Digital Teaching Materials for Fantasy Stories Oriented Towards Developing Critical Thinking Skills in SMP/MTS Students

Beni Nugroho[1], Suherli Kusmana[2], Jaja Wilsa[3]

[1,2,3)]Universitas Swadaya Gunung Jati, Cirebon, Indonesia

e-mail: beninugroho2001@gmail.com[1], suherli333@gmail.com[2], jajawilsa@yahoo.co.id[3]

*Correspondence Authors: beninugroho2001@gmail.com

ABSTRACT

This research aims to find out and meet the needs of teaching materials, especially fantasy story text materials in digital form and their implementation, so that they can foster critical thinking skills in junior high school/MT students. The method used in this research was research and development, and the model used was the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The results obtained are digital teaching materials for fantasy story texts oriented towards cultivating critical thinking skills suitable for use as teaching materials for junior high school/MT students. Learning resources in the form of several fantasy story texts from various books and other sources that were analyzed met the requirements structurally, linguistically, and in critical thinking aspects as teaching materials developed in the form of digital teaching materials. The development of digital teaching materials for fantasy story texts is adjusted to indicators of competency achievement and learning outcomes validated by experts to obtain a category of teaching materials suitable for use in SMP/MTs in Indramayu Regency. Based on the results of testing teaching materials in learning, it is known that these teaching materials are effective in cultivating critical thinking skills among junior high school/MT students.

Keywords: Digital Teaching Materials, Fantasy Story Texts, Critical Thinking Skills

I. INTRODUCTION

Education, as a means of improving the quality of 21st century abilities has been integrated into the school curriculum. These 21st century skills include creativity, critical thinking, communication, and collaboration. Increasing 21st century abilities cannot be separated from the role of teachers, who are able to provide role models and create interest and develop the potential and creativity of students (Winarti, 2015).

Critical thinking is one of the abilities students must possess. Through critical thinking activities, it is hoped that students will find solutions to the problems they face. The ability to think critically is a life skill that needs to be developed through the educational process because it can determine the success of a person's life.

Fantasy story texts are one of the materials studied by class VII students in the Merdeka Curriculum. Fantasy stories feature characters, plots, settings, or themes whose degree of truth is used, whether regarding (almost) the whole story or only part of the story (Nurgiyantoro, 2012: 295). Fantasy stories are imaginative, and the truth of what is told is questionable because it does not make sense. This is because the characters shown are generally gods, giants, magical creatures, humans with supernatural powers, and other characters that are not found in real life.

Fantasy stories are not only stories that revolve around supernatural characters that commonly appear in stories from the past but can also involve characters and modern life. Fantasy stories play an important role in fostering critical thinking skills through the study of intrinsic elements in the story. Teachers can invite students to think through trigger questions asked before and after reading or listening.

The competencies to be achieved in learning in an Independent Curriculum are termed Learning Outcomes. Class VII Indonesian language lessons in the Merdeka Curriculum are in Phase D. There are four elements of Phase D Indonesian Language Learning Outcomes: 1) listening, 2) reading and viewing, 3) speaking and presenting, and 4) writing.

The learning outcomes for fantasy story text material in accordance with the Independent Curriculum can be seen in the following table.

Element	Learning Outcomes
Listen	Listen to and interpret information in the form of ideas, thoughts and feelings from fantasy story texts.
Reading and viewing	Read and determine information in the form of ideas and thoughts from fantasy story texts.
Speaking and presenting	Talking and conveying ideas, thoughts or views verbally in the form of fantasy story texts.
Write	Write fantasy story texts from ideas, observations, experiences and imagination.

To achieve this competency, students must be given fantasy story materials with interesting presentations and deliveries that are easy to understand. Therefore, it is necessary to develop new teaching methods. The objectives of developing teaching materials are to 1) present teaching materials that suit the needs of students, 2) present teaching materials that lead to the competencies outlined in the curriculum, 3) lighten the burden on teachers in carrying out learning activities, and 4) make it easier for students to obtain alternative teaching materials, apart from sources at school, such as books and texts that are difficult to obtain (Kosasih, 2021) .

Good teaching materials are teaching materials were designed according to the students' needs. These teaching materials must be able to help students improve their understanding of the materials taught and the tasks given by the teacher (Rimayanti & Jaja, 2018).

The current development of information and communication technology provides great opportunities for teachers to use it as a tool in the delivery of teaching materials. One of the innovations in developing teaching materials is the design of interactive digital teaching materials that can increase the achievement of active and fun learning goals.

Digital teaching materials provide easy and rapid learning resource services. Additionally, digital teaching materials provide communicative and comprehensive learning resources that are expected to improve the quality of education.

For this reason, in this research the author poses the following problems:

1) What is the need for digital teaching materials for fantasy story texts oriented towards fostering critical thinking skills in junior high school/MT students?
2) How is the design of digital teaching materials for fantasy story texts oriented towards fostering critical thinking skills in junior high school/MT students?
3) What are the results of implementing digital teaching materials with fantasy story texts oriented towards fostering critical thinking skills in junior high school/MT students?

II. METHOD

This research uses *the Research and Development (R&D) type* with a product developed in the form of digital fantasy story teaching materials. The development model used in this study is the *ADDIE model* , with stages of *Analysis* , *Design* , *Development* , *Implementation* and *Evaluation* .

The first stage is a needs analysis, namely, collecting data about teachers' and students' needs for digital teaching materials for fantasy story texts. The second stage was the design and planning stage. At this stage, the author conducted a competency analysis based on the curriculum and aspects of critical thinking skills, as well as analyzing learning resources that are also based on aspects of critical thinking skills. The third stage is the development stage, namely, the development of the results of competency analysis and learning resources for fantasy story texts into digital teaching materials. Previously, the teaching materials developed were typed using the *Microsoft Word application* and then saved in *PDF format* . It is then uploaded into digital teaching materials using the *Flipbook application* . For improvement, digital teaching materials were validated by experts before being tested on the students. The fourth stage is the implementation. Digital teaching materials for fantasy story texts oriented towards cultivating critical thinking skills were tested on junior high school and

MTs students. The fifth stage is evaluation, namely, comparing the results of testing the teaching materials with student learning results before the trial.

The research data come from 1) data on teachers' and students' needs for fantasy story text teaching materials, 2) data from validation results or expert assessments of digital teaching materials, and 3) data from trials of digital teaching materials in the form of learning evaluation test scores before and after using digital teaching materials as fantasy story texts.

Data collection on teaching material needs was carried out through distributing questionnaires to teachers and students at PUI Haurgeulis Middle School and Ma'had Al-Zaytun Indramayu MTs, Indramayu Regency.

In analyzing data on the need for teaching materials, a percentage calculation formula was used to measure the value of the need for teaching materials, namely:

P = f/N x 100
Information:
P = Final Value
f = Score Acquisition
N = Maximum Value

The final results of the calculations indicate the level of need for developing teaching materials.

After determining the percentage needed for each number or question item from all research subjects, the average percentage calculation was converted according to the need criteria using a *Likert scale* . The following is a *Likert* scale table used to measure the need to develop teaching materials.

Conversion of Percentages and Categories of Teaching Material Needs	
Percentage	Category
0 - 1 , 9 %	Not needed
2 % - 49%	A Small Part Needs
5 0%	Half Need
50 , 1% - 99 , 9%	Most Require
100%	Everyone Needs It

Next, we analyzed the expert validation data. These data are in the form of a questionnaire sheet that provides four answer choices according to the content of the question. Each answer choice has a score or range of values that define the level of suitability of digital teaching materials for fantasy story texts oriented towards fostering students' critical thinking skills according to the validator's assessment. The validation questionnaire was created using a *Likert scale* with criteria, as shown in the following table.

Score	Criteria
1	SK (Very Poor)
2	K (Less)
3	B (Good)
4	SB Very Good)

Based on the table above, the validator's answers or assessments, which can be in the form of numbers 4, 3, 2, or 1, will be accumulated so that the total assessment score can be found using the formula for finding the average value (Indrawati, 2013). Thus, it will be known how valid or appropriate the teaching materials are according to the validator.

The final result of the calculation, the assessment score from each validator, shows the quality and level of suitability and validity of the teaching materials. To determine the validity and suitability of the digital teaching materials for fantasy story texts based on the average score from the validator, a category conversion was made. The scores were converted into assessment categories using a *Likert scale*. The conversion of the validator assessment result categories in the table is as follows.

Category Conversion	
Quality Score	Eligibility Criteria
$3.26 < x \leq 4.00$	Very Worth It
$2.51 < x \leq 3.25$	Worthy
$1.76 < x \leq 2.50$	Not Worth It
$1.00 < x \leq 1.75$	Not feasible

The final analysis was product trial data analysis. These data were in the form of student learning outcome data in fantasy story text learning activities after students received teaching materials using the digital teaching materials developed. To determine the level of effectiveness of the product, data on student learning outcomes are required before using the developed digital teaching materials.

The two sets of learning outcome data, namely before and after the product trial, were analyzed quantitatively to determine the difference in scores obtained by students before and after the trial. Is the difference sufficiently, less, or very significant? This requires calculations using the paired sample test formula (*paired sample t-test*) or the t-test.

III. RESULTS AND DISCUSSION

The following results were obtained based on the research and development carried out.

1. **Analysis Stage (*Analysis*)**

At this stage, an analysis of the need for teaching materials for fantasy story texts is carried out. To determine the need for teaching materials for fantasy story texts, researchers collected data by distributing questionnaires to the teachers and students. The questionnaire contained questions related to topics surrounding learning fantasy story texts, including: 1) methods for learning fantasy story texts, 2) availability of teaching materials and content, and 3) competencies that students need to master in learning fantasy story texts and the types of teaching materials expected.

Based on the results of the analysis of questions and answers from teachers and students, the following conclusions were drawn :

a. The learning method still uses the lecture method, so that 52.4% of teachers and 58.8% of students require other methods, such as discussions and presentations. This means that teaching materials that allow students to learn independently are needed.

b. However, the availability of teaching materials and content remains in sufficient. As many as 63.1% of teachers and 62.1% of students in the research sample still required complete content or materials in the available teaching materials.

c. Competencies that students need to master and develop in the teaching materials proposed by researchers, namely digital teaching materials, were required and approved by 84.8% of teachers and 80.6% of students in the research sample.

2. **Design Stage (*Design*)**

At this stage, the researcher begins to design the digital teaching materials that will be developed. In designing digital teaching materials for fantasy story texts, the following steps are taken.

a. Determine competencies and indicators of competency achievement

The competencies to be achieved in learning in an Independent Curriculum are termed Learning Outcomes. Class VII Indonesian language lessons in the Merdeka Curriculum are in Phase D. There are four elements of Phase D Indonesian Language Learning Outcomes: 1) listening, 2) reading and viewing, 3) speaking and presenting, and 4) writing.

The learning Achievements and indicators of competency achievement in Indonesian SMP/MT Class VII lessons regarding fantasy story texts in accordance with the Merdeka Curriculum are shown in the following table.

Element	Learning Outcomes	Indicators of Competence Achievement
Listen	Listen to and interpret information in the form of ideas, thoughts and feelings from fantasy story texts.	• Explain the characteristics of the characters, setting, plot and theme in fantasy stories and show evidence of this in the text read/heard.
		• Determine the type of fantasy story and show evidence in the text read/heard.
Reading and viewing	Read and determine information in the form of ideas and thoughts from fantasy story texts.	• Detailing the structure of a fantasy story.
		• Summarize the characteristics of the parts in the structure of a fantasy story (orientation, complication, resolution).
		• Examining the results of completing a fantasy story in terms of fantasy story structure.
Speaking and presenting	Talking and conveying ideas, thoughts or views verbally in the form of fantasy story texts.	• Summarizing the characters and setting of a fantasy story.
		• Concluding a fantasy story sequence.
		• Retell oral/written fantasy stories.
Write	Write fantasy fairy tale texts from ideas, observations, experiences and imagination.	• Planning to write a fantasy story text.
		• Write fantasy stories by paying attention to word choice, completeness of structure, and rules for using sentences/punctuation/spelling.

Indicators of competency achievement from the learning outcomes mentioned above will be developed into digital teaching materials for fantasy story texts oriented towards cultivating critical thinking skills in SMP/MT students.

The indicators of critical thinking skills used in this research are those proposed by Fascione. The indicators of critical thinking skills according to Facione (1989) include: 1) interpretation, 2) analysis, 3) evaluation, 4) conclusion (*Inference*), 5) explaining (*Explanation*), and 6) regulation self (*Self-regulation*).

Based on indicators of critical thinking skills, one way to assess students' critical thinking skills is to ask questions. Fascione (1989) developed questions to test critical thinking skills as in the following table.

No.	Aspect	Description
1	Interpretation	1) What is the meaning of ....?
		2) What happened ....?
		3) How do we understand that (for example, understand the meaning of a sentence) ....?
		4) What is the best way to characterize/categorize/clarify ....?
		5) In this context, what is meant by....?
		6) How can we make a way out of (experience, feeling, statement) ....?
2	Analysis	1) Tell me your reasons for making this claim.......?
		2) What can you conclude ....?

No.	Aspect	Description
		3) What do you think if/about …….? 4) What assumptions must be made to accept the conclusion that …….? 5) What is your basis for saying that …….?
3	Evaluation	1) How is this statement trustworthy? 2) How do we think we can trust statements from other people? 3) How strong is the argument? 4) Do we have the facts right? 5) How confident can we be in believing conclusions about what we know now?
4	Conclusion (*Inference*)	1) Given what we know so far, what conclusions can we draw? 2) This evidence implies about ……. 3) What are the consequences if you do …….
5	Explain (*Explanation*)	1) What are the findings/results of the investigation? 2) Explain how you carried out this analysis? 3) Explain through your reasoning ……. 4) Why do you think that is the correct solution? 5) How would you explain the reasons why this decision was made?
6	Self-regulation (*Self-regulation*)	1) How good is the method and can we follow it? 2) Is there a way to reconcile two conflicting conclusions? 3) How feasible is the evidence?

Source: Facione (1989)

b. Analyze learning resources

After determining the competencies that students must possess, the researcher searched for learning resources in the form of fantasy story texts from various reference sources and analyzed them according to the criteria of critical thinking abilities.

The results of the analysis of a number of fantasy story texts in accordance with the criteria and aspects of critical thinking will be used as teaching materials or materials in digital teaching materials. With this material, it is hoped that students' critical thinking abilities will improve. The following are three fantasy story texts that were analyzed based on aspects of critical thinking and used as digital teaching materials in this research: 1) *The Power of Nataga's Blue Tail* , 2) *Three Colored Diamonds* , and 3) *Learning with Gajah Mada* .

c. Designing digital teaching materials for fantasy story texts

After analyzing a number of fantasy story texts, the next step was to design teaching materials. This design outlines the contents of the fantasy-story-text teaching materials.

To design digital teaching materials for fantasy story texts, the author first compiled the teaching materials in *Microsoft Word application*. Next, the file is saved in *PDF format* . So that this teaching material can be digital teaching material that can be accessed via a computer or cellphone device connected to the internet network, it has been made into the *Flipbook application* .

3. Development Stage (*Development*)

Teaching material development activities begin by creating an initial draft or prototype of digital teaching materials for fantasy stories, oriented towards fostering critical thinking skills. This prototype is divided into several aspects: a) material content, b) material presentation, c) linguistics, and d) graphics.

The elements of critical thinking skills contained in this teaching material are outlined in the questions on the learning activities.

The next step is to develop the design of teaching materials into digital teaching materials that can be accessed via a computer or cellphone device connected to the Internet network. For this process, digital teaching materials were created using the *Flipbook application.* The steps are as follows.

a. Open the *Flipbook application* (*Flip PDF Professional*).
b. Create New Project by selecting the *Create New Project menu* followed by pressing *New Project.*
c. Next, in the *Select Version menu,* select *HTML5* , then press *OK* .
d. *Import PDF* menu, select the fantasy story text file that has been saved in *PDF format* , and press *Import Now* .
e. The next step was to include videos of the teaching materials. The method is to press the *Edit Page* menu, select *Movie*, and then insert the prepared videos into the *Flipbook*. If all videos have been inserted, the next step is to press the *Save and Exit menu.*
f. The next step was to *publish*. To do this, press the *Publish menu,* press the *Publish tab.*
g. In the *Publish window*, give the file name for the created project and then press *Convert.*
h. In the next window, select the *Upload Online menu*. If this process is complete, the link address and barcode of the product appear. The link address and barcode were distributed to the students.

After it becomes digital material, the next step is validated by material and language experts, as well as media experts. The following are the results of the validation of digital teaching materials for fantasy story texts by material and language experts as well as media experts, presented in the following table.

Material and Language Expert Assessment Results Data

Assessment Aspects	Average Score	Category
Eligibility of content	3.3	Very Worth It
Language Eligibility	3.0	Worthy
Feasibility of Presentation	3.0	Worthy
Average Total Score	3.1	Worthy

Media Expert Assessment Results Data

Assessment Aspects	Average Score	Category
Feasibility of Presentation	3.8	Very Worth It
Graphic Eligibility	3,2	Worthy
Average Total Score	3.5	Very Worth It

If you average the assessments from material and language experts and media experts, it produces a figure of 3.3. Based on the *Likert* scale, the results are in the "Very Feasible" category for testing. However, based on expert advice, there is still something that requires improvement. The following are suggestions for improvement from material and language experts as well as media experts.

No	Suggestions and input	Follow-up
1.	In every video that is shown, there needs to be a source from which the video was taken.	The source of each video in digital teaching materials is listed where it comes from.
3.	To make it more interesting, you need to add illustrations in the form of images that support the material, not just videos.	Followed up by adding images that support the material.

All suggestions from experts were followed by improving the digital teaching materials in the recommended parts.

4. Trial Phase (*Implementation*)

This stage is the process of implementing or testing digital teaching materials for fantasy story texts after they have been declared feasible. The trial was carried out on students at two schools, namely SMP

PUI Haurgeulis and MTs Ma'had Al-Zaytun Indramayu. This trial was conducted to determine the effectiveness of digital teaching materials for fantasy story texts oriented towards fostering students' critical thinking skills.

At the first meeting, the researcher gave a conventional explanation using the lecture method, and then the students were given an initial test about fantasy stories. Next, the researchers sent the digital teaching materials to be studied independently at home. At the next meeting, students studied digital teaching materials in groups. If there is a part that is not understood, the teacher, as a facilitator, provides a detailed explanation. Next, the students were asked to work on questions in the digital teaching materials. The learning outcome test was used as the basis for measuring the effectiveness of the teaching materials. Based on tests conducted at the two schools, the following scores were obtained:

Values before and after using digital teaching materials as fantasy story texts oriented towards cultivating the critical thinking skills of PUI Haurgeulis Middle School students and Ma'had Al-Zaytun Indramayu MTs:

No	School name	Average score before using digital teaching materials	Average score after using digital teaching materials	Information
1	PUI Haurgeulis Middle School	68.46	84.04	Increase
2	MTs Ma'had Al-Zaytun Indramayu	70.21	85.21	Increase

Based on the data above, the average score for PUI Haurgeulis Middle School students before using digital teaching materials was 68.46 and after using digital teaching materials they obtained a score of 84.04. Meanwhile, for MTs Ma'had Al-Zaytun Indramayu students, the average score before using digital teaching materials was 70.21 and after using digital teaching materials they obtained a score of 85.21. This shows an average increase in both schools. This means that, in general, digital teaching materials for fantasy story texts are oriented towards cultivating students' critical thinking skills and can effectively increase their understanding of studying fantasy story text material.

5. **Evaluation Stage (*Evaluation*)**

At this stage, researchers measure the effectiveness of student test results, whether the increase is significant. To measure this, we used a paired sample t - *test* type *t-test formula* . To determine the level of significance, the researcher first determined the hypotheses.

H1: Rejected: There is no significant difference in learning outcomes between before using digital fantasy story text teaching materials and after using fantasy story text teaching materials.

H1: Accepted: There is a significant difference in learning outcomes between before using digital fantasy story text teaching materials and after using fantasy story text teaching materials.

Next, we compared it with an alpha of 5%, which means comparing it with 0.05. As for the criteria, if the sig (2 tailed) probability is > 0.005, then H1 is rejected, and if the sig (2 tailed) probability is < 0.005, then H1 is accepted. Based on the calculations, the following data were obtained:

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Before Using the Product – After Using the Product	-15,577	6,830	1,340	-18,336	-12,818	-11,629	25	,000

Table title: Paired Samples Test for SMP PUI Haurgeulis

Based on the paired sample t-test table, it is known that the average learning outcomes before and after using teaching materials are 15.577, calculated t value 11.629 > 1.708, and sig value (2-tailed) 0.000 < 0.005. Thus,

it can be concluded that there are differences before and after using digital teaching materials as fantasy story texts that are oriented towards fostering critical thinking skills. This difference significantly increased.

	Paired Samples Test MTs Ma'had Al-Zaytun								
		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Before Using the Product - After Using the Product	-15,000	6,255	1,277	-17,641	-12,359	-11,747	23	,000

Based on the paired sample t-test table, it is known that the average learning outcomes before and after using teaching materials are 15,000, calculated t value 11.747 > 1.714, and sig value (2-tailed) 0.000 < 0.005. Thus, it can be concluded that there are differences before and after using digital teaching materials as fantasy story texts that are oriented towards fostering critical thinking skills. This difference significantly increased.

IV. CONCLUSION

Based on the results of research on the need for teaching materials for fantasy story texts in learning activities, which include learning methods, the availability of teaching materials and their content, and student competencies that need to be developed, as well as the types of teaching materials that teachers and students want, the development of teaching materials in the form of digital teaching materials and fantasy story texts oriented towards fostering the critical thinking skills of junior high school/MT students are needed.

The design of digital teaching materials for fantasy story texts oriented towards developing the critical thinking abilities of junior high school/MT students created in this research is suitable for use and implementation. This is based on the assessment of material, language, and media experts who have provided assessment or validation.

Implementation of Digital Teaching Materials with Fantasy Story Texts Oriented to Developing Critical Thinking Abilities of Middle School/MTs Students stated effective.

REFERENCE

Ahmatika, D. (2019). *Peningkatan kemampuan berpikir kritis siswa dengan pendekatan ingquiry/discovery*. Vol 3. No 1.

Dewi, N.P., Wibawa, I.M., Devi, N.L. (2017). *Kemampuan Berpikir Kritis dan Keterampilan Proses dalam Pembelajaran Siklus Belajar 7E Berbasis Kearifan Lokal*. Jurnal Pendidikan Indonesia. *Vol 6, No 1*.

Edora. (2017). *Pengaruh Metode Pembelajaran Problem Based Learning Terhadap Peningkatan Kemampuan Berpikir Kritis Peserta Didik*. Oikos: Jurnal Kajian Pendidikan Ekonomi dan Ilmu Ekonomi.

Facione, P. (1989). *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction*. https://www.researchgate.net/publication/242279575.

Fisher, A. (2001). *Critical thinking: An introduction*. Cambridge University Press.

Furaidah, J. A., Rozak, A., Rasyad, S. (2022). *Bahan Ajar Digital Teks Novel Berorientasi Karakter Jujur*. Jurnal Pendidikan Bahasa dan Sastra Indonesia, 9 (1) Januari 2022. DOI: 10.33603/deiksis.v9i1.6837. p-ISSN 2355-6633, e-ISSN 2548-5490).

Jaja, Rahayu, S., Pujiatna, T. (2021). *Bahan Ajar Teks Prosedur Berorientasi Kebudayaan Lokal*. Indonesian Language Education and Literature e-ISSN: 2502-2261 http://www.syekhnurjati.ac.id/jurnal/index.php/jeill/ Vol. 6, No. 2, Juli 2021, 290 – 304.

Kosasih, E. (2020). *Pengembangan Bahan Ajar*. Jakarta: PT Bumi Aksara.

Kusmana, S. (2014). *Kreativitas Menulis*. Yogyakarta: Penerbit Ombak.

Kuswana, W.S. (2011). *Taksonomi Berpikir*. Bandung:PT Remaja.

Mascita, D. E. (2021). *Mendesain Bahan Ajar Cetak dan Digital.* Bandung.

Mulasih. (2016) *Pengembangan Bahan Ajar Menulis Dongeng Dengan Pendekatan Saintifik Bagi Siswa Kelas VII SMP.* Masters Thesis, Universitas Muhammadiyah Purwokerto.

Mulyadi, Y., dkk. (2017). *Inti Sari Sastra Indonesia*. Bandung: Yrama Widya.

Munir. (2017). *Pembelajaran Digital.* Bandung: Penerbit Alfabeta.

Nurgiyantoro, B. (2018). *Sastra Anak: Pengantar Pemahaman Dunia Anak*. Yogyakarta: Gadjah Mada University Press.

Nuryanti, L., dkk. (2018). *Analisis Kemampuan Berpikir Kritis Siswa SMP*. Jurnal Pendidikan, Vol.3, No.2.

Prastowo, A. (2015). *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: DIVA Press.

Sani, R. A. (2019). *Pembelajaran Berbasis HOTS (Higher Order Thinking Skills)*. Tangerang: Tira Smart.

Sugiyono, (2016). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung: Alfabeta.

Winarti. (2015). *Implementasi Pendekatan Saintifik dan Metode Problem Based Learning dan Dampaknya terhadap Kemampuan Berpikir Kritis Siswa*. Jurnal Penelitian dan Pendidikan IPA, 9 (3).