

Digital Books Of Children's Literature As An Effort To Improve Literacy Of Reading In Elementary Schools

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Abstract

The development of the times has brought children's literature to be introduced in the form of digital books. Digitizing children's literature is one of the efforts to increase the younger generation of a nation to be more literate. At the elementary education level. Digitizing children's literature books can be used in learning literary appreciation in grade 2 of elementary school. This study seeks to describe the relationship between digital books on children's literature as an effort to increase reading literacy in elementary schools. Based on this, this study used a descriptive qualitative method by collecting data through interviews and documentation. Analyzing this research through data reduction and data interpretation.

Keywords: Digital Books for Children's Literature, Reading Literacy, Learning To Appreciate Literature, Elementary School.

1. Introduction

The development of the times is marked by the increasing conveniences obtained by humans in various sectors of life. The rapid development of the times is marked by the emergence of new innovations which are supported by science and technology. Of the various aspects of human life, education is one aspect that is experiencing developments in accordance with technological advances.

Technological developments in education, one of which is evidenced by the change in curriculum which is still happening today. Change of curriculum from the 1947, 1950s, 1964, 1968, 1975, 1984, 1994 curricula and their 1999 supplements, and the 2004 curriculum which is also known as the Competency-Based Curriculum (KBK) (Farisi, 2007). It doesn't end there, the 2006 curriculum, the 2013 curriculum, until now the implementation of the independent curriculum has also colored curriculum changes.

After the Covid-19 pandemic, conventional learning models began to be integrated with information technology. That is why the educational process in the modern era is inseparable from the help of technology. Starting from the form of learning, to models, and the digitization of textbooks began to be applied as the times progressed.

Departing from these developments, learning in elementary schools has also experienced development and progress with the following developments in technology and information. However, rapid development must also be accompanied by qualified human resources. In fact, in 2015 the Ministry of Education paid full attention to two international researches, namely PIRLS and PISA (Hidayat, et. All., 2018). Based on this research, Indonesia has low achievement in both, as evidenced by the data recorded in 2011 PIRLS concluded that the ability of fourth grade elementary school students in terms of reading ranks 45th out of 48 countries researched (IEA, 2012). The

PISA research in 2009, 2012, and 2015 showed Indonesia's ranking respectively at 57 out of 63 countries, 64 out of 65 countries, and 64 out of 72 countries (OECD, 2016). Based on this low achievement, the Ministry of Education and Culture issued Ministerial Regulation number 23 of 2015 concerning the cultivation of character in which it is stated regarding the habituation of a literacy culture. This Permendikbud gave birth to the School Literacy Movement (GLS) which is a program to make the school environment a literate society.

After the regulation regarding the GLS was implemented, there were various comments evaluating its implementation. GLS should be able to make students love reading first rather than being given lots of assignments which will make students bored. In addition, the government should also pay attention to the availability of school facilities related to GLS such as the condition of the library and its collection of books so that students can read a lot of reading books, while the cooperation and support of the school committee is also very necessary so that the goals of the GLS are achieved to the fullest (Apandi, 2017). In this regard, the literacy movement to create literate Indonesian youth is a challenge that must be solved by various parties related to education and children. Starting from policy makers, educators, parents,

One of the patrons and at the forefront in realizing literate young Indonesians is through reading literacy. UNESCO (2005) conceptualized the definition of reading literacy into three important aspects. Reading literacy focuses on reading comprehension which includes four main studies. First, reading skills. Second, the application of training and determination of reading. Third, the reading process, and. The four texts used in reading. Simply put, reading literacy is a process carried out to construct the meaning of a written text (Frankel et al., 2016; Britt, Rouet & Durik, 2018).

Reading literacy is not only limited to reading texts. Reading literacy is also defined as the activity of getting messages and solving a problem. That is, reading literacy is directed at the printing code of language and visual perceptual responses which are deliberately directed by reading in a number of ways. Integrated ways to explore the meaning of the cues contained in the reading. The reader's understanding of the author's message contained in the reading is maximized (Taylor & MacKenney, 2008; Kennedy et al., 2006; Michael, et al., 2009). In simple terms, the term or definition of reading literacy is a person's ability to condition text which is not only interpreted as limited to the development of skills and knowledge but one's involvement in the ability to manage, understand, and use it in social life.

Departing from this reading literacy, reading literacy is not just an effort, but rather a process of a series to literate Indonesia's young generation, one of which is at the elementary school level. At the education level in elementary schools, reading literacy is supported by Indonesian language learning which is a cornerstone of language skills to be taught to students. Because of these language skills, there is integration and linkage with language production and communication which is the entry point for knowledge for students. So, reading literacy is the ability to understand and use the use of language both spoken and written on an individual or on a large scale, namely the community. Young readers (in this case elementary school level students) can build meaning from various texts and spoken language (Mullis, et. All., 2017). Therefore, reading literacy here does not only affect oneself, but also the entire learning process that is carried out. One way to maximize reading literacy in elementary schools is through learning to appreciate literature.

Appreciation is defined as "recognizing the meaning and value" of something-event, person, behavior, object and feeling a positive emotional connection. Meanwhile, literature, in a narrow sense, is a work of fiction and non-fiction that has artistic value and quality. Literature is defined as the study of imaginative works related to certain aspects of human life (Fagley, 2018; Anigbogu & Uwakwe, 2016). Literature for elementary school children is a source of human insight that describes conditions, perceptions and conceptions about humans and their lives (Fagley & Adler, 2012; Normuliati, 2016). So, apart from giving pleasure, literature broadens and deepens human knowledge for students.

Literary appreciation is appreciation for literary works as a result of recognition, understanding, interpretation, appreciation, and enjoyment which is supported by sensitivity to the values contained in a literary work (Horace in Ismawati, 2013). Seriousness in understanding literary works (literary appreciation) is an activity to really get to know literary works so that understanding, appreciation, sensitivity, criticism, and good feelings towards literary works grow. Literary appreciation can be direct or indirect. Appreciation is direct by directly engaging with the literary work itself: poetry, prose fiction, drama, music, film (Santoso, 2014).

Appreciation learning at the elementary school education level allows children to be able to stimulate emotional sensitivity while practicing language skills, especially reading literacy. One of the objects used in appreciation learning in elementary schools is digital children's literature books which will provide early insight for elementary school students to get to know literature.

Digital books are the result of technological developments. Massive technological developments have led to the birth of digital books or ebooks as a product of books (Kovac, et. All., 2019; Yalman, 2014). Digital books appear as a novelty media that is used to convey ideas, ideas, and information in a practical way that does not take up space or form, so that they can be taken anywhere via electronic devices. Digital book and e-book are two terms that have the same meaning. Digital book is defined as a book platform packaged in digital form (Gu, et. All., 2015).

Since the emergence of e-books or digital books which were originally used to maintain and preserve books in libraries, now the use of e-books is becoming increasingly popular. Digital books are used as a new product in changing traditional reading habits to digital (Barnard, 1999; Morgan, 1999). Changing the way of reading is a sign of the development of the times where books no longer use paper which can ecologically reduce the act of cutting down trees for the sake of making paper. Smaldino, Lowther, & Russell (2014) revealed that e-books can convey information in an interesting and interactive way, which can involve learning activities as well as a question bank to check students' understanding of the material when they read it. Digital books or e-books have uses to maintain, preserve, protect, understand texts better and easier.

This children's literature digital book is the result of research that has been carried out by researchers, this digital literature book contains interesting and interactive materials as a first step for students in understanding literature. In it, these understandings are embodied in materials such as children's reading (stories) and other literary understandings that contain works that contain character and aesthetic values.

As a comparison with existing research, research on a cognate theme was found in Duwi Purwati & Suhirman's (2017) study entitled, "Development of Suggest-Imaginative-Based Suggestion-Based Children's Literature Appreciation Teaching Materials to Optimize Student Writing Culture in the Elementary School Teacher Education Study Program (PGSD)." This research focuses on developing teaching materials in children's literature appreciation lectures that will be used in learning at the tertiary level in the Elementary School Teacher Education (PGSD) study program. In addition to this research, a cognate study was also found in Aan Kusdiana's research (2010) entitled, "The Connected Model Integrated Story Literary Appreciation Learning to Improve Elementary School Students' Language Skills." This study focuses on the learning process of literary appreciation with learning materials using integrated stories as an effort to improve language skills.

Departing from the two previous studies, this research has a novelty in terms of discussion and concepts about reading literacy and also the use of children's literature digital books as appreciation learning at the elementary school education level. This research focuses on children's literature digital books that are used in learning literary appreciation in grade 2 of elementary school. This study seeks to describe the relationship between digital books on children's literature as an effort to increase reading literacy in elementary schools.

2. Research Methods

The research method used is a qualitative method. This research method aims as an effort to obtain data information and insights related to the construction of the reality of a data object being studied in order to get interpretations or meanings in the form of descriptions and narratives in an elaboration of data carried out in a study (Cropley, 2019; Creswell, 2018; Kvale, 1996; Patton, 2014).

The strategy in this study uses a case study strategy and planning for the problem that the solution is trying to uncover. Research with this strategy seeks to explain and study a problem or a complex research object (Berg & Lune, 2004; Campbell, 2005; Hamilton, 2008; Yin, 2011). This study used three data collection techniques, namely documentation, observation, and note-taking techniques. With the help or elements related to research objects such as documents related to text, track records, and other stored documents (Yin, 2011).

In this study, researchers conducted field observations and interviews related to reading literacy problems which form the basis of digital children's literature books which will be used as learning material for appreciation of literature at the elementary school level.

The data analysis carried out in this study went through a series of stages starting from data reduction, data presentation, and drawing conclusions or data verification. In a study, data analysis becomes a way needed to explain research data. said that the qualitative data analysis process must be carried out interactively and continuously until it is complete (Miles, Huberman, & Saldana, 2014). That way, data analysis can be carried out from the initial process to the conclusion. In the process, the researcher departs from a reality of learning literary appreciation in elementary schools, by utilizing reading literacy-based children's literature digital books which will be used in learning literary appreciation at the elementary school level.

3. Results and Discussion

Results and discussion will be described systematically based on research findings. The findings in this study break down reading literacy, children's digital literature books developed by researchers and their relation to learning literary appreciation in grade 2 elementary schools.

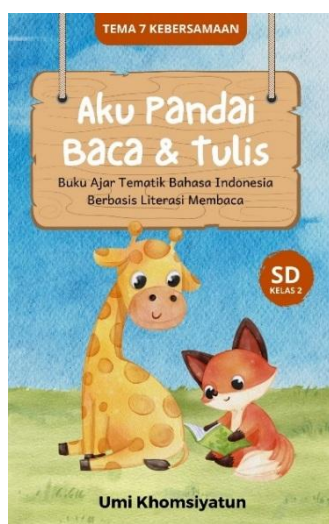
Developed Children's Literature Digital Books

Children's literature digital books refer to two concepts, namely digital books and children's literature. Digital books are a form of text or reading that can be accessed through a digital system (Andina, 2011; Önder, 2011; Rhesky, et. All., 2013). Meanwhile, children's literature is a literary work that is viewed from a child's point of view and offers two main things, namely pleasure and understanding the values of life implicitly or explicitly. (Luckens, 2005; Norton, 2014; Rahmawati & Ismail, 2018).

Digital children's literature books can be constructed that the notion of digital children's literature books is a children's literature text published in digital form that describes the world of children's imagination through language that children understand as a unique delivery medium with the aim of providing pleasure and understanding of experience and knowledge child in his life. Children's literature digital books contain genres of children's literature as the content of digital books.

In this study, researchers compiled digital children's literature books that had gone through a series of developments from initial manufacture, validation, testing, to mass production. The children's literature digital book developed by the researcher is given the title "Aku Pandai Baca & Tulis".

Image 1. Children's Literature Digital Book Cover



The preparation of this children's literature digital book was carried out to perfect the basic textbooks originating from the Ministry of Education and Culture. In another study, the main textbooks issued by the Ministry of Education and Culture turned out to have deficiencies in the aspect of material coverage. In addition, some material is presented separately according to the sub-theme, so that it will make students confused and forget about the material that has been studied and students become confused about where the material will continue (Indraini, Amirudin, & Widiati 2017).

In the process of its preparation, the researcher first observed Basic Competency (KD) in grade 2 related to children's literature in the form of fables. Researchers identified KD which contains children's literature in the form of fables. The KD is.

Table 1. Basic Competence in Children's Literature

Basic competencies	Aspect
3.8.	Exploring information from animal tales (fables) about attitudes to living in harmony from spoken and written texts for the purpose of enjoyment.

4.8.	Retelling the text of animal tales (fables) which describe the attitude of living in harmony which has been read aloud as a form of self-expression.
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These results indicate that in grade 2 there is a KD that contains fable material. In addition, the researcher also observed and identified the textbooks used by elementary schools in Banyumas Regency, namely the 2013 thematic textbooks issued by the Ministry of Education and Culture. The results of the analysis of the book contain very little fable material and practice questions and the lack of appreciation of literature for children.

The specifications for digital books on children's literature compiled by researchers are 21.59 x 27.94 cm (letter size) and have a page thickness of 99 pages. The children's literature digital book contains materials, illustrations, exercises, and various children's stories that can be moved via a QR Code. In terms of content, the children's literature digital books that the researchers created are presented in table 2.

Table 2. Children's Literature Digital Book Content *I'm good at reading & writing*

Theme:	Content
Togetherness	
Sub Themes	1 Togetherness at Home
1	Listen to the fairy tale "Ingenuity Grows Kindness" delivered by the teacher. Identifying the contents of the fairy tales conveyed by the teacher and answering questions related to the fairy tales.
2	Reading fables by dividing into three roles, namely as a Storyteller, a Snake, and a Mouse.
3	-
4	Rewriting the fairy tale "Ingenuity Reads Kindness".
5	Read fables. Answering questions related to the fairy tale "Duck Always Live in Harmony".
6	Listening to the fable "The Kancil and the Lizard Badun" read by the teacher. Rewriting the fairy tale "The Kancil and the Lizard Badun".
Sub Themes	2 Togetherness in School
1	Listening to the fairy tale told by the teacher "Fish and Bird" Retelling of fairy tales Answer questions related to fairy tales.
2	Read aloud fables properly according to their roles.
3	Telling alternately related to fairy tales.
4	Doing exercises related to the content of fairy tales.
5	Rewriting fairy tales. Read fairy tales with the correct intonation. Answer questions related to fairy tales.
6	Listen to fairy tales. Rewriting fairy tales.
Sub Themes	3 Togetherness in the Playground
1	Take turns reading fairy tales.
2	Observe and read fairy tales.
3	Watching pictures and reading fairy tales.

4	Observing the text of fairy tales to find greeting words in fairy tales.
5	-
6	Read and explain the contents of the fairy tale.
Sub Themes	4 Togetherness in Tourist Attractions
1	Reading the stories presented, students are able to find greeting words in fairy tales. Observe and read the story to understand the content of the fairy tale.
2	-
3	Write complete sentences from fairy tales that contain greeting words.
4	-
5	-
6	Rewriting fairy tales to understand the contents of fairy tales.

All content in the book has gone through a process of needs analysis, material validation by experts, testing in several stages, product improvement, so that finally it can be mass-produced and used in the learning process of appreciation of children's literature at the elementary school level.

Improving Elementary School Reading Literacy

Elementary school reading literacy is closely related to reading and writing skills. Literacy in reading and writing is an important thing that must be instilled from an early age. Reading and writing literacy can underlie mastery of other skills. This makes literacy very important. Literacy can also create a society that is able to understand concepts and culture (Malik & Maemunah, 2020; Suandewi et al., 2019). This is why Indonesia's younger generation must be able to master this literacy in order to become a society that participates in the progress of the country.

Literacy in reading and writing is the ability to communicate and skills in interpreting meaning and making new meanings. These skills can be acquired from the learning process (Strachan, 2015; Tse et al., 2013). Apart from being obtained from the learning process, reading literacy can also be obtained through the process of practicing diligently in receiving written language units. Through this process, one can have experience and understanding in reading.

It is the responsibility of the teacher and all parties involved in education to produce and improve the quality of learning so that children's reading literacy skills can be developed from an early age. In terms of distribution, reading literacy according to PIRLS (2015; 12) is divided into four aspects, namely as follows.

Table 3. Four aspects of reading literacy.

No.	Aspect	Explanation
1	Reading skills	Introduction to children to be able to read
2	Application of reading	The process of introducing children to the importance of reading
3	reading process	Children are allowed to read continuously
4	Reading text	The most important part that influences children to continue to want/want to read

The four main studies in reading literacy can be taught with the preparations that must be made. One of the preparations can be found in the teaching monk used. The participation of textbooks is the main thing that cannot be separated from the learning process carried out. For this reason, this step is a strategic breakthrough because it teaches children how to learn literature which is much more important than simply equipping them with

knowledge about things taught at school. Training students to think creatively, which is part of a reading literacy approach, is part of innovation and creation (Sunito, et. All., 2013; Habibie, 2013).

This reading literacy can be increased through stimulus carried out by teachers and parents through involvement in reading literacy activities (OECD, 2019). In this study, ways to improve reading literacy were found which are summarized in four ways that will shape children in practicing or carrying out reading activities. The four ways are as follows.

Table 4. How to improve children's reading literacy.

No.	Method	Explanation
1	Grow interest in reading	This stage is carried out to introduce and explain to children why they should read
2	Making children's independent control of reading	This stage is carried out as a way for children to have reading independently according to their interests, parents or teachers carry out supervision at this stage.
3	Social interactions	After the practice of reading for children is formed, the child must be directed to do or practice the values or knowledge he gets to share with his friends.
4	Maintain reading practice	Finally, parents and teachers must maintain the patterns that are formed when children already have a reading culture by facilitating these activities

The involvement of parents and teachers in children's reading literacy activities provides motivation, involvement in knowledge, personal development, mental stimulation, pioneering reading/books as friends that children can read in various situations, growing imagination and creative inspiration and adding amazing vocabulary to children (Merga, 2017; Bharuthram, 2017).

The low involvement of parents and teachers in reading motivation and only giving reading orders only puts mental pressure and dictatorship on children which is not known on the surface, but has a lasting impact on children. They have difficulty reading and very few employ reading strategies. Therefore, as an effort to realize the child's process of increasing interest in reading and conducting/activating reading literacy in practice, it is necessary to introduce and explain the importance of aspects of reading literacy and practice in a sustainable manner related to how to increase children's reading literacy.

Learning Literature Appreciation Using Children's Literature Digital Books

Literary appreciation learning in elementary schools is presented within the scope of Indonesian language learning. More specifically, learning literary appreciation is included in the category of reading and writing skills. In the context of learning Indonesian, the reading skills that are trained include beginning reading skills and reading comprehension skills (Widuroyeki, 2007). Learning literature for children creates a positive impact on the development of taste, creativity and initiative. This is based on the main function of learning literature as a refined mind, can increase humanity and social awareness, foster cultural appreciation, make it easier to channel ideas, ideas, imagination and expression creatively (Syarifudin 2019; Hafizah, et. All., 2022). In children's literature there are many values that can be developed.

In carrying out literary appreciation learning at the elementary school level, there are two contents that teachers/parents must know in teaching literature to children (Alisjahbana, 1983). The two contents are: 1) introducing children to inner feelings and sensitivity, in this case, children are introduced to feelings and emotions through a series of events that occur to characters in literary works; 2) understanding and acknowledging the aesthetic values expressed by the author in literary works, in this case children are introduced to aspects of the character and the beauty of the storyline built by the author in their literary works.

Literary appreciation learning in elementary school can be done in two types of activities. The two types of activities are direct appreciation activities and indirect appreciation activities (Alisjahbana, 1983; Munaris, 2020).

Table 5. Types of Appreciation of Children's Literature.

Immediate Appreciation	<ul style="list-style-type: none">• Read children's literature• Hear children's literature when it is read or recited• Watching children's literature performances when the children's literature is being staged
Indirect Appreciation	<ul style="list-style-type: none">• Studying literary theory• Studying literary criticism and essays• Studying the history of literature

In learning to appreciate children's literature in elementary schools, learning to appreciate literature directly is more suitable to be applied in the learning process of students than indirect appreciation. This is because students at the elementary school level do not yet understand literary theory, literary criticism, and literary history which are more suitable for learning from students at the high school level, or students at tertiary institutions.

Literary appreciation learning using children's literature digital books *I'm Good at Reading & Writing* can be applied through several methods, including; 1) lecture method; 2) demonstration method; and 3) audio video method.

Read-aloud method

In teaching children's literary appreciation at the elementary school level, the read aloud method is the easiest method to apply in teaching literary appreciation at the elementary school level. In the implementation of read aloud, the teacher (teacher or parent) really understands how to deliver it verbally to children/students. At the grade 2 elementary school level, this reading aloud implementation can be tricked by using clear vocals, showing expressions that children can understand, and occasionally doing onomatopoeia or imitating sounds in digital children's literature books.

The implementation of the read aloud method can be applied to every sub-theme in the children's literature digital book entitled *I Am Good at Reading & Writing* because in this book, materials such as listening to and listening to children's stories can be found in every sub-chapter or sub-theme in the book. this.

Demonstration method

In the implementation of teaching children's literary appreciation at the elementary school level, this demonstration method is a method that requires the help of tools and materials which are also quite easy to apply in teaching literary appreciation at the elementary school level. In implementing this teaching demonstration of appreciation of children's literature, the teacher (teacher or parent) can utilize the available tools and materials, both tools such as dolls or character forms that will be used in accordance with the story the teacher wants to tell. In implementing this demonstration method, the teacher must also be proficient in using vocals, showing expressions, and occasionally doing onomatopoeia or imitating voices found in characters or events in children's literature digital books.

The implementation of this demonstration method can be applied to sub-themes 1 (togetherness at home) and 2 (togetherness at school) in the children's literature digital book entitled *I'm Good at Reading & Writing* because in this book, because material such as listening to and listening to children's stories at This sub-theme is often encountered by children in their daily lives.

Audio-video method

In teaching children's literary appreciation at the elementary school level, the audio video method is a method that requires the assistance of tools and materials in the form of systems or digitization of tools that need to be carefully prepared to be applied in teaching literary appreciation at the elementary school level. In the audio-

visual implementation of teaching appreciation of children's literature, teachers (teachers or parents) can make videos in the form of explanations or reading children's stories which are visualized in the form of moving images (.gif) or in video form (mp4). The implementation of the audio video method in teaching children's literary appreciation in elementary schools requires devices such as laptops/computers, projectors and loudspeakers, as well as screens that support the learning process.

The implementation of this demonstration method can be applied to sub-themes 3 (togetherness in the playground) and 4 (togetherness in tourist attractions) in the children's literature digital book entitled I'm Good at Reading & Writing because in this book, material in the form of an introduction to playgrounds and tourist attractions is rarely encountered by all circles of students, so it is necessary to be introduced to children about a certain place.

Learning to appreciate children's literature in elementary schools with these three methods can be applied by teachers and parents in certain conditions and situations that can be adapted to their respective schools and homes.

4. Conclusion

Based on research conducted on children's literature digital books as an effort to increase reading literacy in elementary schools which can be done through learning to appreciate children's literature in second grade at the elementary school level, it produces forms of increasing reading literacy such as the four aspects of increasing reading literacy such as reading skills, reading, reading application, reading process, and reading text. This form of increasing reading literacy is also found in ways of increasing, namely growing interest in reading, mCreate independent child control over reading, social interaction, and maintain reading practices. These aspects have explanations related to increasing reading literacy. In addition, in increasing reading literacy, digital children's literature books can also be used using lecture, application, and audio-video methods that can help children understand, learn, and like literary works.

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