



## Development of Enrichment Book of Banjarnegara Folktales in Ngapak Dialect Assisted by Audio Quick Response (QR) Code for High School Students

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**Abstract:** This study aims to create an enrichment book featuring Banjarnegara folklore in the Ngapak dialect, enhanced with audio Quick Response (QR) code specifically designed for high school students. The research employs a Research and Development (R&D) method, utilizing the ADDIE model. The instruments used in this research include observation sheets, interview guidelines, questionnaires, validation tests, and assessments. Additionally, the data were analyzed using qualitative descriptive analysis techniques, the Likert Scale, and the Wilcoxon Test. The results obtained were the prototype of the *Kumpulan Cerita Rakyat Banjarnegara* book. The book contains five Banjarnegara folktales including *Mula Bukane Banjarnegara*, *Kawah Sikidang*, *Asal Usule Kalibening*, *Mitos Jalatunda*, and *Ki Ageng Giring* written in ngapak dialect Javanese. In addition to featuring illustrations, the book includes an audio QR code to enhance its innovation and differentiation. According to the results of the expert validation test, the product received a total score of 382, indicating it is feasible. Furthermore, the effectiveness test results showed a significance value of 0.00, confirming its effectiveness.

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## Introduction

The importance of textbooks as primary teaching materials in schools plays a vital role in enhancing the quality of education (Hasibuan *et al.*, 2022). However, textbooks typically include only general content and fail to address local needs. Therefore, the development of enrichment books is essential as a supplement to textbooks, supporting quality learning (Andriani *et al.*, 2018). An enrichment book is a form of non-textbook specifically created to enhance and broaden the content of textbook material, offering deeper insights and fostering the abilities and character of students or any readers (Center for Curriculum and Bookkeeping, 2018). There are three types of enrichment books, namely enrichment of knowledge, skills, and personality (Melani & Qomariyah, 2022). Due to their diverse formats, enrichment books can be tailored to meet students' needs, making them more relevant and contextual when used alongside textbooks.

Ideally, learning should be contextualized (Novalis *et al.*, 2019; Harisatunisa & Sauqi, 2023). This is linear with one of the objectives of the independent curriculum, which is to adapt learning to the environment of students. The independent curriculum implies that contextual learning allows teachers to relate lessons to real-life situations, so as to encourage students to apply their knowledge in their daily lives (Pahriah *et al.*, 2024). One of the learning that emphasizes contextualization is local content subjects. Students are required to study local content of the local area, where the subject is an educational program that links



the content and delivery media with regional needs, especially related to the natural, social, and cultural environment (Ferdianto & Rusman, 2018).

Javanese language is a local content subject that must be taught in schools or madrasah as stipulated in the Governor Regulation of Yogyakarta Special Region Number 4 of 2013 (in Verrysaputro & Subekti, 2023). It cannot be denied, in its implementation there are still students who have difficulty understanding the materials in learning Javanese (Cahyani & Subrata, 2022; Ichسانی & Hizbullah, 2024). Based on the results of the questionnaire 3 most difficult material in Javanese language subjects grade X and XI distributed to students of class XI SMA Muhammadiyah 4 Banjarnegara, Javanese script is the most difficult material, which obtained a percentage of 29.8%. The second most difficult material is folklore with a percentage of 26.3% and the third is *paramasastra* (*unggah-ungguh basa*) with a percentage of 15.8%. Based on these results, folklore material will be the focus of this research, where the problem found is the lack of contextual language and content in the teaching materials used. This is unfortunate, because folklore is not only an interesting material but also contains local wisdom of the local area.

*Folklore* is one of the varieties of traditional narratives (Agustine, 2022). This is according to Danandjaja (1991) because folklore is an oral literary work that was born in a society and has developed from generation to generation from the time of the ancestors. Folklore based on the independent curriculum is included in the narrative text type material contained in phase E of the reading and writing elements. Folklore at SMA Muhammadiyah 4 Banjarnegara is taught in grade X and is focused on reading comprehension skills. In learning Javanese, especially folklore material, teachers use teaching materials that are less contextualized. The lack of contextualization lies in the language and content. The language used is the Surakarta-Yogyakarta dialect which is not in accordance with everyday language, so that students have difficulty in understanding the content of the story. Meanwhile, the content is a story from another region that is even familiar, so that students feel less interested. These two things certainly make the portion of the material presented less contextual and not locally charged.

In learning, teachers have not used supporting teaching materials such as folklore enrichment books in addition to the use of teaching materials that are less contextualized, due to the absence of these books in the school library. The results of the search at the Banjarnegara Regency Regional Library regarding the existence of Banjarnegara folklore books were also very limited. There are only three story books without duplicates, namely *Cerita Rakyat Banjarnegara (Central Java)* published in 2013, *Kumpulan Cerita Rakyat Banjarnegara* published in 2014, and *Kumpulan Cerita Rakyat Banjarnegara Volume One* published in 2014, so it is not surprising that these books are only used as a collection of reading books on the spot. According to the librarian of the library, so far there is no book of folklore of Banjarnegara written in Javanese version, let alone ngapak dialect. Nursa'ah (2018) conducted research on folklore in Banjarnegara Regency. The research succeeded in inventorying six folktales in Banjarnegara Regency in the Javanese version of the Banyumas variety, but the results of the inventory were only in the form of discourse transcripts so that they had not been recorded.

In connection with the above problems, it is necessary to develop a contextual folklore enrichment book in terms of content and language for grade X students of SMA Muhammadiyah 4 Banjarnegara. The folklore content raised comes from Banjarnegara Regency and the story is written in the Javanese version of the ngapak dialect. The ngapak dialect is a cultural identity of the banyumasan region which has language characteristics



with the pronunciation of vowels /o/ to /a/ and consonants /b/d/k/g/h/y/k/l/ and /w/ which are steady, meaning that they are pronounced firmly, clearly, and not floating (Pawestri *et al.*, 2020). The book needed is in printed form, because it takes into account the condition of the internet network in the surrounding area which is less stable. The books needed are also expected to be able to facilitate the diverse learning styles of students so that they are more differentiated, so that they are not only designed with attractive illustrations but also equipped with audio QR code. This is because one form of implementation of the independent curriculum policy is to implement differentiated learning (Halimah *et al.*, 2023; Latifah, 2023). If visualized, the needs of students based on the results of the questionnaire are as in Table 1.

**Table 1. Results of the Learner Needs Questionnaire**

Aspects		Percentage (%)
Shape	Print	68,4
	Electronics	28,9
	Print & electronic	2,6
Content	Local stories	89,5
	Stories of other regions	10,5
Language	Ngapak dialect	86,8
	Surakarta/Yogyakarta dialect	13,1
Design	Full text	0
	Text + illustrative images	36,8
	Text + illustration image + audio QR code	63,1

Not only students, in fact, Javanese language teachers at SMA Muhammadiyah 4 Banjarnegara also need similar enrichment books. In the interview process that has been carried out, the teacher expects the enrichment book of Banjarnegara folklore in Javanese dialect ngapak which can be used to support the learning process. So far the teacher also does not have a collection of folklore books that can be used. Social media which should be an alternative learning resource is also not helpful because Banjarnegara folktales in ngapak dialect have not been found on social media. This development is expected to be a solution to the lack of contextual teaching materials and support the existence of enrichment books for Banjarnegara folklore with ngapak dialect which is still not available in Banjarnegara. In addition, it is hoped that the storybook developed can also participate in preserving the local wisdom of Banjarnegara Regency.

Related to research on the development of enrichment book of Banjarnegara folktales in ngapak dialect assisted by audio Quick Response (QR) code for high school students, there are several relevant previous studies. Andriyani (2019) developed a book of Banjarnegara legendary stories in Javanese dialect ngapak for junior high school students. There are five legendary stories in the book with illustrations only in the title chapter, so in this research the researcher wants to develop a storybook with more illustrations so that the book looks more interesting. Another difference lies in the type of story, where researchers develop folklore books that make the content more varied not only legendary stories. Martha & Andini (2019) conducted the development of Indonesian language teaching materials based on folklore of Banjarnegara Regency. This study developed teaching materials for Banjarnegara folklore in Indonesian. The folklore raised was criticized by material experts because it contained too many legend stories, so in the research conducted by researchers made storybooks from various types of Banjarnegara folklore including legends, myths, and sages packaged in Javanese dialect ngapak.





## Results and Discussion

Based on the research objectives, the results and discussion of the research on the development of enrichment book of Banjarnegara folktales in ngapak dialect assisted by audio Quick Response (QR) code for high school students are as follows.

### a) Prototype of *Kumpulan Cerita Rakyat Banjarnegara* Book

The book prototype section contains a description of the developed product and its advantages. The developed *Kumpulan Cerita Rakyat Banjarnegara* Book is included in the type of personality enrichment book. This is in line with the research of Melani & Qomariyah (2022) which classifies folklore into the type of personality enrichment book. The book was developed in printed form because it considers the condition of the internet network at SMA Muhammadiyah 4 Banjarnegara which is inadequate, so that the book can be read at any time without requiring an internet network. The book was printed with A5 paper size (14.8 x 21 cm) with a total of 47 pages. Each story is designed with different paper colors, the goal is to add to the attractiveness of the book. The font used is Halimount font for writing book titles and story titles, the rest uses Comic Sans Ms font.

According to the Guidelines for Selection of Non-Textbooks (Center for Curriculum and Bookkeeping, 2018), one type of non-textbook that is suitable for students at the secondary level is a text-intensive book that contains few illustrations with the genre of folklore, legends, and nonfiction books. Considering this, the product is designed with interesting illustrations that are not too many but are able to describe the content of the story using the CorelDRAW application. Each page is also decorated with batik ornaments designed at the end of the book as a frame.

The book contains a collection of stories from Banjarnegara Regency and is written using ngapak dialect Javanese, both of which are contextual to the students' living environment. As research Ferdianto & Rusman (2018) that local content lessons must be in context with the environment and culture. This helps students of SMA Muhammadiyah 4 Banjarnegara better understand the content of the story. There are five folktales developed with different types of stories, including the story of *Mula Bukane Banjarnegara* and *Asal Usule Kalibening* including the type of legend story. *Mitos Jalatunda* story is included in the type of mite story. *Kawah Sikidang* story is a type of mixed story between legend and myth. Finally, the story of *Ki Ageng Giring* is included in the type of sage story.

The five folktales of Banjarnegara were collected using interview and literature review methods. Three folktales with the titles *Kawah Sikidang*, *Mitos Jalatunda*, and *Ki Ageng Giring* were compiled based on the interview results. Apart from the interviewees, the three stories were also matched with information circulating on social media and books containing information about the folktales. The other two stories, *Mula Bukane Banjarnegara* and *Asal Usule Kalibening*, were compiled by translating from Bahasa Indonesia to Javanese ngapak dialect from storybooks that had been read at the Regional Library of Banjarnegara Regency.

*Kumpulan Cerita Rakyat Banjarnegara* Book developed has several advantages, including in addition to being equipped with attractive visual images, it is also equipped with an audio QR code. *Quick Response code* which is often called QR code is a two-dimensional symbol that is able to store more information both vertically and horizontally and is the development of *barcode* (Muharom, 2016). The innovation of audio QR code in the book is able to support the diverse learning styles of students. This is because most teachers in schools only use visual learning media because the majority of students' learning styles are visual, resulting in less differentiated learning (Latifah, 2023). The lack of auditory learners does not mean it can be ignored. The development of the audio QR code is done by recording

the story, where there are three *dubers* as voice actors. The editing process uses the help of the Capcut application. The audio QR code is placed in the bottom right corner on each story title page

Another advantage lies in the local wisdom of the developed book. In addition to the content and language that contain local wisdom, the batik ornament frame on each page is also locally charged. The ornament is Batik Gumelem which is combined with salak fruit which is a typical fruit of Banjarnegara. The developed *Kumpulan Cerita Rakyat Banjarnegara* Book also received an introduction from the Head of the Banjarnegara Regency Archives and Library Office. Drs. Arief Rahman, ST. Msi. expressed his pride in the youth who pay attention to the preservation of local culture. It is hoped that the development of this book can increase public interest in reading and expand their knowledge of Banjarnegara culture. This certainly adds to the excellence of the *Kumpulan Cerita Rakyat Banjarnegara* book.



**Figure 2. Book Advantages (Audio QR Code, Batik Ornament, and Foreword)**

b) Expert Validation Test Results

The expert validation test results section contains the results of the material and media expert validation tests and suggestions for improvement. There are two tests carried out, namely the material expert validation test and the media expert validation test. The results obtained are listed in Table 2.

**Table 2. Results of Material Experts and Media Experts**

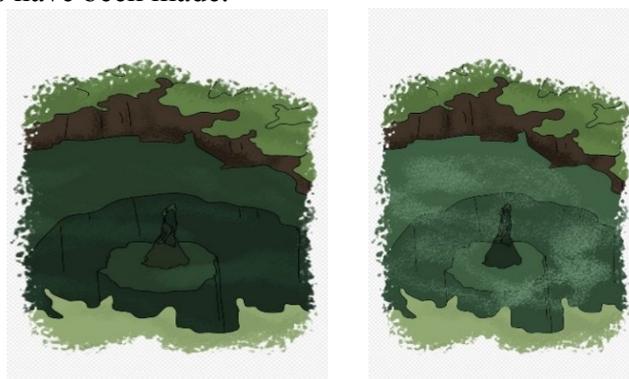
Validator	Aspects	Score
Material Expert	Material / Content	148
	Presentation	135
	Language	45
Media Expert	Graphics	54
Total Score		382

Based on Table 2, the results of the material and media expert validation test obtained a total score of 382, which means that the product is feasible with a very good predicate for use by students of class X SMA Muhammadiyah 4 Banjarnegara. This can be seen from the 4 aspects assessed, namely material/content aspects, presentation aspects, language aspects, and graphical aspects. At the development stage by material validators there are three aspects that are tested, namely material/content aspects, language aspects, and presentation aspects, the results get one revision. At the development stage by media validators, there was one aspect tested, namely the graphical aspect and received several revisions.

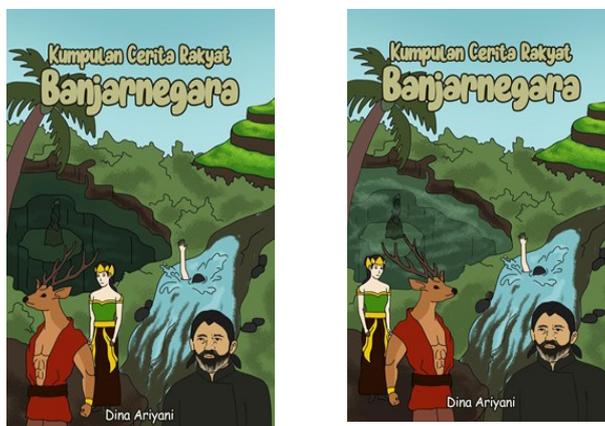
**Table 3. Revision of Material and Media Experts**

Aspects	Qualitative Description
Material / Content	Overall the material/content is good, but in the story <i>Mula Bukane Banjarnegara</i> page 4, it is necessary to add an explanation of the principle of <i>Asah, Asih, Asuh</i> so that it is better understood by readers.
Presentation	The presentation is good, the story is innovative and creative because it is packaged with a new storyline so that it is different from the previous story, there are no suggestions for improvement.
Language	The language used is good, using ngapak dialect Javanese and dominant with the dialect of the author's area of origin, there are no suggestions for improvement.
Grafika	The book's graphics are attractive enough, but there are some improvements: <ul style="list-style-type: none"> <li>- The well color on the front cover, story title page 22, and page 29 is too dark when printed.</li> <li>- The character angel on the front cover is facing left, which is out of sync with the direction of opening the book.</li> <li>- Story source data needs to be added to the book data.</li> <li>- The white background on the back cover is not dark enough to make the text less legible.</li> </ul>

Based on Table 3 revisions from material experts and media experts, researchers made improvements according to suggestions and input from material and media experts, the following improvements have been made.



**Figure 3. Well Color Before and After Revision**



**Figure 4: Front Cover Before and After Revision**



**Figure 5. White Background Before and After Revision**

In addition to validating the graphical aspects, media validators also validate the completeness of the book. The result is that the developed book is complete, meaning that it contains all the components of book completeness according to the Ministry of Education and Culture's BNTP Book, namely in terms of the initial part of the book containing the title page of the book, the publication page (if already published) or the book data page (if not yet published), and the final part of the book contains a glossary, information on book actors, and a back cover.

#### c) Product Effectiveness Test Results

The product effectiveness test results section contains the results of the effectiveness of the developed product. The product effectiveness test was carried out in two stages, namely small group trials and large group trials. First, small group trials, at this stage a limited trial was carried out with 9 respondents from class X students of SMA Muhammadiyah 4 Banjarnegara. This small group trial was conducted using a questionnaire containing five aspects, namely aspects of content feasibility, language aspects, aspects of book appearance and design, aspects of audio QR code features, and aspects of suitability for learning objectives. Where the total statements in the questionnaire amounted to 20 items. In practice, before students fill out the questionnaire, students are directed to explore the developed book. The results of this trial were used for product revision before conducting a large group trial at the evaluation stage

The results of the small group trial of 9 respondents, obtained a total score of 657 with a percentage of 73% which means the book is suitable for use without revision. Most respondents concluded that the language used was easier to understand than the teaching materials used in learning. Learners are also interested in the content of the story because it comes from Banjarnegara Regency. Most learners have never read folklore from their area, so they feel curious to read it. Learners are also enthusiastic about the audio QR code feature available, both auditory and visual learners try to access the audio QR code and listen to the five stories in the book, thus increasing the motivation to read and learn. These results are in line with Pusat Kurikulum dan Perbukuan (2018) which emphasizes that the presentation of enrichment books must be innovative and fun in order to increase students' interest in reading.

The second stage is the large group trial, after the small group trial and there are no improvements. At this stage, a field trial was conducted with 28 respondents of class X SMA Muhammadiyah 4 Banjarnegara. This large group trial is more focused on evaluating whether the product developed is effective or not (Gunawan *et al.*, 2024). The data analyzed to determine the effectiveness of the product in the form of initial and final scores. The initial



value is obtained from the daily test scores while the final value is obtained from the question sheet scores during the large group trial. Where the questions and readings are made using ngapak dialect Javanese, different from the questions and readings used during the daily test which is using Surakarta/Yogyakarta dialect Javanese. The reading used is the *Mitos Jalatunda* story as a representative of the 5 Banjarnegara folktales developed. The statistical test used was nonparametric statistics, namely the Wilcoxon test, because the data was not normally distributed. The test was conducted with the help of SPSS software. Wilcoxon test is a statistical method that can be used to analyze significant differences between two groups of data that are not normally distributed (Fadilatunnisyah *et al.*, 2024). The results of the Wilcoxon Test in this study are listed in table 4.

**Table 4. Ranks Result**

	N	Mean Rank	Sum of Ranks
End - Beginning	Negative Ranks	4 <sup>a</sup>	22.50
	Positive Ranks	24 <sup>b</sup>	383.50
	Ties	0 <sup>c</sup>	
	Total	28	

Based on the results of the ranks in Table 4, from a total of 28 students there are 4 students who experience a decrease in initial scores to final scores which can be seen from negative ranks. While those who experienced an increase in value were 24 students. The factor causing negative ranks is not worth 0 because there are 4 students who come from outside Banjarnegara Regency, namely from Semarang City and Pekalongan Regency. Where their daily lives use the Surakarta/Yogyakarta dialect, so that the initial value is higher because it uses Surakarta/Yogyakarta dialect reading that is contextual to them. The results of statistical tests in this study can be seen in Table 5.

**Table 5. Statistical Test Results**

	End - Beginning
Z	-4.112 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

Based on the results of statistical tests, a significance value of 0.00 was obtained, where this value is smaller than 0.05 (p-value <0.05), it can be concluded that there is a significant effect of using the *Kumpulan Cerita Rakyat Banjarnegara* book on student learning outcomes. From the evaluation results, it shows that students more easily understand the contents of the story by using a book developed with Javanese dialect ngapak and Banjarnegara folklore. Learners are interested in the stories presented because the stories are close to students and have never known and read before, but even though they have only read once, students immediately understand the contents of the story because the language used is contextual. This is in line with the results of research *Novalis et al.*, (2019) that contextual learning can increase students' interest in learning and improve their learning outcomes. Seeing this, it means that the book developed is effective for X grade students of SMA Muhammadiyah 4 Banjarnegara.

## Conclusion

This research produced a prototype book of *Kumpulan Cerita Rakyat Banjarnegara*. The book contains five Banjarnegara folktales including *Mula Bukane Banjarnegara*, *Kawah Sikidang*, *Asal Usule Kalibening*, *Mitos Jalatunda*, and *Ki Ageng Giring* written in ngapak dialect Javanese. Besides being equipped with illustrations, the book is also equipped with an audio QR code as an innovation and differentiation support. Based on the results of the



validation test, the product was declared feasible with a total score of 382 and proven effective from the results of the effectiveness test with a significance value of 0.00.

### Recommendation

Recommendations that can be given from the results of this study are the development of the book *Kumpulan Cerita Rakyat Banjarnegara* is expected to be used by teachers as teaching materials that support more contextual learning. In addition, as a locally charged personality enrichment book, it is hoped that the book will not only be read by students but also the general public as an effort to preserve culture. Therefore, the recommendation for future researchers is to develop this *Kumpulan Cerita Rakyat Banjarnegara* into an electronic book, considering that in this study the book developed was in printed form so that the book could reach a wider audience.

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