based on fables use animal images and are formed using collage techniques. The design used in puppets with animal characters based on fables developed from traditional Javanese puppets used as learning tools and puppet puppets used as learning aids ([Lubis et al., 2023](#)). Animal-based puppet media based on fables are made from materials that are easily found in the community, such as styrofoam as a base and interesting animal pictures that match the story. Animal-based puppet media based on fables are a development of puppet media that uses the concept of puppeteering. Before being tested try, the media design that has been developed is then validated by experts or validators. Validators consist of experts in wayang media with fable-based animal characters and material experts ([Setiyani & Purwati, 2025](#)). The results of the revision from the media experts are used to improve the syntax of the RPP, and the results of the revision from the material experts are used to improve the sentence structure for the assessment of the material evaluation. Thus, with the improvements, it is hoped that wayang media with fable-based animal characters can be used well in learning

Results and Discussion

Analysis Stage (Analysis)

Analysis stage is stage First For analyze and observe problems in the field . Observation done to student class 4 Ngrance 2 Elementary School, Tulungagung. Problem appear No its effectiveness using media to support learning and lack of engaging processes some processes: assessment needs assessment and analysis needs (*task analysis*).

Analysis stage design and define results Study student in the form of characteristics , identification needs that must be met fulfilled and analyzed assignment . In the research This stage analysis with data collection carried out in the form of interview to the class teacher 4 at SD Negeri 2 Ngrance Tulungagung .

2. Design Stage

Design stage or to design arranged in a way systematic so that right and able used on the eyes lesson Indonesian using media puppet with figure animal based on fable For student class 4 Ngrance 2 Elementary School, Tulungagung .

3. Development Stage

Development stage This is to make media puppet with figure animal based on fable which has been previously designed by researchers. Then the media is validated by media experts ,

namely lecturers in the PGSD Study Program who have expertise in the field learning media and material experts, namely the 4th grade teacher of Ngrance 2 Tulungagung State Elementary School.

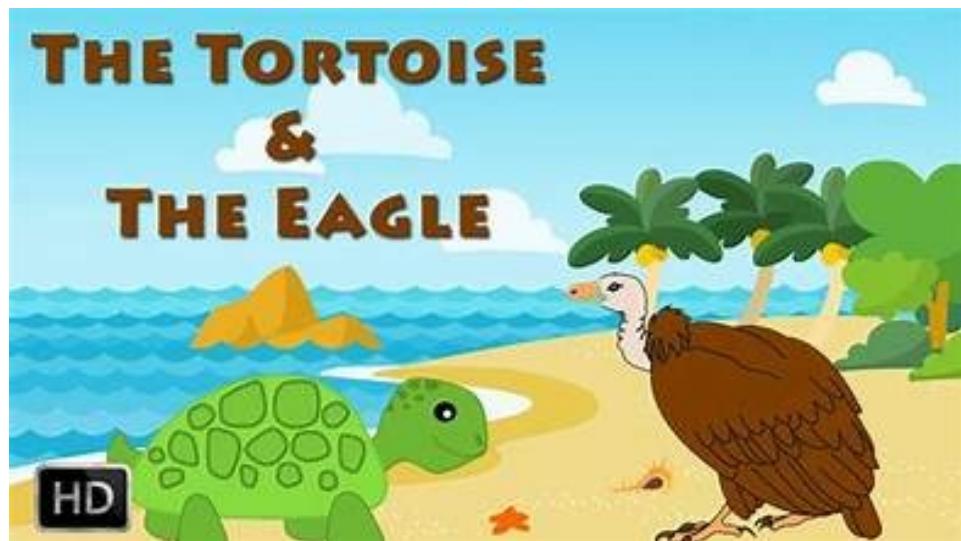


Figure 2. Animal Based on Developed Fable

Product media puppet with figure animal based on developed fable will be reviewed and given suggestions and input in accordance with comments from media experts and material experts.

4. Implementation Stage (*Implementation*)

Implementation stage that is stage implementation product media puppet with figure animal based on fables that were tested on grade 4 students of Ngrance 2 Tulungagung State Elementary School.

5. Evaluation Stage (*Evaluation*)

Evaluation stage aiming for measure to what extent the feasibility and effectiveness of the media that has been developed.



Figure 3. Feasibility And Effectiveness Figure Animal Based On Fables

Activities This also for know how far is the ability student in control learning and results Study student before and after use media puppet with figure animal based on fable.

Expert Validation

1. Media Expert Validation

Validation study development media puppet with figure animal based on fable conducted by media experts that is lecturers in the PGSD Study Program who have expertise in the field instructional Media. Validation media expert obtained in the form of values and suggestions from media expert. The media expert validation sheet contains 10 question items containing information about the media that has been developed. From the media expert data assessment, it can be done total items or aspect with the formula as following:

$$P = \frac{\Sigma x}{\Sigma xi} \times 100\%$$

P = Percentage

Σx = Total number of respondents' answers

Σxi = The total value of all items

100 = Constant number (Rachmadhani et al., 2022)

$$P = \frac{36}{40} \times 100\% = 90\%$$

Based on results media expert data analysis was obtained value of 9.0 % and there is a suggestion that the media created should be enlarged in size so that it can reach all students in the class. From these values and suggestions we can withdrawn conclusion that media puppet with figure animal based on fable student class 4 SD Negeri 2 Ngrance Tulungagung developed

in valid criteria or worthy can be used in the learning process. The criteria for eligibility/validity can be seen in the following table: (Rachmadhani et al., 2022)

Eligibility Level Criteria Table

| Kategori | Presentase | Tingkat Validitas |
|----------|------------|--------------------------|
| A = 4 | 80% - 100% | Valid/layak |
| B = 3 | 60% - 79% | Cukup valid/cukup layak |
| C = 2 | 50% - 59% | Kurang valid/cukup layak |
| D = 1 | 0% - 49% | Tidak valid/tidak layak |

2. Subject Matter Expert Validation

Validation expert material about the material and media puppet with figure animal based on fable conducted by material experts, namely Grade 4 teachers of Ngrance 2 Tulungagung State Elementary School. The results achieved in the form of values and suggestions from expert material. The media expert validation sheet contains 15 question items containing material and media that have been developed. From the expert data assessment material can be done total items or aspect as following:

$$P = \frac{53}{60} \times 100\% = 88,33\%$$

Based on results expert data analysis material obtained mark as big as 88.33 % and there is a suggestion that the media developed is in accordance with the material but it is better if the story created is not just 1 title. From the value and suggestion the can concluded that media puppet with figure animal based on developed fable in valid criteria or worthy. So that can be used in the learning process.

3. Audience/student assessment

Evaluation audience / students about media puppet with figure animal based on fable carried out by 29 grade 4 students at SD Negeri Ngrance 2 Tulungagung. Results achieved in the form of value , the assessment sheet contains 10 questions about the material and media that have been developed

can be done total items or aspect as following :

$$P = \frac{(\Sigma x)}{(\Sigma x_i)} \times 100\%$$

$$P = \frac{1061}{1160} \times 100\%$$

$$= 91,48 \%$$

Based on results audience / student data analysis obtained results 91, 48 %. So you can withdraw conclusion that the media puppet with figure animal based on developed fable in valid criteria or worthy can be used in the learning process.

Media with animal characters based on fables This is stated as feasible and effective to be used for teaching ([Sanubari et al., 2023](#)). There are several components assessed for the feasibility and effectiveness of the puppet media with animal characters based on fables ([Krishna, 2019](#)). The media aspect of the validator shows a presentation of 90 %, the material aspect of the validator shows a presentation of 88.33 %, and the aspect of student interest in puppet media with animal characters based on fables shows an effectiveness presentation of 91.48 %.



Figure 4. Presentation Puppet Media with Animal Characters Based on Fables

From the total presentation of aspects assessed, puppet media with animal characters based on fables feasible and effective for use in learning students who agreed to be used in learning ([Nandang et al., 2024](#)). The results of the analysis indicate that the puppet media with animal characters based on fables is very good and suitable for use in learning ([Pasaribu, 2019](#)).

Conclusion

Based on the formulation of the problem and the results of the study, it can be concluded that the development of puppet media with animal characters based on fables is in accordance with the core competencies and basic competencies used in learning. After seeing the potential problems, collecting data, designing products, validating designs, revising designs, and testing products, puppet media with animal characters based on fables were used. Based on the presentation of media and material experts, as well as student responses, the results showed that animal puppet media was suitable for learning for elementary school students in grade 4. In the learning process, puppet media with animal characters based on fables are used well.

This is based on the results of the analysis conducted by the teacher and validator. The results show that the presentation of puppet media with animal characters based on fables has a feasibility of 9.0 %, the presentation of the material has a feasibility of 88.33 %, and the student questionnaire that agreed that animal puppet media is used in learning has 9.1, 4.8 %.

From the results of the analysis, puppet media with animal characters based on fables is stated to be very good and worthy of use in learning, according to Arikunto's percentage weight range of 90 % to 100 %.

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