

Development of Language Literacy Based on Local Culture of Pakpak as Support of Implementation of Problem-Based Learning Model in SMA Negeri 1 Sidikalang

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Abstract: This research was motivated by the lack of reading material books owned by students so they could not have enough information. Reading materials in schools do not support literacy activities, especially at the habituation stage. Then the availability of reading materials containing local cultural values is still very minimal. So it is necessary to develop creative and interesting reading materials to support student literacy and add to students' insights about Pakpak's local culture. This study aims to develop a language literacy reading material based on Pakpak's local culture and to determine the feasibility of the product being developed. This reading material is designed to be as attractive as possible by using the 5 syntax of the Problem Based Learning model. The research method used is research and development (Research and Development) proposed by Borg and Gall. The results showed that 1) local Pakpak culture-based folklore reading materials which were developed in the form of language literacy reading books were suitable for use with literacy needs, 2) the feasibility results of the products developed were obtained from the validation results of material and design experts, teacher responses and student. The validation results from material experts obtained an average score of 88.54% with the "very good" criterion. The validation results from design experts obtained an average score of 92.86% with the "very good" criterion. The results of the feasibility test from the responses of 2 teachers obtained an average score of 89.06% with the "very good" criteria, and the results of the feasibility test from student responses obtained an average score of 87% with the "very good" criteria. Based on the results of the feasibility test percentage and the responses of students and teachers, the Pakpak local culture-based language literacy reading material as a support for Problem Based Learning is appropriate and effective for use as a supplementary book in the process of school literacy activities, especially at the habituation stage and as a supplementary book in teaching and learning activities especially in the text of the Saga text.

Keywords: Language Literacy, Pakpak Local Culture, Problem Based Learning

1 Introduction

Literacy is essentially the ability to read and write a person. Therefore, reading and writing are basic skills that must be possessed by students. Reading is one activity that can develop a student's literacy. As is well known, the Ministry of Education and Culture has made the School Literacy Movement an activity carried out with the aim of increasing students' language literacy[15]. This is motivated by various studies which show that literacy among the public, especially students, is still low. The results of research conducted by the Program for International Student Assessment (PISA) (which was released by the OECD in 2019) show that Indonesia is ranked 62 out of 70 countries. This concludes that the educational practices that apply in schools have not shown the role of schools as learning institutions that are skilled at reading. The Ministry of Education and Culture (2016) states that literacy is a very important skill in life. Most of the education process depends on literacy skills and awareness[11].

One of the skills needed in the 21st century is the development of language literacy in students. The definition of developing language literacy is the ability to read and write which is adapted to the language development of students (Yulia and Delfi, 2021) [24]. Therefore, in developing students' language literacy, teacher skills are needed in packaging the school learning environment as a source and learning media for students. In this regard, learning in the 21st century requires teachers to have 4C skills, namely: critical thinking, creativity, collaboration, and communication. Thus, the learning process will not run properly without the support of literacy activities.

Sensitivity to one's literacy does not just come. No human being is literate from birth. Creating a literate generation requires a long process and conducive facilities (Mudana, 2019). This could be because literacy culture is closely related to learning patterns in schools and the availability of good, creative reading materials that can attract students' attention to read them[13].

Various efforts have been made by the government as a stakeholder in the education sector. The Ministry of Education and Culture has developed the School Literacy Movement (GLS) by involving staff at the central level down to the education unit level. GLS has been stated in the regulation of the Minister of Education and Culture number 23 of 2015 concerning the cultivation of character, one of which is regarding the activity of reading non-classical books for fifteen minutes before the learning process begins. Regular reading activities have a positive effect on readers. If done regularly, reading will become a basic need for students.

The School Literacy Movement is an effort to improve the ability to access, understand, and use something intelligently through various activities, including reading, listening, writing, and speaking. In the activities of the School Literacy Movement, of course, facilities and infrastructure are needed to be able to carry out its activities. The needs of students for literacy activities should support and be in accordance with the level of students. Accuracy in choosing material is the most important thing to influence the results of the School Literacy Movement (GLS). As stated by Faizah (2016: ii), reading material contains ethical values, such as local, national, and global wisdom which is conveyed according to the stage of development of students[12].

Furthermore, the activities of the School Literacy Movement cannot be separated from reading materials. Based on the guidelines for the School Literacy Movement in SMA (2016: 5), the reading material used in school literacy activities is enrichment books. Enrichment books are

non-learning books or textbooks that are used as a complement to lessons and are useful for helping students achieve learning material objectives. Selecting reading material is one of the tasks that must be carried out by a teacher. Interesting reading materials for students encourage students to read the text seriously, which in turn supports text comprehension. Reading material that is easy to understand becomes interesting reading material to read further, because reading is a fun activity, which is one of the goals of the literacy program.

According to Halliday and Ruqiyah in Mahsun (2018:1) text is a way to understand a language. With regard to text, the characteristics of learning Indonesian in the 2013 Curriculum are text-based learning[12]. This is because text-based learning of Indonesian is one of the new things that was not found in the previous curriculum. Text-based language learning is able to present a material that can build students' thinking structures. According to Agustina (2017: 84) the nature of text-based learning is[2]:

- a. Through text, students' thinking skills can be developed,
- b. Learning material in the form of text is more relevant to the characteristics of the 2013 curriculum which determines student competency outcomes in the education domain, namely: attitudes, knowledge, and skills.

The researcher found the initial problems obtained from the results of interviews with Indonesian language study teachers at SMA Negeri 1 Sidikalang (24 March 2022). The results of research studies show that not all students care about their reading abilities. They think that reading is a very boring activity and a waste of time. The results of interviews that the researchers obtained from 2 teachers at the school said that the School Literacy Movement was still in the habituation stage, namely reading books for 15 minutes before the learning process began. This shows that SMA Negeri 1 Sidikalang has not carried out literacy activities properly. Furthermore, students will not read if the teacher does not supervise the literacy process. After careful observation of the process of literacy activities in schools, it was found that the learning model used by teachers was still conventional, namely the learning model carried out was still teacher-centered so that it did not provide good learning applications in everyday life to students. This is in contrast to the 2013 Curriculum learning process which demands that learning is student-centered, and the teacher becomes a facilitator. The observation results also showed that the reading materials used were only textbooks from the Ministry of Education and Culture and students' personal books. While students, not all have their own reading books. This makes it difficult for students to improve literacy stages in the development and learning stages[20].

Based on this information, it can be concluded that with the application of conventional learning models, students' ability to understand a text is still very low. To improve good literacy, teachers need learning tools that are used effectively, namely reading materials. The reading material used in this book is Pakpak's local culture-based folklore[16]. The development of reading materials is prepared using appropriate models and concept maps. One of them is by applying the Problem Based Learning (PBL) learning model. According to Savery in Fauziah et al (2022) the PBL model is able to empower students to conduct research, integrate theory and practice, and apply knowledge and skills to develop feasible solutions to a given problem.

Problem Based Learning is a learning approach that starts with solving a problem. But to solve these problems students need new knowledge to be able to solve them. Problem-Based Learning can be said to be a form of curriculum development and teaching system that simultaneously develops problem-solving strategies and basic knowledge and skills by placing students in an active role as everyday problem solvers who are not well structured. Researchers believe that the application of the Problem Based Learning learning model will be effective if applied to the reading material to be developed.

The reading material to be developed is folklore from North Sumatra, which is based on Pakpak local culture. The Pakpak tribe is one of the Batak sub-tribes in Dairi Regency. Not different from other tribes, Pakpak has many folk stories that can be used as additional reading material for students at school. the researcher hopes that by developing reading materials based on local Pakpak culture it can help students to increase their literacy. not only that, with this reading material, students can get to know more about their own tribe.

Various studies have proven that developing reading materials based on local culture can improve students' literacy skills and increase their interest in reading. Among them are studies that have been conducted by Fauziah et al (2022), [10]Farnita et al (2021), [6]Asip et al (2021), [15]Primasari et al (2021), [1]Aisyah et al (2017) and [9]Dewi et al (2021). Likewise with the Problem Based Learning model, various studies have proven that by applying this model students can be more active in expressing their own ideas, actively discussing and being critical in pouring ideas into written form. Among them are studies conducted by Fauziah et al (2022), Arumsari (2021), Arozatulo and Bawamenewi (2019), Ardiyanti et al (2018), Sinaga and AprianiSijib (2020), and Mahnun (2018). However, from these various studies, researchers saw a gap that became an opportunity for researchers to combine the development of Pakpak local culture-based reading materials with the Problem Based Learning learning model.

Based on the descriptions, problems and some considerations from the research results above, the application of the Problem Based Learning learning model is expected to be able to increase literacy and interest in reading students at SMA Negeri 1 Sidikalang. To reach conclusions that answer the expectations of researchers, a study will be carried out with the title Development of Pakpak Local Culture-Based Language Literacy as a Support for the Application of Problem Based Learning Models in SMA Negeri 1 Sidikalang

2 Research Methods

This research was conducted at SMA Negeri 1 Sidikalang which is located on Jl. Dr. F.L. TobingSidikalang, Dairi Regency, North Sumatra. The research design used in this study is the Research and Development (R&D) method proposed by Borg and Gall (Sugiyono, 2016) [19]. The product produced in this study is a reading material based on local Pakpak culture. The development procedure is combined with the steps that have been classified, namely: research and data collection (Research and Information Collecting), planning (Planning), developing an initial product (Develop Preliminary from a Product), initial field testing (Preliminary Field Testing), conducting main product revisions (Main Product Revision), conducting field trials (Main Field Testing), conducting revisions (Operational Product

Revision), conducting operational field trials (Operational Field Testing), revising the final product (Final Product Revision).

The reading material trial was carried out using a limited trial, where previously the product had been validated by expert validators, namely 2 material expert validators and 2 design expert validators. Subjects for limited trials were 2 Indonesian language teachers, individual test subjects were conducted by 5 students, small group trial subjects were conducted by 10 students, and limited field trial subjects were conducted by 35 students in class X-MIPA SMA Country 1 Sidikalang.

The data collection instrument was carried out by distributing validity questionnaires to material experts and design experts, for the eligibility instrument for reading materials questionnaires were given to students and teachers to obtain responses/responses about the reading materials that had been developed.

3 Research Result

3.1 The Process of Developing Pakpak Local Culture-Based Language Reading Materials as a Support for the Problem Based Learning Model

Development of reading materials has several stages in the development process. The first process is developing ideas. The process of developing this idea was carried out with a literature unit on the results of previous research. Idea development is carried out by developing ideas that have been formed which are the innovations of this research. The development of ideas is limited by the latest innovations in reading materials. After the idea development is complete, then the idea screening is carried out. This filtering of ideas produces a goal and limitations in the research that has been done.

Screening ideas is also useful for determining a product focus that has been developed. After filtering the ideas, then the formulation of ideas is carried out. This stage is carried out to develop concepts in research and products developed in this research. This formulation is also useful for determining what innovation will be included in the research product to be developed.

The results of research on the process of developing language literacy reading materials based on Pakpak's local culture as a support for the Problem Based Learning model are that students and teachers need reading materials to be used in the learning process and school literacy activities. This developed reading material is urgently needed because some students do not have their own reading material. Thus, their interest in reading is reduced and the achievement of student scores is less than expected. The teachers have never developed Pakpak local culture-based reading materials at school. Reading materials that are often used by students in literacy activities at the habituation stage still use books from the Ministry of Education and Culture. This can be seen from the results of the student needs analysis questionnaire. These results explain that students do not have additional books to improve literacy skills. The researcher also gave a needs analysis questionnaire to 2 teachers at SMA Negeri 1 Sidikalang. The results of the needs analysis questionnaire can be seen in Appendix 3. Based on the results of the questionnaire provided, it can be concluded that students are less interested or less interested in carrying out reading activities at school, so teachers encounter obstacles in the

form of developing interesting reading materials to improve students' literacy skills. Based on the initial research and gathering of information, interesting reading materials based on local Pakpak culture are needed for class X students at SMA Negeri 1 Sidikalang.

The research process was carried out based on the research and development stage which was adapted from the Bord and Gall model, namely (1) information collection was carried out with 2 steps of analysis, namely problem analysis and needs analysis carried out by researchers with observation, interviews, and distributing questionnaires; (2) product planning, (3) initial product in the form of explanatory text teaching materials assisted by digital photo sheet (scrapbook) media, (4) validation in terms of material/content and design by 4 validators, (5) product revision or improvement based on suggestions validator, (6) initial trials conducted in three stages, namely individual trials of 5 students, small group trials of 10 students, and limited field trials of 35 students, (7) revisions or product improvement, (8) conducting operational field trials, and (9) revising or repairing if necessary. Several stages of the research become guidelines for producing reading materials that can be used according to the needs of teachers and students as users.

3.2 Forms of Pakpak Local Culture-Based Language Literacy Reading Materials as Supporting Problem Based Learning Models.

The development of Pakpak local culture-based language literacy reading materials as a support for the Problem Based Learning model was validated by expert validators, asking for Indonesian language teachers' responses, and asking for student responses. Researchers make improvements to reading materials so that they can be implemented by students for the learning process and literacy activities at school. The forms of reading materials developed are based on problem analysis and analysis of the needs of students and teachers. The researcher arranges this reading material by following the structure of the text and the linguistic characteristics of fictional stories. The reading materials developed are arranged according to the syntax of the Problem Based Learning learning model, namely: a) stage I: orientation to the problem, b) stage II: organizing students to learn, c) stage III: guiding group and individual investigations, d) stage IV: developing and presenting the work, e) stage V: analyzing and evaluating the problem solving process[22].

The development of this reading material product was referred to from the SMA/MA Indonesian language book by the Ministry of Education and Culture which was published in 2017. The writing of this reading material has been adapted to the Ministry of Education and Culture's book on folklore material, namely: 1) identifying the values and content of folklore, 2) develop the meaning (content and values) of folklore, 3) compare the values and language of folklore (saga) and short stories, and 4) develop the saga into short story form. Writing reading material uses the font type Times New Roman with a writing size of 12. The colors used for reading material are consistent, namely green and orange. The reading material is presented with several stages of the process syntax of the Problem Based Learning model with the aim that students can practice their critical thinking skills.

The reading material developed contains a betel leaf, table of contents, theoretical studies on the development of language literacy based on local Pakpak culture, syntax for the Problem Based Learning model, cultural history of the Pakpak tribe, scripts of Pakpak language,



Fig. 3. Content of Reading Material in the Second Stage based on the 5 Stages of Problem Based Learning Syntax.

3.3 Feasibility of Pakpak Local Culture-Based Reading Material as a Supporting Problem Based Learning Models

The validity data that has been found based on the results of collecting scores that have been carried out by material experts and design experts can be seen in table 1 below:

Table 1. Validation Result from Material Expert and Design Experts.

NO	Validator	Score	Criteria
1.	Material Expert	88,54%	Very Good
2.	Design Expert	92,86%	Very Good
	Average Score	90,7%	Very Good

Data on the feasibility test of reading materials carried out by the teacher can be seen in table 2 below.

Table 2. Feasibility Test Results based on the Responses of 2 Teachers.

NO	Respondent	Score	Criteria
1.	2 teachers	89,06%	Very Good

Data on the feasibility of reading materials trials conducted by students based on individual trials, small group trials, and limited field trials can be seen in table 3 below.

Table 3. Results of the Feasibility Test for Reading Materials from Student Response Results.

NO	Respondent	Score	Criteria
1.	Individual Trials	82,7%	Very Good
2.	Small Group Trials	85,76%	Very Good
3.	Limited field Trials	87%	Very Good

4 Research Discussion

The development of Pakpak local culture-based language literacy reading materials aims to produce a new product as additional reading material that can be used by teachers and students in teaching and learning activities as well as in school literacy activities, namely reading books 15 minutes before starting lessons. Based on the first stage in the process of developing language literacy, namely research and information gathering, several obstacles were found at SMA Negeri 1 Sidikalang. The results of research on gathering information about the availability of local culture-based language literacy reading materials are that students and teachers need reading materials to be used in the learning process and school literacy activities. This developed reading material is urgently needed because some students do not have their own reading material. Thus, their interest in reading is reduced and the achievement of student scores is less than expected. The teachers have never developed Pakpak local culture-based reading materials at school. Reading materials that are often used by students in literacy activities at the habituation stage still use books from the Ministry of Education and Culture. This can be seen from the results of the student needs analysis questionnaire. These results explain that students do not have additional books to improve literacy skills.

At the product development planning stage, a local culture-based language literacy product design was produced as a support for the Problem Based Learning model. This product has several aspects that have been developed, including a betel leaf, table of contents, development of language literacy based on local Pakpak culture, syntax for the Problem Based Learning model, cultural history of the Pakpak tribe, script of the Pakpak language, literacy based on Pakpak local culture which presents several folk stories. from the Pakpak tribe (Sorintagan, Simbuyak-buyak, Sikepang, Sipetung, Merteddung, KucapiPakpak History, Lake Sicike-Cike, Drum Sisibah), Glossary, Bibliography, and History of the author. The development of language literacy products also uses five syntax Problem Based Learning learning models, namely 1) orienting students towards problems, 2) organizing students to learn, 3) guiding individual and group investigations, 4) developing and presenting works, 5) analyzing and evaluate the problem-solving process. The general description of Pakpak's local culture-based language literacy product development as a support for the Problem Based Learning model is as follows.

Then, the sections of reading material are arranged in the form of pre-introduction, introduction, contents, and closing. Furthermore, a proper test of the reading material was carried out from 4 validator experts, namely 2 material validation experts and 2 design validation experts. The assessment from the material validator expert consists of 3 aspects of assessment indicators, namely the content feasibility aspect, the presentation feasibility aspect,

and the language feasibility aspect. Assessment of the feasibility aspect of the material content has an average score of 87.5% with the criteria of "very good", the presentation feasibility aspect has an average score of 86.45% with the criteria of "very good", and the language feasibility aspect has a value an average score of 91.66% with the criteria of "very good". The following is a diagram of the product assessment results from material validation experts.

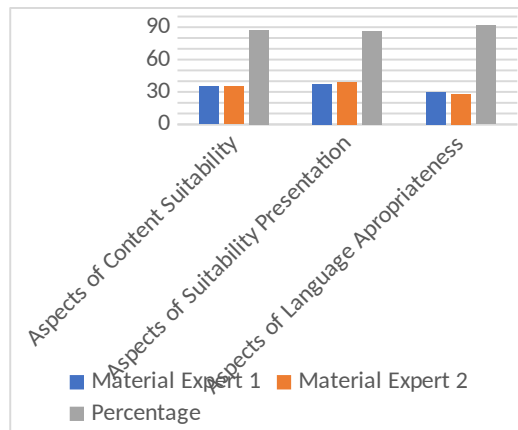


Fig. 1. Diagram of Validation Percentage Results from Two Material Experts.

The results of product design validation from 2 validators consist of 3 aspects of assessment indicators, namely: aspects of reading material size, aspects of reading material design, and aspects of reading material content design. Assessment of the aspect of reading material size has an average score of 100% with the criteria of "very good", on the design aspect of the cover of the reading material has an average score of 90.27% with the criteria of "very good", and on the design aspect of the reading material content has an average score of 88.3% on the "very good" criteria.

At the product feasibility testing stage, 3 trials were carried out, namely individual trials were carried out by 5 students, small group trials were carried out by 10 students, and limited group trials were carried out by 35 students. The results of individual trials obtained an average score of 82.7% with the criteria of "very good", small group trials obtained an average score of 85.76% with the criteria of "very good", and limited field trials obtained a score of an average of 87% with the criteria of "very good". The following is a diagram of the results of a product development assessment from a design validation expert

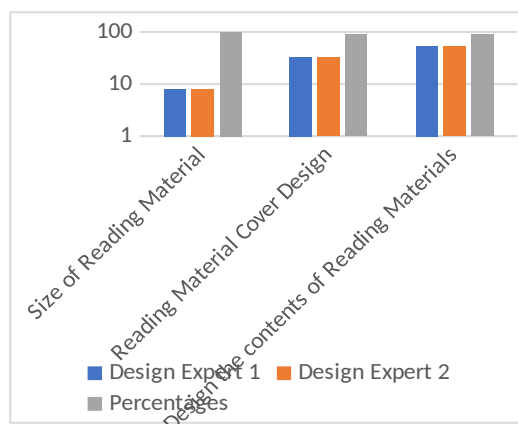


Fig. 2. Diagram of Validation Percentage Results from Two Design Experts.

The results of the responses or responses from 2 Indonesian language teachers to the product being developed obtained an average score of 89.06% with the "very good" criterion. The first teacher's response to the product was "overall the contents of the reading material have supported the learning process as a support for the Problem Based Learning model and developed students' interest in reading. The second teacher's response was "overall the content of the reading material developed is very good as a support for the Problem Based Learning model and is in accordance with the literacy needs of students at school".

The results of this study are in line with several previous studies such as research by Fauziah et al (2022) with the title "Development of a Green Chemistry Oriented Problem Based Learning (PBL) Module for Increasing Student Science Literacy". The research results show that developing a green chemistry-oriented Problem Based Learning module on salt hydrolysis material can increase students' scientific literacy, interest in learning which in turn obtains the expected learning outcomes. This can be seen from the results of obtaining an average score from the product feasibility test with an average value of 93.6%, the practicality of the module used is very practical with an average percentage of 94.34%, and the effectiveness of the developed module is that it is effectively used based on the average N-gain score obtained, which is 0.4 in the moderate category.

The results of research conducted by Farnita et al (2021) with the research title "Development of Reading Materials for Low Grade Students by Utilizing Balinese Ogoh-Ogoh Stories"[10]. In this study, researchers limited the development stages and researchers used 4 research stages, including: 1) Identification of potential problems, 2) Data collection, 3) Preparation of teaching materials, 4) Validation of literacy materials. Based on the explanation and the results of expert validation, it can be stated that the results of developing literacy materials for low grade students by utilizing the Balinese ogoh-ogoh story, the score obtained based on the questionnaire in terms of content is 67.5. Based on the Likert scale formula described in CHAPTER III, the average validation obtained is in a very valid category. Meanwhile, the average score obtained based on the questionnaire in terms of the structure of the book is 68. Based on the Likert scale formula described in CHAPTER III, the average validation obtained is in a very valid category. And the average score obtained based on the questionnaire in terms of book illustrations is 68.5. Based on the Likert scale formula described in CHAPTER III, the average validation obtained is in a very valid category.

Asip et al's research (2021) entitled "Development of Folklore-Based Indonesian Teaching Materials to Support the School Literacy Movement in Low Grades"[6]. This development research was declared suitable for use in Indonesian language lessons with reading literacy activities. Illustrated folklore teaching materials also support the reading literacy movement in schools. This can be seen based on the feasibility test of several expert validator teams, student and teacher response tests, and the results of the pre-test and post-test conducted.

Primasari et al (2021) conducted a similar study with the research title "Development of Teaching Materials Based on Local Wisdom of Samin Culture to Succeed the Literacy Movement"[15]. The teaching materials developed in the success of the Literacy Movement refer to the GLS guiding indicators. The feasibility of the product is known using a validation test played by the lecturer by obtaining an average of 0.74 in the "High" category. Product success is carried out by testing the teacher's response and student's response test and divided into two, namely on a small scale and on a large scale. Teacher and student response tests on a small scale were carried out at SDN Sambongwangan 01, while teacher and student response tests on a large scale were carried out at SDN Sambongwangan 02. From the teacher and student response tests the average result was 81.04% in the "Very Eligible" product category development on research can make the School Literacy Movement a success.

Similar research was conducted by Aisyah et al (2017) with the research title "Development of Literacy-Based Teaching Materials characterized by Quantum Teaching to optimize Effective and Productive Learning"[1]. In this study, the researchers produced 2 books, namely thematic student books and a guidebook for teachers based on literacy and characterized by Quantum Teaching. As with other development research, this research determines the feasibility of a product by looking at the validation results from expert validators, testing student and teacher responses, and testing product effectiveness on students. The weaknesses in the product that has been developed are as follows: a) although students can carry out various activities that are presented independently, student book products will be more optimally used when accompanied by a teacher or parents through a teacher's manual, b) the pictures contained in some student books still refer to internet sources, not fully using personal documents, c) stoning the type of text in student books refers to other sources, both books, magazines, or internet sources, d) this book product is not designed for students who are not good at reading .

Based on a review of the five previous research results, it is clear that the results of this study are relevant to the results of previous studies. This explains that Pakpak local culture-based language literacy reading materials as a support for the Problem Based Learning model can increase students' interest in reading, increase students' cultural literacy, and be able to associate Pakpak cultural values with everyday life. This is because the contents of the reading material do not only contain folklore, but students can recognize a new learning model and are able to improve their critical thinking.

4 Conclusion

Based on the results of research and data analysis, it can be concluded that:

1. The Pakpak local culture-based language literacy reading material product developed for class X students of SMA 1 Negeri Sidikalang meets the requirements and is suitable for use. This can be seen based on the validation results from material experts which include

aspects of content feasibility with an average value of 87.5% with the criteria of "very good", aspects of presentation feasibility with an average of 86.45% on the criteria of "very good", and in the aspect of language with an average of 91.66% in the "very good" criterion.

2. The results of the validation of reading material products from design experts are declared fit for use. This can be seen based on suggestions for improvement from design experts covering the aspect of reading material size with an average of 100% on the "very good" criteria, on the cover design aspect with an average of 90.27% on the "very good" criteria, and on aspects reading material content design with an average of 88.3% in the "very good" criterion.
3. Based on the results of the assessment from the teacher's response in the field of Indonesian language studies, this reading material was also declared suitable for use as additional reading material in the learning process and school literacy activities. This can be seen from the teacher's response percentage score of 89.06% in the "very good" criterion. Then the results of student responses to product trials in limited fields have a percentage score of 87% on the "very good" criterion.

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