

Original Research Article

STUDENTS' PERCEPTIONS OF LEARNING FANTASY STORIES: Case Study in the *Merdeka* Curriculum

ABSTRACT

This research aims to describe students' perceptions of learning fantasy stories in the *Merdeka* curriculum. This research was conducted using a qualitative approach with a case study type. The data for this research are the results of questionnaires, observations, and student interviews. The source of this research is class VII students in one of the cities of Jambi. The quality or validity of the data is guaranteed through triangulation techniques, in this case, source triangulation. Data analysis was carried out using descriptive analysis techniques. The research results show that students have no interest in studying fantasy stories in the Indonesian language package for the *Merdeka* Curriculum Learning. Furthermore, students want contextual learning based on Jambi regional folklore. This research is used as evaluation material to strengthen evidence of the need to develop Indonesian language teaching materials in the *Merdeka* curriculum.

Keywords: perception, fantasy stories, culture-based learning, *Merdeka* curriculum

INTRODUCTION

One of the important elements of learning Indonesian in the 2013 Curriculum is understanding texts. Thus, in the 2013 curriculum, the presentation of texts in Indonesian language learning at the junior high school level is massive, so Indonesian language learning in the 2013 curriculum is text-based. Text-based learning is an effective formula for supporting learning with a scientific approach (Sofia Agustina, 2017) and increasing students' communication competence (Rustipa et al., 2021). Text-based learning is also intended to improve understanding of narrative texts (Iftanti, 2017). In text-based learning, students learn to understand various kinds of texts and demonstrate the content, structure, and language of these texts.

The urgency of text-based learning in the 2013 curriculum is maintained in the *Merdeka* curriculum. Experts, including Saragih (2019) and Trinaldi, explain text-based learning in the *Merdeka* Curriculum. Afriani et al. (2022) stated that in the *Merdeka* curriculum, text-based learning is still used. The *Merdeka* curriculum is a form of development of the 2013 curriculum and the emergency curriculum implemented during the COVID-19 pandemic.

Curriculum changes in Indonesia continue to be made. Curriculum changes in Indonesia, apart from being intended to keep up with developments in science and technology, are also intended to evaluate the previous curriculum. This matter was also explained by Sumarsih et al. (2022), who stated that there had been changes to the curriculum in Indonesia carried out to improve and evaluate the previous curriculum. Currently, the *Merdeka* Curriculum is being implemented in Indonesia, which prioritizes character education. The *Merdeka* Curriculum adapts meaningful

learning by creating small learning groups with the same understanding, or differentiated learning, with its technical implementation in project-based learning.

Evaluation of curriculum changes must be balanced with the situation and conditions of the students. According to Zamili (2020), curriculum development anticipates changes in the situation and norms among students. Character education is a way to anticipate these problems by implementing the Pancasila student profile. Sanni et al. (2022) stated that character education is an effort to apply religious, moral, and ethical values to children through science assisted by parents, teachers, and the community. Differentiated learning in the independent curriculum is carried out to group students according to how they learn and their ability to understand the subject matter and content used. According to Faiz et al. (2022), differentiated learning is learning that creates diverse classes to provide opportunities for students to create content, ideas, and results that suit each student's abilities. Kashdan et al. (2018) and Sari et al. (2023) also stated that learning is differentiated to meet the needs of diverse students.

One of the content in Indonesian language learning at the Junior High School level is fantasy story texts. This text is taught to class VII students. According to Novita & Nursaid (2022), a fantasy story text is a fictional story that tells an incident or incident that happened to a character and has the characteristics of fantasy (imagination). Stewig (1980) and Alsharab (2019) view that fantasy stories have six special characteristics, namely (1) logic and consistency, (2) language, (3) characters, (4) setting, (5) resolution, and (6) complexity.

Three important pieces of information were obtained based on the results of observations made by researchers at several educational institutions in Jambi province. First, students need help understanding the fantasy story text material contained in the textbook. Second, the implementation of the independent curriculum has yet to have a significant effect on the learning process of fantasy story texts. Third, the principles of differentiated learning need to be implemented according to expectations.

Problems that arise in this learning activity require solutions. Teachers use solutions to solve problems that occur to students during learning activities. Therefore, evaluation is needed in learning activities. This activity requires cooperation between teachers and students because teachers and students are involved in classroom learning activities. The important role of teachers in the learning process was conveyed by Makovec (2018), Erlia (2021), Trinaldi, Harjono, et al. (2022) that teachers have an important role in implementing learning in the classroom. Students also do not escape attention because, based on the reasons for changing the curriculum itself, the situation and conditions of students influence the occurrence of a modification. This situation is also explained in research by Magdalena et al. (2020), which states that students are one of the benchmarks in evaluating learning activities.

The following are some relevant research related to the topic or explanation above. First, Khairunnisa (2020) entitled Problems of Learning to Write Narrative Texts in Junior High Schools. This research shows that the problems students face when learning fantasy texts are caused by teachers who do not pay more attention. Students also fear learning to write and prefer to avoid reading, so they have minimal vocabulary. Second, Ginting (2020) entitled Application of Image-Based Learning Models to Improve the Ability to Write Fantasy Stories. The results of this research show that pictorial media can improve the ability to write fantasy stories; in cycle I, it has an average score of 72.46, and in cycle II, with pictorial media, it shows an increase in writing skills with an average of 81.76. Third, Sukiman et al. (2019) entitled Using Stories about the Bengawan Solo River as Material for Writing Fantasy Stories Containing Characters for Middle School Students. The research results show that regional folklore can generate ideas for writing fantasy stories.

Based on several relevant studies, the researchers focused on students' perceptions of learning fantasy texts. Student perceptions are evaluated in Indonesian language learning activities on fantasy text material. This perception can also be used to develop Indonesian language teaching materials for fantasy texts.

METHODOLOGY

This research uses a qualitative approach with a case study type of research. Researchers will describe the findings found in the research. According to Creswell & Creswell (2018), qualitative research will display data in descriptive form. Case studies are used in this research to reveal the

problems that occur to students during fantasy story learning activities. The validity used in this research is data triangulation. The data for this research are the results of questionnaires, observations, and student interviews.

In contrast, the data sources for this research are students at junior high schools in the city of Jambi. To analyze the data, researchers used the theory from Miles Huberman (2014) with the following stages. First, researchers will collect data using questionnaires, observations, and interviews regarding student perceptions of fantasy text learning activities. Second, researchers will reduce the data needed in this research. Third, the researcher displays the research data and concludes the research results, which have been verified for validity.

RESULTS AND DISCUSSION

This research was conducted at one of the junior high schools in Jambi City, which has implemented *Merdeka* curriculum. The following is the data obtained by researchers when distributing questionnaires to 32 students. Results related to students' perceptions of learning fantasy stories showed that there were no students who were very interested in studying fantasy story material, as many as three students were interested in studying fantasy story material, as many as six students were quite interested in studying fantasy story material, as many as 15 students were not interested in studying fantasy story material, as many as eight students are not very interested in studying fantasy stories. The research data is displayed in the Table 1:

Table 1. Frequency and Percentage of Student Perceptions

Student Perceptions Category	F	Percentage
very interested	0	0
interested	3	9,3
quite interested	6	18,75
not interested	15	46,88
very disinterested	8	25
	3	10
Total	32	100

Based on the results of observations made by researchers, each student's choice regarding interest in studying persuasive text material has different learning characteristics. This data was obtained when Indonesian language lessons were in progress. The following is an explanation shown in the following diagram:

Table 2. Student Learning Characteristics

No	Student Perception Categories	Student Learning Characteristics		
		Independent	Play While Learning	Contextual
Interesting				
1	Student A1	✓		
2	Student A2		✓	
3	Student A3	✓		
Quite Interesting				
4	Student B1		✓	
5	Student B2		✓	
6	Student B3	✓		
7	Student B4		✓	
8	Student B5			✓
9	Student B6	✓		
Not Interesting				
10	Student C1		✓	
11	Student C2		✓	

No	Student Perception Categories	Student Learning Characteristics		
		Independent	Play While Learning	Contextual
12	Student C3		✓	
13	Student C4		✓	
14	Student C5	✓		
15	Student C6			✓
16	Student C7			✓
17	Student C8			✓
18	Student C9			✓
19	Student C10		✓	
20	Student C11			✓
21	Student C12			✓
22	Student C13			✓
23	Student C14			✓
24	Student C15			✓
	very disinterested			
25	Student D1			✓
26	Student D2			✓
27	Student D3		✓	
28	Student D4		✓	
29	Student D5			✓
30	Student D6			✓
31	Student D7			✓
32	Student D8			✓

The table 2 above shows that five students have the characteristics of learning independently, 11 students have the characteristics of learning while playing, and 16 students learn contextually. The following is the explanation: in the interesting category, students have two students in the independent learning category and one in the learning while playing category. Furthermore, in the quite interesting category, two students have independent learning characteristics, three have learned while playing characteristics, and one has contextual learning characteristics. In the next category, namely not interesting, one student has the characteristic of independent learning, five students have the characteristic of learning while playing, and nine students have the characteristic of learning contextually. In the very disinterested category, as many as two students have the characteristics of learning while playing, and as many as six students have the characteristics of learning contextually.

The research results based on these two data show that students are not interested in learning fantasy story texts in Indonesian language textbooks. Researchers asked whether the fantasy text material in Indonesian textbooks was interesting, along with responses from students.

Table 3. Student Perception category

Question	Student Perception category	Student Answer Sample
Is the fantasy text material in Indonesian textbooks interesting? Give reasons!	Interested	<i>"If we study fantasy text material, we just like it. We like the story in the textbook, it's like a fantasy. This is the first time we've read this story."</i>
	Quite Interested	<i>"If we like it, we can study this fantasy text. Moreover, sometimes playing while learning is like that, it's fun. But we were a little confused when we got into the material. Moreover, the example of the story is difficult, isn't it?"</i>

Question	Student Perception category	Student Answer Sample
	Not Interested	<i>"We don't like it, Mom. We don't like reading the material. It's difficult, Mom, it's also difficult to give an example, it's nice when you give an example."</i>
	Very Disinterested	<i>"It's not interesting, the story examples are strange too. We don't understand, bro. We don't understand the story ma'am. Try telling us a story that we know, we'll understand."</i>

The results of the interviews showed mixed results. Students in the interesting category received material and examples of fantasy stories for the first time in the textbook, but students could still understand them. In the quite interesting category, students have difficulty understanding the material and examples of fantasy stories, but the students can solve the problems. In the uninteresting category, students have difficulty with the material and examples taught; students prefer the examples given, namely the Putri Tangguk and Muaro Jambi Temple story. In the uninteresting category, students need help understanding the material and examples of fantasy text stories in the Indonesian language package book, Merdeka Belajar Curriculum. Students ask the teacher to provide examples of stories that are relevant to students' lives.

Discussion

Students need help learning fantasy stories. Research data shows that more than half of students are not interested in studying fantasy stories. The data indicates that there are problems in learning fantasy stories. The total number of data sources is 32 students. If we look at the research data, it shows that no students are very interested in studying fantasy stories. However, it is different from the other way around. Fifteen students were not interested in studying fantasy texts, and eight students were not very interested in studying fantasy texts. This matter is also found in research from Narsa (2021). Researchers found students' problems in writing fantasy stories, and the assessment results showed low scores, so students needed a problem-based learning model to solve these problems. According to the research findings, students need more characteristics of learning activities that make students happy and contextual learning characteristics.

In learning activities, teachers must pay attention to student characteristics. This matter is explained in research from Siddiqui Ahamed (2020) and Khairunnisa (2020), which explains that the teacher's role is very important in learning activities about fantasy story texts. Teachers have the task of encouraging students who have difficulty understanding fantasy stories. According to Kaur (2019), Kizi & Makhmudov (2020), and Naimah (2023), teachers have an important role if students have a problem. One of them is guiding, directing, and paying attention to students in learning activities in class (Araghieh et al., 2011; Keller, 2018; Zhang & Zhang, 2020). In the independent curriculum, learning is also considered; the independent learning curriculum shapes students according to their individual needs. Some students are categorized as capable, moderate, and less capable. This division of students is a form of differentiation. Students also share learning methods; examples include independent learning while playing and contextually learning with guidance. According to Nazerian et al. (2015), Fan et al. (2021), and Yani et al. (2023), diagnostic assessments are needed to discover each student's learning style, which will then be grouped according to their categories and characteristics.

The research results show that the most differentiated groups occur in the categories of uninterested and very disinterested groups who have difficulty learning fantasy texts. These students think that the material taught is beyond reasoning. These two study groups were unable to study independently. In the study group with the category of not interested in learning, creative ideas are needed in the form of playing while learning; however, students in this category need innovation and creativity in the form of learning activity content; this is proven by student interviews which state that "Dak suko kami buk." We do not like to read the material. It is difficult, for example, it is also difficult, it is nice when you give an example, be." in this answer, it appears that students

have difficulty understanding the material available in the Indonesian language package book for the Independent Learning Curriculum. According to Eldiana Kartikasari (2023), learning Indonesian requires something that can attract students' attention, including developing teaching materials. Development is done to maximize available teaching materials and adapt them to students' situations and conditions (Kim, 2012; Qiujin & Lejing, 2019; Brown & Raza, 2020). Even though students in this category are interested in playing while learning, developing teaching materials is still needed to maximize learning activities. Meanwhile, in the very disinterested category, students need contextual learning activities.

Contextual learning provides a real picture for students (Lotulung et al., 2018). The research results show that students need contextual learning activities. According to Surdin (2018) and Muharam et al. (2023), contextual learning provides valuable experiences for students. Contextual learning connects the material taught to students' real-life situations. In line with this view, Zakiah et al. (2019), Murtini et al. (2022), and Humana Rahmat (2022) state that contextual learning provides real experiences for students. Therefore, teachers must evaluate ongoing learning activities by considering students' perceptions.

The research results show the need for material that can be understood by looking at the student's world. Based on the interview results, students are more interested in folklore as an example of fantasy story texts. Using Jambi regional folklore as an example of a fantasy story can provide an image of maintaining regional culture by integrating it into learning activities. According to Zipes (2009) and Triana et al. (2023), including culture in learning activities instills cultural values in the students' environment. Students are more interested in studying folk tales than fantasy stories outside of the student's culture. Apart from that, it also creates cultural awareness.

Folk tales packaged in learning activities have several advantages, as Merdiyatna (2023) and Hastuti (2019) explain. First, folklore is important in forming character education in students because it is close to students. Second, folklore can improve the ability to provide ideas so that students' writing skills improve using examples of folklore as a learning resource. Third, folklore is very useful for students in improving their ability to learn fantasy stories.

CONCLUSION

Fantasy story text material in the independent learning curriculum still encounters obstacles, such as teaching materials outside students' wishes. In learning activities, students prefer independent learning activities while playing, but still contextual. Contextual learning can be created by integrating culturally based stories such as folk tales as teaching material for fantasy story texts in Indonesian language books in the independent learning curriculum. This research will likely be used to evaluate learning activities by developing teaching materials for fantasy story texts based on local culture.

REFERENCES

- Alsharab, O. F. (2019). The Most Popular Fantasy Novel in the Beginning of Twenty-First Century 'Harry Potter.' *International Journal of English Literature and Social Sciences*, 4(4), pp. 1061–1064. <https://doi.org/10.22161/ijels.4421>
- Araghieh, A., Farahani, N. B., Ardakani, F. B., & Zadeh, G. N. (2011). The role of teachers in the development of learning opportunities. *Procedia - Social and Behavioral Sciences*, 29(79), pp. 310–317. <https://doi.org/10.1016/j.sbspro.2011.11.244>
- Brown, R. D., & Raza, K. (2020). Materials Development in EALP Legal Writing Courses. *Language Teaching Research Quarterly*, 15(1), pp. 33–49. <https://doi.org/10.32038/ltrq.2020.15.03>
- Creswell, J. W., & Creswell, J. D. (2018). Research Design Qualitative, Quantitative, and Mixed Methods Approaches. In H. Salmon, C. Neve, M. O'Heffernan, Felts, & A. Marks (Eds.), *Journal of Chemical Information and Modeling* (6th ed., Vol. 53, Issue 9). SAGE Publications, Inc.
- Eldiana, S., & Kartikasari (2023). Development of Digital Teaching Materials for Class X Folklore Texts Themed on Historical Events of the Home Region. *BIP: Prima Indonesian Journal*, 5(1), pp. 63–72.
- Erlia, W. (2021). Roles of the teacher to increase the learning quality of students. *ETUDE: Journal of Educational Research*, 1(3), pp. 77–86. <https://doi.org/10.56724/etude.v1i3.35>

- Faiz, A., Pratama, A., & Kurniawaty, I. (2022). Differentiated Learning in the Mobilizing Teacher Program in Module 2.1. *Basicedu Journal*, 6(2), pp. 2846–2853. <https://doi.org/10.31004/basicedu.v6i2.2504>
- Fan, T., Song, J., & Guan, Z. (2021). Integrating diagnostic assessment into curriculum: a theoretical framework and teaching practices. *Language Testing in Asia*, 11(1). <https://doi.org/10.1186/s40468-020-00117-y>
- Ginting, E. S. (2020). Application of the Project Based Learning Model (Project Based Learning) Assisted by Image Media to Improve the Ability to Write Fantasy Stories. *Journal of Educational Action Research*, 4(2). <https://doi.org/10.23887/jea.v4i2.12334>
- Hastuti, S. (2019). Writing Stories Based on Folklore in Creative Writing Courses for Indonesian Language Education Students in... V National Conference on Language and Literature, pp. 251–254.
- Humana, P., & Rahmat, R. (2022). Contextual Teaching Learning in the Development of a Student's Environmental Care Attitude During the Covid-19 Pandemic. *Proceedings of the Annual Civic Education Conference (ACEC 2021)*, 636(Acec, 2021), 278–282. <https://doi.org/10.2991/assehr.k.220108.051>
- Iftanti, E. (2017). Text-Based Learning (Tbl) To Activate Adult EFL Learners in Learning English: a Narrative Inquiry. *Jurnal Bahasa Lingua Scientia*, 9(1), pp. 121–142. <https://doi.org/10.21274/lj.2017.9.1.119-139>
- Kashdan, T. B., Disabato, D. J., Goodman, F. R., & Naughton, C. (2018). The five dimensions of curiosity. *Harvard Business Review*, 2018(September-October), pp. 1–15.
- Kaur, S. (2019). Role of a Teacher in Student Learning Process. *International Journal of Business and Management Invention (IJBMI) ISSN*, 8(12), pp. 41–45. www.ijbmi.org41%7C
- Keiler, L. S. (2018). Teachers' roles and identities in student-centered classrooms. *International Journal of STEM Education*, 5(1). <https://doi.org/10.1186/s40594-018-0131-6>
- Khairunnisa, F. (2020). Problems of Learning to Write Narrative Texts in Junior High Schools. *Indonesian Language and Literature Seminar*, 2(1), pp. 145–151.
- Kim, J. (2012). Needs Analysis and Development of Teaching Materials for Elementary English Underachievers. *English Teaching*, 67(3), pp. 365–394. <https://doi.org/10.15858/engtea.67.3.201209.365>
- Kizi, D. B. O., & Makhmudov Kudratbek Shavkat ugli. (2020). Roles of teachers in education of the 21st century. *Science and Education*, 1(3), pp. 554–557.
- Lotulung, C. F., Ibrahim, N., & Tumurang, H. (2018). Effectiveness of Learning Method Contextual Teaching Learning (CTL) for Increasing Learning Outcomes of Entrepreneurship Education. *Turkish Online Journal of Educational Technology - TOJET*, 17(3), pp. 37–46.
- Magdalena, I., Mayanti, H. M., Putri, R. S., & Tangerang, U. M. (2020). Evaluation of student learning in elementary schools. *Bintang: Journal of Education and Science*, 2(3), pp. 269–277.
- Makovec, D. (2018). The teacher's role and professional development. *International Journal of Cognitive Research in Science, Engineering and Education*, 6(2), pp. 33–45. <https://doi.org/10.5937/ijcrsee1802033M>
- Merdiyatna, Y. Y. (2023). Contribution of Cultural Values of Ciamis Regency Folklore to Character Education. *Judika (Unsika Education Journal)*, 11(1), pp. 15–31. <https://doi.org/10.35706/judika.v11i1.8535>
- Miles, B. M., & Huberman, M. A. (2014). An analytic approach for discovery. In *CEUR Workshop Proceedings*, Vol. 1304, pp. 89–92.
- Muharam, A., Mustikaati, W., Wulandari, A., Nurbaiti, N., & Prabowo, S. A. (2023). Implementation of Contextual and Constructivist Learning Approaches in Class VI SDIT Scholar. *Journal on Education*, 5(2), pp. 1820–1825. <https://doi.org/10.31004/joe.v5i2.822>
- Murtini, S., Sumarmi, Hari Utomo, D., & Komang Astina, I. (2022). The Effectiveness of the Contextual Teaching-Learning Approach in Improving Ecotourism Understanding. *Hong Kong Journal of Social Sciences*, 59(Spring/Summer), pp. 65–71.
- Naimah, N. (2023). The Role of Teachers as Counselors in Overcoming Student Learning Problems at MAN 1 Banjarmasin. *PADARINGAN (Journal of Anthropological Sociology Education)*, 5(01), pp. 12–27.
- Narsa, I. K. (2021). Improving Indonesian Language Learning Results in Fantasy Story Text Writing

- Material Through the Application of the Problem Based Learning Model. *Journal of Educational Action Research*, 5(2), pp. 165–170. <https://doi.org/10.23887/jear.v5i2.33269>
- Nazerian, P., Gigli, C., Pavellini, A., Ermini, F., Pepe, G., Vanni, S., & Grifoni, S. (2015). Diagnostic performance of focused cardiac ultrasound performed by emergency physicians to assess ascending aorta dilatation and aneurysm. *Critical Ultrasound Journal*, 7(S1), 7902. <https://doi.org/10.1186/2036-7902-7-s1-a12>
- Novita, E., & Nursaid, N. (2022). Structure, Elements and Text Types in Fantasy Story Texts Created by Students. *JESS (Journal of Education on Social Science)*, 5(2), 207. <https://doi.org/10.24036/jess.v5i2.382>
- Qiujin, L., & Lejing, L. (2019). Research on the Development of Teaching Material Resources in the Times of Media. *Journal of Social Sciences Studies*, 3, pp. 514–517. <https://doi.org/10.35532/jsss.v3.114>
- Rustipa, K., Yulistiyanti, Y., & Mulatsih, S. (2021). Text-Based Language Teaching in the New-Normal Era to Achieve Communicative Competence: Challenges for EFL Teachers. *Script Journal: Journal of Linguistics and English Teaching*, 6(2), 92–109. <https://doi.org/10.24903/sj.v6i2.763>
- Sanni, A., Waruwu, M., Rati, N., Buulolo, D., Laia, F., Zalukhu, T. B., Bety, C. F., Studi, P., Pancasila, P., Citizenship, D., Teacher Training, F., & Education, I. (2022). The Importance of Children's Character Education in the Digital Age. *Journal of Citizenship*, 6(2), pp. 2587–2595. <https://journal.upy.ac.id/index.php/pkn/article/view/3057>
- Saragih, A. (2019). Text-Based Language Learning in the 2013 Curriculum. *Medan Makna*, 14(2), pp. 197–2014.
- Sari, N., Alfiandra, A., & Erlande, R. (2023). Application of Differentiated Learning Given Content and Process Aspects to Grade 7 Middle School Students. *JETISH: Journal of Education Technology Information Social Sciences and Health*, 2(2), pp. 795–801. <https://doi.org/10.57235/jetish.v2i2.897>
- Siddiqui, S., & Ahamed, M. M. (2020). Teachers' Roles Beyond and Within the Context: An Ever-Changing Concept. *Arab World English Journal*, 11(1), 282–296. <https://doi.org/10.24093/awej/vol11no1.21>
- Sofia Agustina, E. (2017). Text-Based Indonesian Language Learning: Representation of the 2013 Curriculum. *Literacy Journal of Language and Literature*, 18(1), pp. 84–99. <http://jurnal.fkip.unila.ac.id/index.php/aksara>
- Stewig, J. W. (1980). *Children and Literature*. Rand MC Nally College Publishing Company.
- Sukiman, Khofshoh, Z, A., & Halim, M, L, A. (2019). Utilization of stories about the Bengawan Solo River as material for writing fantasy stories containing characters for junior high school students. *Journal of Indonesian Language and Literature Education*, 4(1), pp. 119–125.
- Sumarsih, I., Marliyani, T., Hadiyansah, Y., Hernawan, A. H., & Prihantini, P. (2022). Analysis of the Implementation of the Independent Curriculum in Elementary School Driving Schools. *Basicedu Journal*, 6(5), 8248–8258. <https://doi.org/10.31004/basicedu.v6i5.3216>
- Surdin. (2018). The Effect of Contextual Teaching and Learning (CTL) Models on learning outcomes of Social Sciences of the material forming the face of the earth in Class VII of Junior High School. *International Journal of Education and Research*, 6(3), 57–64. <http://ijern.com/March-2018.php>
- Triana, H., Maksum, A., & Nurhasanah, N. (2023). The Role of Social Sciences Learning in Shaping Student Character in Elementary Schools. *Mandala Education Scientific Journal*, 9(1), 1670–1673. <https://doi.org/10.58258/jime.v9i1.4518>
- Trinaldi, A., Afriani, M., Budiyo, H., Rustam, R., & Priyanto, P. (2022). Teachers' Perceptions of the PjBL Model in the Adit Prototype Curriculum. *Basicedu Journal*, 6(4), pp. 7408–7417.
- Trinaldi, A., Harjono, H. S., & Rustam, R. (2022). The Form of Teacher Politeness as a Form of Integrating Character Education in Schools: A Pragmatic Review. *Basicedu Journal*, 6(6), pp. 9474–9482.
- Yani, D., Muhanal, S., & Mashfufah, A. (2023). Implementation of Diagnostic Assessment to Determine Student Learning Style Profiles in Differentiated Learning in Elementary Schools. *Journal of Educational Innovation and Technology JURINOTEP*, 1(3), pp. 241–360.

- Zakiah, N. E., Sunaryo, Y., & Amam, A. (2019). Implementation of a Contextual Approach in the Problem Based Learning Model Based on Polya's Steps. *Theorem: Mathematical Theory And Research*, 4(2), 111. <https://doi.org/10.25157/teorema.v4i2.2706>
- Zamili, U. (2020). The Role of Teachers in Curriculum Development in Schools. *Pioneer Journal*, 6, pp. 311–318.
- Zhang, L. J., & Zhang, D. (2020). Dialogic discussion as a platform for constructing knowledge: student-teachers interaction patterns and strategies in learning to teach English. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1). <https://doi.org/10.1186/s40862-020-00101-2>
- Zipes, J. (2009). Why fantasy matters too much. *Journal of Aesthetic Education*, 43(2), 77–91. <https://doi.org/10.1353/jae.0.0039>

UNDER PEER REVIEW