

# The Effect of Using Children's Literature Supplement Book Oriented in Character Education to Poem Writing Skills for 6th Grade of Elementary School

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## The Effect of Using Children's Literature Supplement Book Oriented in Character Education to Poem Writing Skills for 6th Grade of Elementary School

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**Abstract:** This study aimed to determine the effect of education-oriented children's literature supplement book on poem writing for 6<sup>th</sup> grade of Elementary School. Through poem writing activities, students are expected to instill the positive character which is contained in the poem. This study used quantitative research with Non-Equivalent Control Group Design experiment. This design used 2 groups: Experimental class and Control class. There were 20 students in each classes, class A (Experimental class) and class B (Control class). There were 20 students in each classes, class A (Experimental class) and class B (Control class). Based on the study results, Control class showed 58.05 for Pre-test score and 70.9 for Post-test score. Meanwhile, the Experimental class showed 63.05 for Pre-test score and 84.35 for Post-test score. The average score increased, Control class got 12.85, and Experimental class got 16.35. To analyze the hypothesis testing data, the author used a paired sample t-test in the SPSS 22 statistical program. The results of the t-test showed the 1<sup>st</sup> output pair score (Experimental class) obtained sig. (2-tailed) of 0.000 <0.05, it can be concluded that there is a difference average score of student learning between Pre-test and Post-test in Experimental class. While, the 2<sup>nd</sup> output pair score (Control class) obtained sig. (2-tailed) of 0.001 <0.05, it can be concluded that there is a difference average score of student learning between Pre-test and Post-test in Control class. Based on the results, it concluded that there is an effect of using literary supplement book oriented in character education to poem writing for 6<sup>th</sup> grade of Elementary School.

**Keywords:** The Use of Children's Literature Supplement Book Oriented in Character Education, Poem Writing

### 1. Introduction

According to Maryanto (2017), in the 2013 curriculum, language is used as a medium to build Indonesian people's mindset, it is by approaching the text so, not only reading, writing and speaking, but also the frame of mind and mindset building [1]. In addition, Ismail (2014) explained that in the 2013 curriculum, Indonesian Language and Literature learning emphasizes in the building attitudes/affective [2]. Attitude/affective building can be accomplished and developed by learning The Indonesian Language, which is using literary material. The Indonesian people personality is inspired by Indonesian Literature as a source for the realization of the Indonesian nation, language and homeland. Therefore, reading Indonesian literature and educated the literacy are trusted to strengthen the Indonesian's identity and personality [3]. The relation of literary learning in Elementary School has a purpose that is to develop students' social personality. 6<sup>th</sup> (VI) grade of Elementary School is classified into child literature.

Child literature is an imaginative artwork with has a dominant aesthetic through language, either oral or written which specifically able to be understood by children and contain a familiar things with children [4]. There are various literary materials that students must appreciate, through listening, speaking, reading, and writing activities developed in the Indonesian language curriculum which leads to character building as the most important part in the character education [5]. In terms of learning/teaching,

teaching literature can be used as an entry point in the moral implantation value. For examples environmental caring, truthful, homeland loving, responsible, and respecting each other that have been stated in the literature supplementary book oriented in the character education which are expected to help moral implantation value, students' character [6]. Moreover, the development of children's literature material can be used as a students' supplement textbook.

Based on the observations conducted in August 2018 by researchers, at SDN Wonokusumo I / 40 on the implementation of Indonesian literary learning for 6<sup>th</sup> (VI) grade showed the skills, especially in learning poem, students have not been able to write poem according to the predetermined theme that teacher given. In this case, writing a poem is a national exam lattices in 2017-2018 on the description questions, so the students are required to be able to write the poems correctly. But in fact, there is still a misconception of literary material for students. The cause is the incomplete materials in textbook that students used.

According to Djuanda [7], he opined that materials in the Basic Competence (KD) in Ministry of Education and Culture Regulation (Permendikbud) Number 57 in 2014 and student textbooks that the Minister of Education and Culture (Mendikbud) published have lacking of literary materials. In fact, the student textbooks contain more non-literary texts materials such as Science and Social Studies. Djuanda [8], classified the literary material, especially for 6<sup>th</sup> (VI) grade in the 2013 curriculum, he found only material that student should identify, process and display the Historical fiction text (Basic Competences (KD) 3.4 and 4.4). Based on the finding results, the researcher(s) interested in doing research entitle "*The Effect of Using Literary Supplement Book Oriented in Character Education to Poem Writing for 6<sup>th</sup> grade of Elementary School*".

### 1.1. The Structure

a) Based on the background that has been described, the problem formulation for this study is "What is the effect of using literary supplement book oriented in character education to poem writing for 6<sup>th</sup> grade of Elementary School?".

b) According to the problem formulations that have been described, the purpose of this study is "To understand and describe the effect of using literary supplement book oriented in character education to poem writing for 6<sup>th</sup> grade of Elementary School."

c) This research is beneficial for students, teachers, and schools including: 1) For student, the skills in writing poem are expected more progressively and able to be references to write grammar usage correctly based on the characteristics of poem; 2) For teachers, it can be used as a supplement book in learning Indonesian literature; 3) For schools, it can be used as a literature reference, and as a consideration material to improve the quality of creativity, teachers performance as professional educators so as to improve the quality of learning as well.

## 2. Literature Review

Book is used as a learning source in teaching and learning activities in the classroom. In the 2013 curriculum, there are two handbooks named student book and teacher book. The student book emphasizes on the basics of activity, not as reading material. Meanwhile, the teacher book contains guidance for teachers in teaching student [9]. Therefore, supplement book is needed to help the teachers and student in understanding literary material, especially poem. Supplement book is functioned as an addition material of the subject book. In this case, the textbook that student used to achieve the goals they set, it arranged systematically based on students' needed and progress. Literature supplement book oriented in character education which is used has a function as a medium to direct all student activities through literary learning to be optimally in character education, so that students can apply character values in their daily life.

Child literature is an artwork that is intentionally written in easy language to be understood by children and the content also appropriate with children's world, based on the experience and level of development and intellectual of the children. Therefore, through literary learning for children able to gain some experience and solve the problems they face and develop their personality through the moral implantation values such as truthful,

environmental caring, responsible, and respecting each other. Child literature is a literary work whose has harmony language with the child development age, reflecting the lifestyle and children personalities, written by children, adolescents or adults, both oral and written [10]. Child literature is a book that is read by children who specifically suitable and able to satisfy the readers called children [11]. Ampera [12] stated that child literature is reading books or literary works that are intentionally written for children reading, which is in accordance with children's interests and experiences, based on the level of children's emotional and intellectual development.

Oktaviani [13], explained that character education is an effort to implant the intelligence in thinking, appreciation in the form of attitudes, and experiences in the form of behavior in accordance with the noble values that become his identity, manifested in interaction with his God, oneself, between people and environment. Based on Rohman's opinion [14], character is a someone behavior description which reflects the life values that is inherent in a person. In school learning activities, character education can give or put into the learning materials especially in literature. Furthermore, the teachers have to know the interrelationship of literary material with the cognitive level, the appropriate age, and the condition of environment, so that the process of character building can be carried out continuously until it becomes a habit and student foster a positive character through literary learning unconsciously.

This study research is focused in poem material. Poem is an old poetry that consisting of four lines rhymes "ab-ab". The first two lines called '*sampiran*' and the last two lines called '*isi*' [15]. According to Winarni [16], poem has characteristics: a) each verse consists 4 lines; b) each line consists of 8-12 syllables; c) it has rhyme a-b-a-b; d) the first and second line are called *sampiran*, and the third and fourth line called *isi* of the poem (meaning, purpose and theme). *Sampiran* lines contain an appeal for listeners or readers to immediately hear or read the third and fourth lines. In writing a poem, it should be adjusted to the characteristics of the rhyme. Assessment will be carried out in writing poem according to Sunaryo [17], including: a) suitability with the characteristics of rhyme; b) the

attractiveness of the content, creative language and the right choice of words is needed so that the poem has meaning or message that looks more attractive; c) diction/articulation is the accuracy of word choices that are adjusted to the terms of the poem so that the contents of the poem will be beautiful. In this study, poem writing skills assessment is based on the following table:

**Table 1** Poem writing skills Assessment

No	Category	Score			
		4	3	2	1
1	The compatible of poem characteristics				
2	Attractive contents of poem				
3	Diction (Articulation)				
4	Appropriate theme				
5	The compatible of determined character by teacher				

### 3. Material & Methodology

#### 3.1. Data

This study using test data that aimed to find out the learning results of the poem writing for 6<sup>th</sup> grade of Elementary School after giving treatment using supplement book oriented in character education. The test instruments are validated before being tested to a linguist and an expert. After being validated, the test instruments were tested to 8 students. After that, the instrument testing results were analyzed to be valid and reliable, examining the test can be said having high validity by using the *product moment* correlation technique with the help of SPSS 22 statistical program. After calculating using the technique, the results were interpreted according to 'Harga r' (r-Cost)\* then be compatible with the *product moment* table with a significant level of 5%. If  $r\text{-count} > r\text{-table}$ , then the item is valid, if  $r\text{-count} < r\text{-table}$ , the item is invalid. Meanwhile, to test the score level of reliability/consistency/stability, the instrument was analyzed using the SPSS 22 statistical program. After the test instrument was analyzed with validity and reliability and stated valid and reliable, then the instrument data was possible to give to the experimental class/control class. There are 20 students each. The results of the *pre-test* and *post-test* in each class were analyzed using normality test and homogeneity test. Normality test aims to ensure the data in each variable which normally distributed analyzed with *Kolmogorov-Sminov* Technique with the

help of SPSS 22 statistical program. To establish the normality, the applicable criteria if the significance obtained is  $> 0.05$ , means that the sample of distribution population is normal.

Meanwhile, sample examination has the same variation of the results of *pre-test* and *post-test* in each class which tested using homogeneity with the help of SPSS 22 statistical program. For the research purposes, only the output of *test of homogeneity of variance* is used, while the output of other data is not used. Furthermore, the output data is interpreted by selecting one of the statistics, that is statistics *Based of Mean*, to determine the homogeneity used criteria. If the obtained significance is  $> 0.05$ , the variance of each sample is same (homogeneous). Based of mean test is held if the sample or data of the distribution population is normal and also if the hypothesis testing find out the effect of using child literary supplement book oriented in character education to poem writing. The hypothesis testing was done using *Paired Sample t-test* in SPSS 22 statistical program. The counting of SPSS 22 statistical program showed p-Score (probability) of *sig (2-tailed)* score. With the results rule, if the sig. score  $> 0.05$ , so  $H_0$  is accepted, if the sig. score  $< 0.05$  then  $H_0$  is rejected.

### 3.2. Method

This research approach used a quantitative, this is due to research on a particular population/sample, the data collection used predetermined instruments and data analysis was statistic quantitative with aimed to test the hypotheses that have been established [18]. This study used *quasi-experimental* method. Sugiyono [19], explained if quasi-experimental method is a part of a quantitative method that has a characteristic, that is the existence of a control group. Meanwhile, this study used *Quasi Experimental Design*, with the research design using *Non-Equivalent Control Group Design* experiment. This design used 2 groups: experimental class and control class. The experimental class is a group which gets a treatment for learning Indonesian language and literature using literary supplement book oriented in character education to poem writing for 6<sup>th</sup> grade of Elementary School, while the control class is a group which

doesn't get a treatment. The research design table as follows:

**Table 2** Research Design [20]

Group	Treatment	Pascatest
E	X	Y
K	-	Y

Keterangan :

E = Experimental class

K = Control class

X = Treatment (Indonesian Language and Literature Learning Using Supplement Book Oriented in Character Education to Poem Writing for 6<sup>th</sup> grade of Elementary School)

Y = The Effects of Treatment X

The research procedures carried out in this research include: (1) identifying the problems, conducting the initial observation process about problems and determining the problems to be studied; (2) compile a theoretical framework and propose hypotheses; (3) develop an instrument based on theoretical framework and use it for collecting the data, (4) choosing two groups that are used as subjects, the experimental group and the control group; (5) compile test instruments in the form of a description test; (6) conduct the instrument testing after validated by experts. (7) conduct a research on the experimental group and the control group by giving *pretest* and *posttest*; (8) collecting and analyzing the data, so that it can be showed the effect of using literary supplement book oriented in character education to poem writing for 6<sup>th</sup> grade of Elementary School. This study consisted of independent variables and dependent variables. Independent variable of this study is a literary supplement book oriented in character education, while the dependent variable of this study is poem writing skills. This research was conducted in SDN Wonokusumo I / 40 Surabaya, on July 30 2018 and August 01 2018. There were 56 students from VI A (experimental class) and VI B (control class), which have 28 students each.

## 4. Results and Discussion

### 4.1. Result

Validation test is an instrument prerequisite test that has been validated by the experts in the test instrument. The results of

validation tests conducted by the 2 experts and showed the instrument test number 1-5 received good results and was acceptable to be used. After that, the instrument test was tested to 8 students to find out the validity of the instrument. To analyze the validity of the instrument, we can use *statistic Correlation product moment* technique with the help of SPSS 22 statistical program. The results validity of the test instrument for each item is obtained in the table below:

**Table 3** The Results Validity of Test Instruments

Items	Correlation Coefficient Results (r-hitung)	r-table Result	Information/Note	Criteria
6	0,728	0,5494	Valid	Strong
2	0,728	0,5494	Valid	Strong
3	0,728	0,5494	Valid	Strong
4	0,734	0,5494	Valid	Strong
5	0,971	0,5494	Valid	Strong

Based on the table above, it is known that r-table for n=8 with a significance level of 5% is 0.5494. The test instrument for each question is stated valid if r-count > r-table with a significance level of 5%. In the results validity of the test instrument table obtained 0.728 > 0.5494 then, the results validity of the items test instrument showed the 5<sup>th</sup> items were stated valid.

After testing the validity of the test instrument and each item is valid, then the next step is to test the reliability of the instrument to test the consistency/stability for each item. To test the reliability of the instrument, we use the *Alpha Cronbach* formula with the help of SPSS 22 statistical program. The instrument of reliability test result is obtained in the table below:

**Table 4** The Instrument of Reliability Test Result

Cronbach's Alpha	N of Items
.737	5

Based on the table above, it showed the instrument of reliability test results is 0.737. The test instrument results are reliable if *Alpha Cronbach* > 0.60, so it can be concluded that the test instrument is 0.737 > 0.60 means reliable. After the test instrument of poem writing skills so, it can be used to research in

the control class or experimental class. After the control and experimental class was researched, the results of *pre-test* and *post-test* data were tested with the normality test using the *Kolmogorov-Smirnov* formula with the help of SPSS 22 program. After analyzing the data, it interpreted with the criterion of significance level of 5% if the data in the *Kolmogorov-Smirnov* table > 0.05 then the distribution data is normal and vice versa. In this study, the results of the normality test results are as follows:

**Table 5** Normality Test Result

Tests of Normality				
	Classes	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig.
Student's test result	Experimenta I Pretest	.132	28	.200
	Experimenta I Posttest	.125	28	.200
	Control Pretest	.147	28	.124
	Control Posttest	.150	28	.200
	A. Lilliefors Significance Correction			

In the table above showed the normality results in the *Kolmogorov-Smirnov* table on the results of *pre-test* in the control class that obtained 0.200 > 0.05, it means that the distribution data is normal, while *pre-test* on the experimental class obtained 0.200 > 0.05, which means the distribution data is normal. Meanwhile, the *post-test* score in the control class obtained 0.124 > 0.05, which means that the distribution data is normal, while the *post-test* score in the experimental class 0.200 > 0.05, it means that the distribution data is normal. Therefore, it concluded based on the score of the *pre-test* and *post-test* in the experimental and control class showed normal. The next research data result is homogeneity test. The purpose of homogeneity test is to find out the data is from homogeneous or heterogeneous. To test the homogeneity, we use the SPSS 22 program with the *Homogeneity of Variance Based on Mean* formula. The data results interpreted the data with a significant level of 5% which is scored in the *Homogeneity of Variance Based on Mean* table > 0.05, then the data means homogeneous, and the opposite applied. This study obtained the results in the following table:

**Table 6** Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
2,298	8	16	,085

In the table above obtained the significance score of *Homogeneity of Variance Based on Mean* of  $0.085 > 0.05$ , it concluded that the variants of experimental class and control class data are homogeneous or equal.

To test the existence of effect of using literary supplement book oriented in character education towards poem writing for 6<sup>th</sup> grade of Elementary School, so, the average results of *post-test* in the control class and

experimental class were tested by hypothesis with the t-test technique using SPSS 22 program. After the distribution data showed normal and homogeneous, the average *post-test* result data in the control class and experimental class is tested with a hypothesis with the t-test technique using the SPSS 22 program with the *paired sample t-test* formula. After analyzing the data, it interpreted with the criteria that is the significance level in the table of *paired sample t-test output pair 1*  $> 0.05$  so, the data concluded if there is a significant effect, the opposite applied. This study can be seen in the following table:

**Table 7** T-Test Calculation Results with Paired Sample T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experimental_pretest – experimental_posttest	-30.000	3.536	.981	-32.137	-27.863	-30.594	56	.000
Pair 2	Control_pretest – control_posttest	-4.615	3.798	1.053	-6.910	-2.320	-4.382	56	.001

Based on table 4.5, it obtained the result that *output pair 1* got the sig. (2-tailed) of  $0.000 < 0.05$ , so it can be concluded that there is a difference average score of student learning between Pre-test and Post-test in Experimental class. While, *output pair 2* score supplement book oriented in character education to poem writing for 6<sup>th</sup> grade of Elementary School.

#### 4.2. Discussion

As a purpose of this research that has been formulated to find and describe the effect of using literary supplement book oriented in character education to for 6<sup>th</sup> grade of Elementary School., it is necessary to use a test to find out the results of learning poem writing skills using literary supplement book oriented in character education. The test instruments are validated before being tested to a linguist and an expert. After being validated, the test instruments were tested to 8 students. After that, the instrument testing results were analyzed to be valid and reliable, examining the test can be said having high validity by using the *product moment*

obtained sig. (2-tailed) of  $0.001 < 0.05$ , it can be concluded that there is a difference average score of student learning between Pre-test and Post-test in Control class. Therefore, it can be concluded that based on the *output pair 1* score, there is an effect of using literary correlation technique with the help of SPSS 22 statistical program. Based on table 4.1 in the results validity of the test instrument table obtained  $0.728 > 0.5494$  then, the results validity of the items test instrument showed the 5<sup>th</sup> items were stated valid. After testing the validity of the test instrument, then the next step is to test the reliability of the instrument using *Alpha Cronbach* formula with the help of SPSS 22 statistical program. Based on table 4.2, it showed the instrument of reliability test results is 0.737. The test instrument results are reliable if *Alpha Cronbach*  $> 0.60$ , so it can be concluded that the test instrument is  $0.737 > 0.60$  means reliable. After the test instrument of poem writing skills so, it can be used to research in the control class or experimental class.

The next step is doing research in VI A and VI B, which has 28 students in each, VI A is experimental class which gets a treatment for learning Indonesian language and literature using literary supplement book oriented in character education to poem writing while VI B is control class which doesn't get a treatment. After the control and experimental class was researched, the results of *pre-test* and *post-test* data were tested with the normality test using the *Kolmogorov-Smirnov* formula with the help of SPSS 22 program. The normality results data in the table 4.3 *Kolmogorov-Smirnov* showed based on the score of the *pre-test* and *post-test* in the experimental and control class showed normal. To test the variants of experimental class and control class data are homogeneous or equal, we need homogeneity test using the SPSS 22 program with the *Homogeneity of Variance Based on Mean* formula. The result obtained the significance score of *Homogeneity of Variance Based on Mean* of  $0.085 > 0.05$ , it concluded that the variants data are homogeneous.

To test the existence of effect of using literary supplement book oriented in character education towards poem writing for 6<sup>th</sup> grade of Elementary School, so, the average results of *post-test* in the control class and experimental class were tested by hypothesis with the t-test technique using SPSS 22 program. Based on table 4.5, it obtained the result that *output pair 1* got the sig. (2-tailed) of  $0.000 < 0.05$  and *output pair 2* score obtained sig. (2-tailed) of  $0.001 < 0.05$ . Therefore, it can be concluded that based on the *output pair 1* score, there is an effect of using literary supplement book oriented in character education to poem writing for 6<sup>th</sup> grade of Elementary School. This can also be proven according to opinion by Noor (2011: 44)<sup>[6]</sup> who explained that teaching literature can be used as an entry point in the moral implantation value. Literary genre for this case is in poem writing skills, with the use of literature supplementary material used by students, it can help moral implantation value instill moral values, students' character through poem writing skills.

## 5. Conclusion

The supplement book of literary material that Oktaviani and Subekti developed (2018), is a child literary supplement book oriented in


character education which is expected to help implanting the moral value, students' character that used by students in class VI A (experiment class). The development of children's literature material can be used as a student' supplement textbook and moral/character values that are contained in the adapted literary material into the theme such as environmental caring, truthful, homeland loving, responsible, and respecting each other. Having the students who train their skills in writing poems, it will put them into having character values, then, the students are able to develop their personality through their positive character values in their daily life indirectly. This is same with the opinion of Noor (2011: 44) who explained that teaching literature can be used as an entry point in the moral implantation value.

Based on the research and discussion results, it can be concluded that there is a significant effect of using literary supplement book oriented in character education to poem writing for 6<sup>th</sup> grade of Elementary School. We can see based on the data results analysis with the t-test, it found that the distribution data is normal. The next research is to carry out hypothesis testing using *Paired Sample T-Test*. It can be concluded that there is a difference average score of student learning between Pre-test and Post-test in Control class. Based on the discussion of output Pair 1, it can be concluded that there is a difference average score of student learning between Pre-test and Post-test in Experimental class. It showed that there is a significant effect of using literary supplement book to poem writing skills. In addition, the students' writing skills is having a progress especially in writing poem as the characteristics or criteria in the writing assessment appropriately.

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