

Moral Teachings In Story Books Published By Kementerian Pendidikan Dan Kebudayaan Badan Pengembangan Bahasa Dan Perbukuan Balai Bahasa Jawa Tengah 2019 As An Alternative Literature Teaching Material In Primary Schools

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Abstract. The Ministry of Education and Culture of the Central Java Language and Book Development Agency in 2019 launched a bscssn book which is intended for early childhood and elementary school children. Books are distributed to all libraries in Indonesia. In reading books for early readers or intended for children at the elementary school level, they contain moral values that can shape the character of the nation's generation. The purpose of this study is to describe the moral teachings in story books published by the Ministry of Education and Culture of the Language and Book Development Agency of Central Java Language Center 2019 which are intended for low-grade elementary school children that can be used as alternative literature teaching materials in elementary schools. This research method is descriptive qualitative. The moral teachings in the book are shown through conversations, actions or thoughts of the characters. Then, these values are learned by listening carefully, marking and noting them to be used as data. After the data has been collected, the writer is ready to carry out the analysis. Based on the research results obtained 3 moral teachings including the moral teaching of hard work, the moral teaching of friendship, and the moral teaching of obedience. In addition, story books published Ministry of Education and Culture of the Language and Book Development Agency of Central Java Language Center 2019 can also be used as alternative literature teaching materials in elementary schools in learning theme 4 KD 4.2 outlining personal opinions about the contents of literary books (fairy tales, and etc.) and 4.5 Communicating personal opinions about the contents of the selected literary book and read it yourself orally and in writing supported by reasons by using the storybook as an addition to reading material used in learning.

Keywords: morals, stories, literature teaching materials

INTRODUCTION

Moral teaching is one of the basic teachings that must be instilled in students as a basis for behavior. Moral values will be reflected in the character possessed by students. The character shown to each student depends on the parents and educators who play a role in educating him at home and at school. Teaching about moral values is given as children until they are adults. Children are led to be mature when they hang out in the community. The teachings or character of children must reflect good character. Parents sometimes have difficulty in instilling good character teachings in children, so that children do not understand and tend to be disobedient or be impolite to friends or to older people. Children's attitudes can be influenced by what they read. By reading, it is hoped that students can have a good view of the values or teachings of character. The story is usually intended as a suggestion or moral teaching that is practical and can be taken or interpreted through stories (Kuratul, 2019). Parents and teachers are aware of the important role of children's reading books as effective media in developing children's potential, both the lingual, social, moral, and intellectual

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potential of children (Musfiroh, 2008; Nurgiyantoro, 2010) compared to audio-visual media as a characteristic of a global and modern society (Kurniawan, 2009, p. 10). Teachers and parents believe that knowledge and imagination gained from books as literal reading can make children's potential development better than audio-visual media, although they do not deny that children's development also requires audio-visual facilities. Therefore, making children's reading books as a medium for children's entertainment and education has been introduced by parents and teachers to children, either through subscribing to children's magazines, buying children's reading books, and cultivating the habit of borrowing books in the library.

One of the children's readings that children love is fiction, both in the form of short stories and children's novels. Almost all children's reading books are packed with stories, ranging from encyclopedia books, counting, concepts, pictures, and so on. This happens because children's literature genre fiction (story) and children's world are two things that cannot be separated because in their development, children are individuals who are learning the world through language, fantasy, and imagination, and through stories children get it (Bunanta, 2008, p. 2; Kurniawan, 2009). The use of story books can bring great benefits to the development of moral values in children. Changes in children's mindsets are one of the good effects that will be shown by children when they read story books or are read by their parents. The characters played in a story can be a reflection of children to be able to behave and solve a problem in addition to bringing children into a fun fantasy world. Basically, humans are creatures who like to tell stories (Praweig, 2020). So every individual will be happy when listening to or reading a story. A story that is rich in moral values and local wisdom in a story can be a good example (Maziyah et al., 2019).

This research will be carried out because it seems that students' attitudes are not good towards teachers and parents, thus it becomes important if students get a good picture by reading story books that are required for the values of moral teachings. In such a story there will be a life value that can be taken to be implemented in everyday life (Nurmala, 2020).

Previous research was conducted under the title *Moral Teachings and Characters in Archipelago Storybooks as Teaching Materials for Elementary School Students* which was researched by Aster Pujaning, et al in 2021. The research resulted in several findings on the moral values in Nusantara story textbooks, including, willing to apologize, surrender, willing to accept fate, willing to self-correct, grateful, affectionate, brave, tough, with good prejudice and soft spoken. Moral values and character can be seen from the quotations in the characterizations of the stories in the story text books (Ati et al., 2021). Moral values are values that have been taught from time immemorial from generation to generation, this is evidenced by the existence of folk tales written by writers since ancient times. The archipelago storybooks are recommended for moral and character textbooks for elementary school students because of the ease of language presented in story books, making it easier for students to understand the content of the story and take the moral message in each story.

Likewise, the research conducted by Cut Alfina Umri and Ezik Firman Syah with the title *Values of Character Education and Local Wisdom in the Collection of Sunan Kalijaga Stories and Their Use as Alternative Teaching Materials for Listening to Class V Elementary School Students* in 2019. In this study, several educational values the characters in the story of Sunan Kalijaga include: religious values, discipline values, hard work values, creative values; democratic values, curiosity values, friendly values, environmental care values, social values and responsibility values. These values are considered important to be applied in every learning in elementary school. The story of Sunan Kalijaga also has several dimensions of local wisdom which include: (1) local knowledge, shown by Sunan Kalijaga's ability to overcome the problems he faced in spreading Islam by utilizing local wisdom in the area he lived in; (2) local values, shown by Sunan Kalijaga's advice which contains values and can be accepted by the community; (3) local skills, demonstrated by several skills possessed by the community in meeting their economic needs; (4) local resources, which are shown through advice that do not destroy nature by taking something without a need; (5) local decision-making, demonstrated by joint decision-making in punishing the guilty; (6) local

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group solidarity, shown by the solidarity and concern for each other shown by the people of the Duchy of Tuban (Umri & Syah, 2021). From the data collected, Sunan Kalijaga can be used as an alternative learning material in elementary school. Utilizing the story of Sunan Kalijaga in addition to aiming to achieve predetermined indicators, it is also to instill student character in accordance with the nation's personality, love regional culture, and participate in preserving it.

This is what this research does, the author will examine or analyze the values contained in the story book published by the Ministry of Education and Culture of the Language and Book Development Agency of the Central Java Language Center 2019 regarding moral values, while the reason the author wants to choose this storybook is because As far as the researcher's knowledge, no other person or researcher has conducted research on the moral values contained in the story to be used as a reference in elementary school literature teaching materials.

RESEARCH METHOD

In this study, in this study, the researcher used a qualitative descriptive research design. Bogdan and Taylor define qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior from the phenomena that occur (Moleong, 2012, p. 4). Moleong further stated that descriptive research emphasizes data in the form of words, pictures, and not numbers caused by the application of qualitative methods. In addition, everything that is collected is likely to be the key to what has been researched (Moleong, 2012, p. 10). Researchers will read three story books that will be studied with the title Thank You Panda, Corn Rice Party, and Special House. Then the researcher recorded the summary of the story and the moral values according to the category of the story. The data that has been collected is analyzed qualitatively and the results of the analysis in the form of terms, meanings and implementations of their use are presented descriptively (Sugiyono, 2009).

For data collection that is deemed appropriate is to use the method of documentation and literature study. In this analysis, the researcher listened and then recorded the documents taken from primary data related to the problem and research objectives. The data is in the form of a story, so the researcher tries to examine the content of the story. The steps for collecting data in stories published Ministry of Education and Culture of the Language and Book Development Agency of Central Java Language Center 2019 are: (a). Carefully read the three story books published Ministry of Education and Culture of the Language and Book Development Agency of the Central Java Language Center 2019. (b). Take notes on sentences that describe the existence of moral values in the three story books published Ministry of Education and Culture of the Language and Book Development Agency of the Central Java Language Center 2019. (c). Describes the results of the analysis and concludes the moral values contained in the three story books published Ministry of Education and Culture of the Language and Book Development Agency of Central Java Language Center 2019.

RESULT AND ANALYSIS

The moral values contained in the stories published Ministry of Education and Culture of the Language and Book Development Agency of the Central Java Language Center 2019 are values that can build a literary work and are classified as extrinsic elements. Through reading literary works, readers can get a lot of experience that can be used as insight into solving a problem when faced in daily life in real life. A children's story is required to be good if it contains elements of entertainment values and moral values. The moral values contained in this storybook can be observed through the behavior, character, and morals played by each character in each story. In the results of the study, several excerpts of readings containing moral teachings will be presented. This is important to present so that the analysis of story books published by the Ministry of Education and Culture of the Language and Book Development Agency of Central Java Language Center 2019 which teaches a

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lot of moral values can be noticed by students and educators as well as parents. Many stories contain moral teachings and are useful for student learning methods. There is an analysis, the author will look at some moral teachings that can be used as guidance for students today.

1.1. Moral Values in Storybooks published Ministry of Education and Culture Language and Book Development Agency of Central Java Language Center 2019

a. Moral Value of Hard

Work Hard work is really trying when completing various tasks, problems, work and others as well as possible (Aminah & Dkk, 2017). Every individual who does hard work will continue to fight as hard as possible by not giving up until his goals and desires are realized. Hard work occurs at all levels of the individual, from children to adults. Hard work is also interpreted as trying to complete work optimally (Marzuki, 2015). Individuals who work hard they will maintain their focus and will not be carried out carelessly.

In the stories published Ministry of Education and Culture, the Language and Book Development Agency, Central Java Language Center 2019, there are several stories that have the moral lesson of hard work by the main characters. Hard work is conveyed through problems and solutions that are easily understood by elementary school students. The following data shows the moral value of hard work.

Data:

The story "Thank you Panda" by Umi Khomsiyatun and Laelatul Istiqomah (Khomsiyatun & Istiqomah, 2019)

The story of the Rabbit and the Chicken who want to cook, but they don't know how to make the dish they want. They take turns coming to Panda's house to ask for help to find a recipe for making the desired dish. The chicken came to Panda's house to ask for a recipe for how to make a delicious soup. Then the rabbit came to meet Panda at home to ask for a recipe to make a cake. Panda tries to convey the recipe by finding the cookbook he has.

Based on the story "Thank you Panda", there are moral teachings that can be understood and imitated by children in the form of hard work. The three characters show hard work starting from Panda, Rabbit, and Chicken. Panda character teaches hard work in the form of diligent study by diligently reading books. Panda tries hard to diligently read books every day. Hard work is shown by the Rabbit and Chicken characters. Both characters try hard to be able to produce delicious dishes according to their wishes by trying to find out. The two characters go to their friend, the intelligent Panda, to learn how to make delicious dishes. Rabbit came to Panda's house with difficulty riding a bicycle, and Chicken came with difficulty walking to Panda's house. After they got a cooking reep, the two characters continued to practice cooking the food they wanted according to Panda's directions and instructions.

The story depicts the efforts of the characters in fighting according to their abilities in realizing what they want. Various ways and efforts were taken by the two characters to be able to make delicious cakes and soups from the results of their own sweat. This can set an example to children about the hard work that must be done optimally to achieve the desired results. The moral values in the form of hard work are conveyed by the protagonists in the same way, namely being confident and focused in realizing their desires. With the maximum effort made by the Rabbit and Chicken characters, they can produce delicious food. And from the efforts made by Panda to keep reading books, which is that it can be useful for the people around him, Panda can share his knowledge and reading results to solve a problem for the people around him or his own problem.

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Based on the story, it can be understood by children that the form of hard work that can be done by children in realizing their desires or what they aspire to include: (1) always being serious, (2) not giving up and looking for various ways, (3) focusing on the goals to be achieved, (4) make plans and steps that must be taken, (5) believe that they can make it happen. The importance of the value of hard work teaches children that all the efforts that have been made by children will pay off. The results will be in accordance with the desired if the child is serious and enthusiastic, and vice versa.

b. Moral Value of Friendship

The etymological meaning of friend is the plural form of the word *shahib* which means friend or comrade (Bafadhol, 2017). Friendship or friendship is defined as *interdependence* a voluntary *mutual assistance*. will create a sense of mutual love, respect, mutual support for each other (Lestari, 2017). Friendship and friendship there are differences between the two, friendship can be said to be more intense, more intimate and more intimate than friendship that is only limited to formal relationships. Thus, each child will realize that they need each other and depend on each other. Friendship in children will occur in the home environment and school environment.

In the story published Ministry of Education and Culture of the Language and Book Development Agency of the Central Java Language Center 2019 there is a story that has the moral teachings of friendship between the main characters. Friendship is conveyed through problems and solutions that are easily understood by elementary school students. The following data shows the moral value of friendship.

Data:

The story of "Special House" by Heru Kurniawan and Aprilia Putri Mentari (Kurniawan & Mentari, 2019)

Berta, a child of Papuan descent, has a unique house, at first Putri and Koko did not want to play at Berta's house for fear. However, after the next day, his two friends became happy to play at Berta's house. They continue to play with Berta even though Berta looks physically different from Kok and Putri.

Based on the story, it appears that the value of friendship arises because there is a desire to play together which starts from friendship to become friendship. The value of friendship that appears in the story shows the attitude of children who do not discriminate in choosing friends, they do not look at the race and physique of their friends. Even though they are from different races, they are still fun to play together. This indicates that children's friendships are not built on material grounds but on the basis of the fun that can be created when they are together. From both fairy tales, showing that children's friendships are formed on the basis of fun can be created when they play together through intense encounters, the fun created makes both of them happy.

Based on data on the value of friendship, children will learn to establish social interactions. Through friendship that exists between children will make it easier for them to communicate and learn among peers. Many positive things that children can catch from a friendship, including friendship, children will learn to respect others, children will learn to share, children will learn about loyalty, children will learn tolerance, children will learn to put aside their egoism. Thus, children will learn to identify and control themselves to become individuals who are increasingly mature and sensitive to their social environment. This becomes very important in times like these. Children are now more preoccupied with their own world, antisocial attitudes appear, put forward selfishness which is now increasingly prevalent among children. They prefer gadgets as fun playmates rather than having to play with their peers.

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c. Moral Value of Compliance

Obedying means obeying and submitting to rules or orders (Ahmadi et al., 2020). Obedience is a good deed that must be possessed by a child to his parents, a citizen of the government, a ummah to religious rules, a student to school rules, a player who obeys the rules of the game, and other observances. Compliance for children is that they can follow the advice of their parents, obey the school rules, obey the rules of the game. Their children's obedience is done in their home, school, and social circle of friends. The value of obedience is conveyed by the main character in the story starting from a character who is obedient to his parents.

In the story published Ministry of Education and Culture, the Language and Book Development Agency, Central Java Language Center 2019, there is a story that has a moral teaching of obedience from the main character. Compliance is conveyed through problems and solutions that are easily understood by elementary school students. The following data shows the moral value of obedience.

Data:

The story of "Feast of Corn Rice" by Wafa Aerin and Munasiroh (Aerin & Munasiroh, 2019)

The main character Made every morning helps his mother to cook corn rice for sale. Made helps his mother mix corn rice dishes and packs them neatly until they are ready to be sold. Made also helps his mother sell corn rice at school.

From the story, Made's character is able to convey the value of a child's obedience to his parents, namely to his mother. In the story "Feast of Corn Rice" the main character is present who is obedient to his parents in the form of awareness to obey at the beginning until he is obedient at the end of the story. In this story, Made's character puts aside his ego. Made did not pay attention to what his friends said when Made chose to go to school and help his mother sell corn rice. Made is not ashamed and Made is still confident in selling at school. Made is a child who is obedient and devoted to his mother, he shows it by helping to sell. From his efforts, Made got the attention of the teacher at his school, until one time the teacher ordered a large portion of corn rice to Made. From this story, it can provide moral learning for elementary school students to become obedient children to their parents, namely by helping what children can do and not neglecting their obligation to stay in school even though they have to help their parents.

1.2. Storybooks published Ministry of Education and Culture of the Language and Book Development Agency of Central Java Language Center 2019 as teaching materials in SD

In a collection of stories published Ministry of Education and Culture of the Language and Book Development Agency of Central Java Language Center 2019 there are several moral teachings that are very closely related to student problems nowadays. In learning literature at SD/equivalent, the stories published by the Ministry of Education and Culture of the Language and Book Development Agency of Central Java Language Center 2019 are recommendations to be used as teaching materials, because inside there are pictures of children's lives along with the problems and solutions in them. children's daily life. In addition, the language served is easy for children to understand, various complex and close problems with children are also contained in it. Some of these books become works that can be used as literature teaching materials that can be given to elementary school students.

As for the selection of a work so that it can be used as teaching material in a learning process, it must go through several stages so that teaching materials can be used really in a learning process (Wardianto & Khomsiyatun, 2020). Several stories will be described based on these aspects, so that it can be seen that there is a suitability so that they can be used as alternative teaching materials in elementary schools.

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a. Language Aspect

Based on the linguistic aspect, the language of teaching materials is made according to the level of students' ability to understand each description of the material described. In developing teaching materials, language selection is an important factor (Chandra et al., 2018). The use of language which includes the choice of various languages, word selection, use of effective sentences and paragraph preparation, are things that need to be considered in ensuring the use of teaching materials. When viewed in terms of language, the three stories published Ministry of Education and Culture of the Language and Book Development Agency of the Central Java Language Center 2019 used an easy-to-understand language level. The use of language in these stories uses language that is easily understood by elementary school students, the language chosen is the children's daily language and is not foreign to students.

b. Psychological

Aspects This aspect or stage of psychological development in the selection of literary teaching materials is related to the influence of learning that will later occur to students, for example, it affects their learning interest, memory skills, desire to learn and their willingness to do assignments, and so on. Elementary school students are students who are in the imaginary stage (Wardianto & Khomsiyatun, 2020). At this stage children are still happy with the fantasy world and do not like real things, they are still carried away by the influence of the childish fantasy world. Elementary school age is low class at this time. At this stage, students are still happy to read and listen to fantasy stories that they can learn well. This tendency is suitable if students are given reading in the form of story books published by the Ministry of Education and Culture of the Language and Book Development Agency of Central Java Language Center 2019 as literature teaching materials in schools. The selection of the story is based on consideration of the content of the story, the moral message, and the theme raised. The results of the analysis of some of these stories, it is known that the stories that are used as alternative teaching materials in schools describe problems and problem solving that are close to current students. The three stories published by the Ministry of Education and Culture of the Language and Book Development Agency of the Central Java Language Center 2019 contain problems that are close to the world of elementary school children in their daily lives, ranging from obedience, friendship, hard work, tolerance. The role of the teacher here is to provide direction and assistance to stories with the theme of tolerance so that misunderstandings do not occur in children.

c. Aspects of Cultural Background

The background aspects of literary works consist of factors of human life and the environment, including geography, history, legends, occupations, beliefs, ways of thinking, community values, art, moral ethics, and so on. Students will be interested in a literary work that has a background close to the background of his life. Students will also be happy if the characters in literary works come from environments that have similarities with themselves or people they know, such as names or other characteristics. However, it is important to introduce local cultural backgrounds to students so that they are familiar with the culture of their nation (Rahmanto, 2005).

If the researcher analyzes, the three stories entitled "Thank You Panda", "House Special", and "Feast of Corn Rice" are cultures that are very closely related to the archipelago. starting from the Honai traditional house, traditional corn rice food, and an introduction to a fun reading culture are part of the culture that exists in the archipelago.

From the three aspects above, the three story books published Ministry of Education and Culture of the Language and Book Development Agency of Central Java Language Center 2019 can be used as alternative teaching materials in story learning, found in the Indonesian language syllabus for class IV KD 4.2 Outlining personal opinions about the contents of literary books (story). , fairy

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tales, etc.) and 4.5 Communicating personal opinions about the contents of the selected and read literary books themselves orally and in writing supported by reasons.

CONCLUSION

In the three books published Ministry of Education and Culture, the Language and Book Development Agency, Central Java Language Center 2019, which consists of three book titles, there are 3 teachings of moral values contained. These three moral values are very closely related to the world of children, even becoming a problem that children must find a way out, as well as a reflection of children to be able to introspect themselves. The moral values depicted in the three books entitled Thank You Panda, Special House, and Corn Rice Festival include the value of obedience, the value of hard work, and the value of friendship.

In addition to containing aspects of the teaching of children's moral values, the three books published by the Ministry of Education and Culture of the Language and Book Development Agency of the Central Java Language Center 2019 can be used as alternative teaching materials for Indonesian Class IV semester 1. This story book can be used as reading material for students who then it will be included in the teaching materials and used while in the learning process while still paying attention to the three aspects of selecting literary teaching materials that can suit students and can increase students' interest in literary works, especially stories.

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