



Development of teachers' competence with ability to master the elements of literary works for teaching materials

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Abstract

The teachers are as one of the factors that determine the success of education must have the various needed competencies to support success in doing the tasks of educations. The competence is a combination of knowledge, skills, values, and attitudes reflected in the habit of thinking and acting. The teachers (Indonesian Teachers) take and adapt existing works, namely; from newspapers, magazines, or literary books as teaching materials. While the students just "read" the literary works then answer questions that have been prepared related to the contents of the literary works. The poetry or fairy tales as part of the literary work, in learning Indonesian Linguistics and Literature also get the same treatment. The literary's elements are the Intrinsic Elements, Extrinsic Elements, Element Layer Meaning, and Sounds Layer Elements. The preparation of teaching materials or learning materials should consider some of the principles; *relevance*, *Consistency*, *Adequacy*. The choosing media must be interesting to them.

Keywords: literary elements, relevance, consistency, adequency, intrinsic, extrinsic

1. Introduction

Teaching materials are an important component of the curriculum. In the teaching materials there are standard competence (SK) and basic competence (KD) which are described in the lesson plan (RPP) used by teachers and students in the learning process. For teachers, developing teaching materials is one of the demands in pedagogic competence. Competence (competence) literally means skills, abilities, habits, and skills. A person's competence can be seen in a person while on the move, performing tasks, completing a job, solving a problem.

According to Madjid (2007: 174)^[15] teaching materials are all forms of materials, information, tools and text used to help the teachers or the instructors in carrying out learning activities. The material in question can be written as well as unwritten material. Teaching materials conveyed by a teacher should refer to the objectives outlined in the curriculum. Therefore, teachers have the freedom to develop teaching materials that will be delivered so far not deviate from the goal.

The teaching materials used can be compiled and selected based on needs that are tailored to the environment, characteristics of students, and schools or islamic school. Competent teachers will be better able to manage their classes, so that students learn at an optimal level. For the purpose of education to be achieved, which begins with an effective learning environment, the teacher must complete and improve his competence (Asdiqoh, 2013: 25)^[5].

In fact, Indonesian teachers at SDN 112274 Aek Kanopan in explaining or exposing the conditional material, are still always based on the teacher's method which is considered the easiest and the most effective method. This resulted in the students feel bored because the learning is still often use methods that are not interesting without any development of

learning methods that lead to saturation in teaching.

The teacher is a person who is responsible to make the students smart in their education life, the social position of teacher is the person who has a task to make and responsibility to form the character of the young generation. On the hands of the teachers, they will have good attitude and morality so as to provide the best for the child of this country. Therefore, it is appropriate to say that because our teachers are smart, because our teachers are smart, because our teachers are brilliant, it is unfeasible to forget the merits and sacrifices of teachers who have given the best for their children (Asdiqoh 2013: 17)^[5].

The literary materials for children are often given to students in the theory form, in the form of literary history, definitions, types, and examples of literary works. The students are rarely given the experience of appreciating and creating direct to literary works, both in the form of poetry and the form of stories. The teachers (Indonesian Teachers) take and adapt existing works, namely; from newspapers, magazines, or literary books as teaching materials. While the students just "read" the literary works then answer questions that have been prepared related to the contents of the literary works. The poetry or fairy tales as part of the literary work, in learning Indonesian Linguistics and Literature also get the same treatment. The poetries are just read, the learners (students) are asked to answer the questions or the problems related to the elements of the poem..

A professional teacher should already have the four competencies stipulated in the attachment of Minister of National Education Regulation no. 16 Year 2007 about Academic Qualification Standards and Teacher Competencies, which consists of pedagogic competence, personality competence, social competence, and professional competence. The four competencies teachers must possess can not be

separated from each other because they are an integrated component of teacher performance as a professional teacher

2. Teachers' Competence and Literature for Children

2.1 Teachers' Competence

The teachers are as one of the factors that determine the success of education must have the various needed competencies to support success in doing the tasks of educations.. The competence is a combination of knowledge, skills, values, and attitudes reflected in the habit of thinking and acting (Mulyasa, 2006: 37-38)^[16]. According to Siswoyo and his friends (2008: 121) said that the teachers' competence is an ability that must be owned by an educator in the school in the form of mastery of subject matter widely and deeply. Chandrawati (2011: 1.23)^[7] said that competence is an ability related to the mastery of teaching materials more deeply. Furthermore, Satori (2007: 1.18)^[22] explains that the competence of teachers means that teachers have extensive knowledge and in the subject matter (field of study) that will be taught and methodological mastery in the sense of having theoretical concept knowledge, able to choose the right method and able to use various methods in teaching-learning process.

The scope of teachers' competence according to Mulyasa and Uno (2007: 135) is as follows: (1) Understand and easy to apply the basic of education namely; philosophy, psychological, sociological, and other. (2) Understand and easy to apply the theory of learning according to the level of development of learners. (3) Able to handle and develop the field of study that is his responsibility. (4) Understand and easy to apply varied learning methods. (5) Be able to develop and use relevant tools, media, and learning resources. (6) having ability to organize and implement learning program. (7) Able to carry out evaluation of learning outcomes of learners. (8) Able to grow the personality of learners.

Furthermore, Uno (2008: 64) describes that the competence of teachers, teachers should be able to master: (1) Discipline of science as source of instructional material. (2) Teaching materials that are taught. (3) Knowledge of student characteristics. (4) Knowledge of philosophy and educational goals. (5) Knowledge and mastery of teaching methods and models. (6) Mastery of the principles of learning technology. (7) Knowledge of judgment, and able to plan, lead, to smooth the educational process.

The competencies that must be owned by teachers based on Law Number 14 Year 2005 regarding Teachers and Lecturers in Chapter IV Article 10 paragraph 91, which states that "Competence teachers include pedagogic competence, personal competence, social competence, and professional competence obtained through professional education "(Sa'ud, 2009: 49)^[24]. Professional teachers are teachers who are ready to provide high spiritual guidance and morals to their students. Because the provided education and guidance come from sincerity, the teacher is really ready as a spiritual father for his students (Anwar, 2010: 118). Teachers play a strategic role especially in the effort to shape the character of the nation through the development of personality and values desired (Sa'ud, 2009: 32)^[24].

In other explanations mentioned in article 28 (paragraph 3) that the teacher as an agent of learning at the level of primary

and secondary education and early childhood education include: a) Pedagogic competence; b) Personality competence; c) Professional competence; d) Social competence (Yamin, 2006: 79).

2.2 Literature for Children

The final form of analysis is a conclusion that a literary work is a unified and complex unity ". Thus it can be said that the idea of structuralism in the analysis of literary works refers to the identification of the elements that make up totality. For more details, broadly structural approach can be formulated as follows:

- 1) The literary work has a structure, which is a unified whole and systematic.
- 2) Every element in literature is interrelated and functional or interrelated
- 3) The overall value of literary works is formed on the value of its elements.
- 4) The elements in a literary work do not have their own meaning, but the elements together form a complete meaning. Or in other words, the meaning of the element of a literary work is not the meaning of literary works, but only the meaning of the element itself.

Thus it can be concluded that the structure is a unified whole and it has a good system in a literary work that has a function and related to one another. According to his physical form, poetry is a short story. But by just looking at the short physique, one can not yet establish a short story is a short story. There are short story types, but not short stories. It is a fable, a short story with animal figures and contains moral teachings. Also parables are short stories containing religious teachings taken from the scriptures. Then folklore is also a short story about the people or events of a tribe or nation group passed down from generation to generation, usually orally. And the last is anecdote, the short story contains a funny and extrinsic story of historical figures or ordinary people both real and imaginary, (Sumardjo, 2002: 36)^[13].

When the children study a literature, a child as the reader will deal with an imaginative element of life that speaks the language, the literary structure itself. The literary element here is the composition, affirmation and description of all the material and the parts (elements) that become components of literary works and is a beautiful and appropriate union (Abrams in Jabrohim, 2008: 167)^[13].

Baribin (2009: 56)^[6] suggests that the elements of literary works include:

- a. *Intrinsic Elements*. Semi (2001) said that the things are related to the elements, such as themes, attitudes, tones, style of language (metaphor, symbolic, personification), formula of allegation (alliteration, asonance, desonation) and intent / message (mandate) conveyed.
- b. *Extrinsic Elements*. Fananie (in Baribin, 2009: 77)^[6] said that the extrinsic elements are all external factors underlying the creation of literary works. It is a subjective of authors who can be social conditions, motivations, tendencies that encourage and mempegaruhi authorship. Extrinsic factors may include; 1) traditions and values, 2) the structure of social life, 3) beliefs and worldviews, 4) political atmosphere, 5) the environment, 6) religion, and

so on. Wellek & Warren (in Waluyo, 2008: 64) states that the extrinsic elements of literary works include; 1) biography of the author, 2) psychology (creative process), 3) sociological (societal) socio-cultural society, and 4) philosophical (philosophy of the author) including the extrinsic elements of literary works. Included in the sociological factors, 1) aspects such as professions / institutions, social relations problems, customs, and interconnectedness of society, 2) historical relations, 3) the relationship of literature to social factors, namely to consider literature as a social document.

- c. *Element Layer Meaning*. The values start from the lowest level to the highest level. In sequence *niveau* are: a) anorganic niveau, b) vegetative niveau, 3) animal niveau, 4) human niveau, 5) metaphysic/transcendental niveau.
- d. *Sounds Layer Elements*. This element is more found in works of lyric poetry or prose rich in alliteration allocation, and poetry. The sounds element is important because the nuances of certain sounds can be connected to a certain atmosphere. This, for example, can be felt in the mantras poems, the poetry that places the sound structure is as the power of meaning, so sound is the dominant thing.

2.3 Poetry and the Structure

Read's opinion (1966) the poetry is more intuitive, imaginative, and syntactic than the prose. According to Read the prose is more logic, constructive and analytic. The intuitive is a power and ability to see something of truth or reality without experience directly assisted by logic. The poetry intuition is one part of more imaginations than in the concept. Reading the poetry (childhood literature) is a complex communication activity, because there are activities to translate the symbols to know the written or unwritten contents in the short story which is written by the author.

Piaget (in Aminuddin, 2009: 82) ^[2] explains that the ideas about the developing structure from three things: *totality, transformation, and autoréglage*. *Totality* means that the structure must be judged as one unity, one totality. A structure is a combination of the former elements that have a relationship and are bound each other. *Transformation* means that a structure becomes an element of a larger structure. Or in other words, a structure is always in the process of transforming. *Autoréglage* means that naturally a structure is protected from deviation so that a structure can continue to develop into a more complex structure.

Poetry is a blend of themes, attitudes, tones, and intentions that reconciliation wishes to the reader (Hadi, 2016). The essence of poetry is divided into four which is a single chess, namely: 1) Theme, meaning, 2) Attitude or taste (poetrist to his poetry. 3) tone (poet's attitude towards the reader). 4) aim or purpose.

2.4 Teaching Materials and Principles in Developing Teaching Materials

According to Prastowo (2014: 138) ^[18] stated that the teaching materials are all materials (both information, tools, and texts) arranged systematically, which displays the complete figure of competence to be mastered learners and used in the learning

process with the purpose of planning and review the learning implementation. Furthermore, teaching materials are all materials which are arranged a systematic set used to assist teachers / instructors in carrying out learning activities and enabling students to learn (National Education Department, 2010: 27).

Based on some of the above definition can be concluded that teaching materials are all learning devices or learning materials that are arranged systematically for the purposes of a learning process. Teaching materials are an important part of the learning process in the classroom. How could the learning process take place without any teaching materials presented to the learners (students). The existence of teaching materials is part of the system that should not be eliminated in learning. If one of the system is not presented, it will disrupt the smoothness of other systems.

The teaching materials that will be developed in this research are literary teaching materials in the form of modules in accordance with the aspect of competence that will be developed. The final product of this development result is a flexible teaching material module. Strategy of the use or delivery of teaching materials resulting from development is done through face-to-face learning activities in the classroom.

The types of teaching materials which are based on technology or media, are used include: (1) printed materials such as modules, student worksheets (LKS), handouts, textbooks, photos/drawings, models/makets, leaflets, and wall-charts, (2) audio-learning materials such as cassettes, radio, LPs, and audio compact discs, (3) audio-visual learning materials such as video compact discs (VCDs), digital compact discs (DVDs) , (4) interactive teaching materials such as Computer Assisted Instruction (CAI), interactive multimedia compact disc (CD), and network-based teaching materials (Ellington in Setiawan, 2007: 1.7) ^[25]. Furthermore, Ahmadi (2010: 161) ^[1] divides the type of teaching materials into 4 (four), namely "(1) teaching materials of view/sight (visual); (2) listening material (audio); (3) audiovisual teaching materials; (4) interactive multimedia teaching materials".

Based on the previous description, the type of teaching materials that will be produced in this development research is a module-shaped print material on the material mastering the structure of literary works that will be used and implemented in Grade VI State Elementary School (SDN) 112274 Aekkanopan in Academic Year 2017/2018.

The preparation of teaching materials or learning materials should consider some of the Principles in the selection of learning materials include principles of (1) **relevance**; Learning materials should be relevant or there is a link between the material with the achievement of competence standards and basic competencies.(2) **Consistency**; A teaching material should be able to be a solution in the achievement of competence. In the preparation of teaching materials that must be considered is an indicator that must be achieved in basic competence. (3) **Adequacy**; Principle of adequacy means that the material taught should be sufficient in helping students master the competence taught. The material should not be too small and not too much. (Department of National Education, 2010: 27).

2.5 The Characteristic of Teaching Materials

Degeng (in Harijanto, 2007) ^[12], teaching materials should have certain characteristics, namely (1) the contents of the message should be analyzed and clarified into certain categories, (2) each category should be divided into several pieces of text, (3) there should be pengajian visualization format to provide the content attractiveness, and (4) the title format category which contains the material to be selected.

According to Dick and Carey (2005) ^[9] the teaching materials development model has the following criteria: (1) interesting, (2) the content according to the specific purpose of learning, (3) the order is correct, (4) there is instruction of the use of teaching materials, (5) (6) there is an exercise answer, (7) there is a test, (8) there is instruction of learning progress, and (9) there is instruction for the learners to the next activity.

In the supported in the previous opinions, Harijanto (2007) ^[12] suggests that teaching materials that can facilitate learning are teaching materials that have clear components such as (1) general purpose of learning, (2) specific purpose of learning, (3) special instruction manual, (4) description of lesson content (5) drawings / illustrations to clarify the content of the lesson, (6) summaries, (7) formative evaluation and follow-up for subsequent learning activities, (8) reading lists, (9) key answers.

Based on the description, it can be said that the development of quality teaching materials must have several criteria, namely (1) have a clear purpose; (2) has benefits both for teachers and for students; (3) in the development of language learning is determined by three factors, namely variables, teachers, students, and contextual variables; and (4) follow the principles of teaching material development, from abstract to concrete, easy to understand, motivate, pay attention to individual differences, contextual, and provide feedback.

2.6 Teaching Materials Resources

One of the easiest things which is done by the teachers to find the teaching materials is to find a textbook. Therefore, the concept of the most important source of instructional material is the suitability between teaching materials and learning objectives. Thus, a competent teacher is required to be able to develop the various potentials that exist himself to develop teaching materials. However many the textbooks without the presence of teachers as developers is meaningless. That's why textbooks should be written, developed, and revised by the teacher as a teaching material developer team.

2.7 Teaching Methods and Media

Richard and Roger (in Sanjaya, 2008: 221) ^[22] stated that the use of methods must be adapted to teaching materials. Different methods influence the different roles and role relationships between the teachers and the students. It is also related to the teaching materials. In learning Indonesian language, the use of methods should pay attention to the teaching materials to be delivered. There are several methods that can be used in learning the Indonesian language.

Media is something that can be used to channel messages from the sender to the recipient so as to stimulate the students' thoughts, feelings, attention, interests and interests in such a way that the learning process takes place (Sadiman *et al.*, 2010: 6). In other books, (Winkel in Sanjaya, 2008: 224) ^[22]

stated that the media is a nonpersonal (non-human) means used or provided by teaching staff who play a role in teaching and learning process, to achieve instructional goals.

Choosing the right media is an obligation in learning. Developing teaching materials will occur if the learning media is available. Through the instructional media learning materials can be developed with kinds of variations of learning models. In reading poetry lesson (declamation), the teacher can choose an audited media in the form of recording someone reciting poetry. This will make it easier for teachers to teach students how to recite good poetry to their students. In the variety of media, teachers' skills need to be improved to use the media. Therefore, the development of teaching materials conducted by teachers should also consider the type of media selected. The implications of using media in learning in addition to facilitating teachers as well as development of teaching materials will be easier.

2.8 Thinking Framework

Teachers who have competencies have the following criteria: 1) mastering materials, structures, concepts, and scientific thinking patterns that support the subjects that diampu. Mastery of the material, structure, concepts and thinking patterns of science become one of the requirements to be able to carry out the learning effectively. Mastery of the domain of science is the most important thing that must be owned by all teachers, 2) Mastering the standard of competence and the basic competence of subjects or the education field which is taught. 3) develop the active learning subject matter. The main principle in mastering this competence is that the learning material that will be studied by the students become meaningful for them, so that not only known but also lived and practiced by students, 4) develop professionalism in a sustainable manner by doing reflective action. A professional teacher to be more advanced does not escape the element of self-reflection, because self-reflection can develop professionals on an ongoing basis, and 5) utilize information and communication technology to communicate and develop themselves. Utilization of information technology in professional competence is intended by the teachers to develop themselves or communicate with their friends or colleagues.

The development of teacher competence in designing and designing teaching materials is an integral part of learning. Development of teacher competence in designing teaching materials can be done by looking at the source of teaching materials. This is done to obtain clear information from the source under study. The tuft of teaching materials with the purpose and learning is the main thing that a competent teacher belongs.

In addition, the development of teacher competence in designing and designing teaching materials can also be done through methods developed in the learning. The method of learning is crucial to the direction in which the teaching materials will be developed. Based on the description, it is hoped that through the development of teacher competence in designing and designing teaching materials on the material mastery of the literary elements will be obtained the right teaching materials that can be used in improving the students' ability in mastering the literary elements, because teacher's

competence and teaching materials is a link which each part is interconnected with each other.

2.9 Relevan Study

Previous research conducted by some researchers relevant to this research is a study conducted by Roifatul Afifah (2010) entitled "Efforts to Develop Competence of Islamic Religious Education Teachers at State and Private Schools in Bandungan Sub-district of Magelang Regency in 2010". The results of this study concluded that the teachers of PAI in the State and Private Junior High Schools (SMP) in all districts Bandungan which are most already have competencies in accordance with Law no. 14 of 2005 article 10 paragraph 1 that the competence of teachers include the pedagogic competence, the personality competence, the social competence and professional competence. It is seen that they are ready in the planning of learning, able to analyze the character of student with re-medial program and enrichment, personality which become role model of student, able to socialize with all circles, both fellow teacher, student, guardian, and society environment, master material, knowledgeable, fair, highly educated and teach according to field of study and many other competences that implementation as teacher of Islamic Education. Then, teachers are at State and Private Junior High Schools (SMP) all districts of Bandungan to try to develop their competencies with the help of the school and their personal and family. For example, they are continuing their S2 at their own expense, some from scholarships, some from the principal's assignment letter, MGMP, seminars and so forth according to their profession as teachers of Islamic Education.

Research conducted by Budi Prasetyo (2013) entitled "Development of Junior Teacher Professional Competencies in South Semarang Sub-District Post-Certification". The results of this study conclude that the condition of professional competence of junior high school teachers pascasertifikasi se-district Semarang Selatan included in the category very high. It is seen as many as 44 respondents (89.80%) stated Self-Teacher Competence Junior High School in South Semarang sub-district Pascasertifikasi included in very high category. While the respondents are professional Competence included in the high category only 5 respondents or 10.20% Efforts to develop professional competence of teachers in done by actively participating in seminar activities, Teachers Consultative Subject (MGMP), Education and training (Diklat) teachers, as well can also actively participate in workshops. The constraints faced by teachers in developing professional competence can come from within and from outside the teacher. Constraints from within is a limited time that can be used to follow the activities of seminars, MGMP, and training. While external factors are constraints derived from schools where lack of funds for teacher development, limited opportunities and lack of school facilities and infrastructure.

3. Conclusions

From the previous writings, the writer can give the conclusions, namely:

a. The teachers must have competence in teaching-learning process. The teachers are as one of the factors that

determine the success of education must have the various needed competencies to support success in doing the tasks of educations.. The competence is a combination of knowledge, skills, values, and attitudes reflected in the habit of thinking and acting.

- b. The literary structure approach, namely: the literary work has a structure, which is a unified whole and systematic, every element in literature is interrelated and functional or interrelated, the overall value of literary works is formed on the value of its elements, and the elements in a literary work do not have their own meaning.
- c. The elements of literary works are *intrinsic element*; the things are related to the elements, such as themes, attitudes, tones, style of language (metaphor, symbolic, personification), formula of allegation (alliteration, asonance, desonanation) and intent / message (mandate) conveyed, *extrinsic element*; the extrinsic elements are all external factors underlying the creation of literary works. It is a subjective of authors who can be social conditions, motivations, tendencies that encourage and mempegaruhi authorship. Extrinsic factors may include; 1) traditions and values, 2) the structure of social life, 3) beliefs and worldviews, 4) political atmosphere, 5) the environment, 6) religion, and so on, *meaning element*; The values start from the lowest level to the highest level. In sequence *niveau* are: a) anorganic niveau, b) vegetative niveau, 3) animal niveau, 4) human niveau, 5) metaphysic/transcendental niveau, and the last is *Sounds Layer Elements*; This element is more found in works of lyric poetry or prose rich in alliteration allocation, and poetry. The sounds element is important because the nuances of certain sounds can be connected to a certain atmosphere. This, for example, can be felt in the mantras poems, the poetry that places the sound structure is as the power of meaning, so sound is the dominant thing.
- d. The teaching materials are all materials (both information, tools, and texts) arranged systematically, which displays the complete figure of competence to be mastered learners and used in the learning process with the purpose of planning and review the learning implementation. Furthermore, teaching materials are all materials which are arranged a systematic set used to assist teachers/instructors in carrying out learning activities and enabling students to learn.

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