

# Developing a Fantasy Text Module for Indonesian Secondary Schools: A Research and Development Study

Dandy Arison Saputra<sup>1</sup>, Robi Irawan<sup>2</sup>, Riko Pirmansyah<sup>3</sup>

<sup>1</sup> Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Bengkulu, Indonesia

<sup>2</sup> Universitas Islam Negeri Raden Intan Lampung, Lampung, Indonesia

<sup>3</sup> Institut Teknologi Bisnis dan Bahasa Dian Cipta Cendikia, Lampung, Indonesia

## ABSTRACT

The study aims to develop and validate a fantasy text module for Indonesian language instruction in junior secondary schools. Employing a research and development (R&D) design adapted from Borg and Gall, the study involved two Indonesian language teachers at SMP Negeri 12 Bengkulu and three expert validators in content, language, and media. Data were collected through teacher needs questionnaires, expert judgment sheets, and iterative prototype revisions, then analyzed using descriptive statistics. The results indicate that teacher needs assessments scored 92% and 72%, confirming the demand for supplementary materials, while expert validation scores ranged from 70% to 87%, with an overall feasibility rating of 77.3% in the “good” category. Revisions focused on improving conceptual mapping, evaluation tasks, linguistic accuracy, and graphic design to enhance clarity and usability. These findings demonstrate that the developed module is pedagogically sound and practically applicable, effectively supporting students’ ability to write fantasy texts in alignment with the 2013 curriculum. The study concludes that fantasy text modules not only enrich literacy instruction but also foster imagination and moral values, offering a creative and contextually responsive resource for Indonesian language education in junior secondary schools.

## ARTICLE HISTORY

Received : 9 September 2023

Revised : 20 November 2023

Accepted : 3 December 2023

## KEYWORDS

Fantasy text; module development; Indonesian language learning; junior secondary school; research and development

## PUBLISHER'S NOTE

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike (CC BY 4.0) license



## CORRESPONDING AUTHOR

Dandy Arison Saputra, Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Bengkulu, Indonesia. Email: [dandyarison2000@gmail.com](mailto:dandyarison2000@gmail.com)

## Introduction

The teaching of writing in Indonesian secondary schools has long been recognized as a cornerstone of literacy development, yet certain genres remain underdeveloped and often marginalized in practice. One such genre is fantasy text (*teks fantasi*), a narrative form that demands imagination, creativity, and linguistic sophistication. Although fantasy stories are formally included in the Indonesian *Kurikulum 2013* for Grade VII, classroom instruction tends to prioritize expository and descriptive texts while giving limited attention to narrative forms that stimulate creativity and moral reasoning (Utami et al., 2018). This imbalance risks depriving students of meaningful opportunities to cultivate not only writing skills but also broader capacities for imagination, empathy, and cultural expression.

Literacy education in the twenty-first century increasingly emphasizes both functional and creative dimensions of language use. International frameworks such as UNESCO highlight the need for education to foster creativity, imagination, and problem-solving in order to prepare students for

rapidly changing social realities (UNESCO, 2021). Within this vision, narrative writing particularly fantasy can be seen as a crucial pedagogical tool. Fantasy texts allow learners to experiment with alternative realities, grapple with moral dilemmas, and explore cultural values in imaginative ways. In Indonesia, however, instructional materials for fantasy writing remain scarce, often limited to brief examples in textbooks or simplistic worksheets, thereby failing to engage students deeply or systematically (Sumiyadi, 2023).

At SMP Negeri 12 Bengkulu, preliminary observations confirmed these broader national patterns: teachers relied heavily on standard textbooks that provided minimal guidance on how to write fantasy stories. Both teachers and students expressed a need for supplementary materials that could offer clearer scaffolding, more engaging examples, and structured practice activities. Such findings resonate with Emelfa and Ramadhan (2024), who reported similar challenges in Sumatera Barat and responded by developing teaching materials for fantasy texts integrated with character and local wisdom. Their materials achieved high levels of validity, practicality, and effectiveness, reinforcing the feasibility of local R&D efforts in this domain.

Fantasy texts are not merely fictional diversions; they serve profound educational purposes. From a literary perspective, fantasy provides space for imagination that transcends everyday reality, allowing students to construct new worlds while reflecting critically on their own. Pedagogically, fantasy can stimulate motivation and engagement by appealing to students' innate curiosity and love for storytelling. Bai et al., (2022), demonstrated in a study of gamification that embedding fantasy elements in learning design significantly enhanced student motivation, engagement, and outcomes. This aligns with cognitive theories of narrative learning, which suggest that stories particularly imaginative ones support deeper comprehension and memory retention.

In the Indonesian context, fantasy stories also provide a culturally resonant medium for integrating moral and character education. The *Kurikulum 2013* emphasizes not only cognitive outcomes but also the development of affective and moral dimensions of learning. By inviting students to create imaginary scenarios involving ethical choices, fantasy writing can help internalize values such as cooperation, perseverance, and empathy. This dual role stimulating imagination and reinforcing values makes fantasy an especially relevant genre for junior secondary education.

Despite these recognized benefits, current teaching resources for fantasy texts remain inadequate. Utami (2018), found that instructional practices in Medan relied heavily on traditional textbooks, which lacked interactivity and contextual richness. Royani et al., (2021), attempted to address this by introducing a mind-mapping strategy, which helped students generate ideas and structure their stories more effectively. However, their intervention was methodological rather than material-based, highlighting the absence of dedicated modules that systematically integrate pedagogy, content, and media.

Moreover, existing modules or worksheets often overlook critical aspects such as linguistic accuracy, media design, and usability. While Emelfa and Ramadhan (2024), reported strong material validation for their local wisdom-integrated texts, linguistic and media components frequently require iterative refinement to ensure clarity and accessibility for students. This is consistent with findings from broader R&D studies in Indonesian language teaching, where expert validators often highlight the need for improvements in language quality and graphical presentation before instructional materials can be widely disseminated (Sumiyadi, 2023).

The emphasis on systematic module development aligns with global trends in educational design. Borg and Gall's R&D model, which informs this study, has been widely adopted internationally to guide iterative cycles of design, validation, and refinement (Aka, 2019). The model's adaptability makes it suitable for diverse contexts, from science and mathematics to language and literature. In the context of fantasy writing, the model ensures that materials are not only theoretically grounded but also empirically tested with input from both teachers and experts.

International research on narrative pedagogy further underscores the importance of integrating creativity into language learning. For instance, Wright (2020), argues that narrative imagination plays a central role in fostering critical thinking and identity formation in adolescents. Likewise, Bruner posits that narrative is a fundamental mode of thought, shaping how learners make sense of the world (Johnson & Golombek, 2011). These perspectives suggest that developing fantasy text modules is not simply about enhancing writing mechanics but about cultivating broader cognitive and cultural capacities.

National educational policy in Indonesia provides additional urgency to this effort. The *Kurikulum 2013* adopts a text-based approach, requiring students to engage with a variety of genres, including fantasy. Yet the implementation of this curriculum often encounters resource constraints, with teachers lacking access to diverse and engaging teaching materials (Royani et al., 2021). In this context, developing validated and user-friendly modules can directly support curriculum goals while alleviating teacher workload. Moreover, such modules can help bridge the gap between policy aspirations and classroom realities, ensuring that students receive the intended benefits of a genre-based curriculum.

Taken together, the literature reveals several gaps. First, while prior research has explored strategies for teaching fantasy texts, fewer studies have produced fully developed and validated modules tailored for Indonesian secondary schools. Second, most existing materials lack systematic validation across multiple dimensions (content, language, media), raising questions about their pedagogical soundness and usability. Third, there is a need for resources that align with both global insights on narrative learning and local curricular demands.

Addressing these gaps requires a structured R&D approach that incorporates teacher input, expert validation, and iterative refinement. By focusing specifically on fantasy texts for Grade VII students, the present study seeks to contribute both theoretically and practically to Indonesian language education. Theoretically, it extends global discussions on the role of imagination in learning by situating them within the Indonesian context. Practically, it produces a concrete, validated module that teachers can adopt to enhance their instruction and that students can use to develop their writing competence and creativity.

In light of the foregoing, the present study aims to develop and validate a fantasy text teaching module for Indonesian secondary school students, assessing its feasibility in terms of content accuracy, linguistic clarity, media design, and overall pedagogical relevance. By grounding the module in teacher needs and expert validation, the study seeks to ensure that the final product is not only academically robust but also practically applicable in classroom settings.

## Methods

This study employed a research and development (R&D) approach adapted from Borg and Gall's model, which emphasizes iterative cycles of design, validation, and refinement to produce

pedagogically sound instructional materials (Astalini et al., 2019; Erlina et al., 2025). The research was conducted at SMP Negeri 12 Bengkulu, involving two Indonesian language teachers who provided needs assessment data and three expert validators specializing in content, language, and media who evaluated the prototype module. The R&D approach has been widely used in Indonesian education research for developing genre-based modules (Emelfa & Ramadhan, 2024a; Utami, 2018) and remains highly relevant in supporting curriculum innovation. Data were collected through teacher questionnaires, expert validation sheets, and documentation of revisions, ensuring both practical and theoretical rigor. The needs analysis identified teachers’ expectations and classroom challenges, which informed the initial design of the fantasy text module. Subsequent stages involved prototype development, expert validation, and iterative revision to improve accuracy, clarity, and usability. Quantitative data from questionnaires and validation instruments were analyzed descriptively using percentage scores to determine levels of validity and feasibility (Jacobsen & McKenney, 2024; Pribowo et al., 2024; Tinoca et al., 2022). While qualitative feedback guided targeted revisions in aspects such as conceptual mapping, linguistic accuracy, and graphic presentation (Dmoshinskaia et al., 2022). By combining teacher input, expert judgment, and statistical analysis, the methodology ensured that the developed module was systematically validated and contextually responsive to the learning environment of Indonesian junior secondary schools.

## Results and Discussion

### Results

This section presents the outcomes of the research and development process in four stages: (1) teachers’ needs analysis, (2) expert validation, (3) prototype revisions, and (4) overall feasibility evaluation. Both quantitative findings (percentages, mean scores) and qualitative feedback are reported to provide a comprehensive account of the module’s development.

#### 1. Teachers’ Needs Analysis

Needs analysis was conducted to identify teachers’ expectations and challenges in teaching fantasy texts. Two Indonesian language teachers at SMP Negeri 12 Bengkulu evaluated the necessity of supplementary materials using a structured questionnaire.

Table 1. Teachers’ Needs Analysis

Respondent	Score (%)	Category
Teacher 1	92%	Very good
Teacher 2	72%	Good

As shown in Table 1, Teacher 1 rated the necessity of developing a fantasy text module at 92% (very good), while Teacher 2 scored it at 72% (good). These results confirm a high demand for additional teaching resources beyond the standard textbook. The discrepancy between teachers reflects differences in teaching experience and classroom resources, but both emphasized the lack of structured guidance for students in composing fantasy stories.

#### 2. Expert Validation

Three expert validators assessed the prototype module across three domains: content/material accuracy, linguistic appropriateness, and media/graphic design. Validation used a five-point Likert scale converted into percentages.

**Table 2.** Expert Validation Results

Aspect	Validator Mean (%)	Category
Content	87%	Very good
Language	70%	Good
Media/Design	75%	Good
Average	77.30%	Good

The data indicate that the content dimension received the highest score (87%, very good), confirming the accuracy, relevance, and alignment of materials with the curriculum. The language aspect, however, scored lower at 70% (good), with experts noting several grammatical inconsistencies, ineffective sentences, and issues with punctuation. The media/graphic dimension was evaluated at 75% (good), suggesting the layout and typography required improvement for readability and aesthetic appeal. Overall, the module achieved an average validation score of 77.3%, placing it in the “good” category and thus feasible for use, pending revisions.

### 3. *Prototype Revisions*

Following expert recommendations, targeted revisions were undertaken to enhance the module’s quality.

**Table 3.** Summary of Revisions

Aspect	Revisions Implemented
Content	Improved conceptual mapping, reorganized structure, refined evaluation items.
Language	Corrected spelling and grammar, revised ineffective sentences, added varied examples.
Media	Changed font from <i>Times New Roman</i> to <i>Bookman Old Style</i> , adjusted page layout, improved illustrations.

Revisions emphasized both linguistic refinement and visual presentation. The shift in font style and redesign of graphical elements were aimed at improving student engagement and readability, aligning with international recommendations that visual clarity enhances learning outcomes (Mayer & Fiorella, 2021). Meanwhile, linguistic adjustments were crucial to ensure that the module provided not only imaginative prompts but also modeled correct and effective Indonesian usage. The integration of needs analysis, expert validation, and iterative revisions led to a final evaluation of the module’s feasibility.

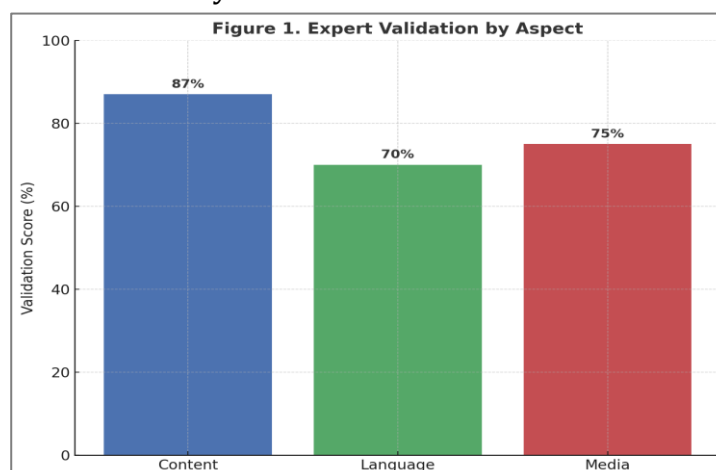


Figure 1. Expert Validation by Aspect

Figure 1 illustrates the expert validation scores across three aspects: content, language, and media, highlighting clear differences in the quality dimensions of the developed fantasy text module. The content dimension received the highest validation score at 87%, indicating strong curriculum alignment and relevance of material. In contrast, the language aspect scored the lowest at 70%, reflecting the need for refinement in grammar, clarity, and stylistic consistency. The media/graphic design dimension was evaluated at 75%, suggesting that improvements in layout and visual appeal were necessary to optimize usability. Overall, the figure demonstrates that while the module is conceptually robust, further linguistic and design refinements are critical to achieving balanced excellence across all components.

#### 4. Interpretation of Findings

The results of this study collectively reveal the strong necessity for developing supplementary instructional materials in the form of a fantasy text module for Indonesian junior secondary schools. The teachers' needs analysis underscored this urgency, with one respondent rating the need at 92% and another at 72%. Despite the slight variation in scores, both responses indicate that existing resources are inadequate to fully support the teaching of fantasy texts. This finding aligns with previous studies reporting that teachers frequently struggle to deliver engaging lessons when relying solely on limited textbook materials, thereby highlighting the strategic value of developing targeted modules for narrative genres.

Expert validation results further confirmed the feasibility of the developed module, although the distribution of scores revealed a nuanced picture. The content aspect achieved the highest validation score of 87%, suggesting that the material was judged accurate, curriculum-aligned, and pedagogically relevant. This is an important strength, as content validity ensures that the module provides students with conceptually sound and coherent guidance in writing fantasy texts. However, the relatively lower scores in language (70%) and media design (75%) pointed to specific areas that required further refinement, namely linguistic clarity and graphical usability. Such discrepancies are not unusual in early-stage R&D projects, where content development often receives greater emphasis than language editing and design features.

The revisions implemented after expert evaluation addressed these weaknesses in a systematic way. For the linguistic aspect, corrections were made to grammar, spelling, and ineffective sentence constructions, which are essential to ensure that the module not only teaches students how to write creatively but also models appropriate language use. For the media aspect, improvements such as changing the font from *Times New Roman* to *Bookman Old Style*, refining layouts, and enhancing illustrations were undertaken to increase readability and student engagement. These adjustments reflect the recognition that visual presentation plays a significant role in sustaining learners' interest and comprehension, consistent with Mayer's (2021) principles of multimedia learning.

Taken together, the findings suggest that the developed module achieved a balanced level of feasibility. While the content foundation was already strong, the iterative revisions ensured that linguistic accuracy and media quality were brought closer to acceptable standards. This cyclical process of validation and revision exemplifies the value of R&D methodology in educational material design, as it enables continuous improvement based on empirical feedback from experts and



practitioners. By doing so, the final product becomes more robust, reliable, and adaptable for classroom use.

From a pedagogical perspective, the validated module is highly relevant to the goals of the Indonesian 2013 curriculum, which emphasizes genre-based instruction and creative literacy development. By providing structured guidance in writing fantasy stories, the module not only addresses gaps in existing textbooks but also fosters students' imagination, narrative competence, and moral reasoning. These outcomes are consistent with both national policy objectives and international educational frameworks that advocate for literacy practices combining creativity with cognitive development.

Moreover, the study's findings carry broader implications for teacher practice and curriculum development. Teachers, often constrained by time and resources, can benefit from well-structured modules that reduce their preparation workload while enriching classroom instruction. At the same time, curriculum developers and policymakers may recognize the need to support further material development initiatives, particularly in underrepresented genres such as fantasy texts. Such initiatives could strengthen the alignment between curricular goals and actual classroom practices, ensuring that students acquire not only technical writing skills but also the imaginative capacities that underpin lifelong learning.

In summary, the interpretation of findings highlights the feasibility and relevance of the developed fantasy text module. While the project demonstrated strong performance in terms of content, and effectively addressed weaknesses in language and media through revisions, it also points to the importance of iterative refinement in achieving balanced quality across all aspects. Ultimately, the module stands as a feasible, practical, and pedagogically valuable resource that is expected to enhance students' capacity to compose fantasy texts in accordance with the objectives of the national curriculum.

## ***Discussion***

The results of this study revealed three major findings. First, the needs analysis confirmed that teachers strongly recognized the necessity of developing a fantasy text module, with both respondents rating the urgency between "good" and "very good." Second, expert validation placed the module in the "good" category (77.3% average), with content receiving the highest rating (87%), while language (70%) and media design (75%) scored lower, requiring iterative revisions. Third, the subsequent revisions addressed identified weaknesses by improving linguistic clarity and visual design, thereby enhancing the module's overall feasibility. These findings validate the effectiveness of the research and development (R&D) approach in producing instructional materials that are both contextually relevant and pedagogically sound.

The central finding that content quality was strong but language and design required refinement mirrors results from international R&D studies in educational materials. Mayer and Fiorella (2021) emphasized that effective instructional design must integrate accurate content with clarity in language and engaging media features to optimize learning outcomes. Similarly, Bai et al., (2022) found that incorporating fantasy contexts into gamified learning environments significantly enhanced student engagement, but noted that poor interface design could reduce usability and limit effectiveness. These parallels indicate that while the Indonesian fantasy text module succeeded in

delivering robust content, improvements in language and design are essential to maximize student motivation and comprehension.

The role of fantasy in learning also aligns with global pedagogical frameworks that highlight creativity as a driver of student engagement. Bamberg (2012) argued that fantasy narratives foster identity exploration and critical thinking in adolescent learners, while Bruner (1985) described narrative as a fundamental mode of thought that shapes how individuals make sense of reality. By enabling students to construct imaginative scenarios, fantasy text modules extend beyond linguistic competence to cultivate broader cognitive and socio-emotional skills. Thus, the present study contributes to international debates by providing empirical evidence from an Indonesian context where fantasy texts are underutilized despite their pedagogical value.

Nationally, the findings are consistent with earlier studies on fantasy text instruction. Utami (2018), reported that teaching fantasy texts in Medan was hindered by reliance on textbooks that lacked interactivity and contextual relevance. Similarly, Pribadi and Susilana (2021), demonstrated that mind-mapping techniques improved students' fantasy writing skills, though they noted that dedicated instructional modules were still lacking. The present study advances these efforts by producing and validating a structured module that directly responds to teacher needs and student learning challenges.

Moreover, Emelfa and Ramadhan (2024) developed fantasy writing materials integrated with local wisdom and character education in Sumatera Barat, with validation scores ranging from 64% to 90.3%. While their study emphasized cultural integration, the current research prioritized systematic validation and iterative revision of linguistic and media aspects. Together, these studies indicate that Indonesian classrooms increasingly recognize the pedagogical potential of fantasy texts, though approaches vary between cultural contextualization and methodological rigor.

The findings reinforce theoretical perspectives on literacy as both cognitive and creative practice. Vocabulary and linguistic mastery underpin writing ability, but creativity-oriented genres like fantasy also require scaffolding to help students organize ideas and develop coherent narratives. The weaker performance in the language aspect (70%) suggests that while content alignment with the curriculum was achieved, explicit attention to modeling correct grammar and effective sentence construction remains critical.

The iterative improvements also echo design-based learning theories, which stress continuous refinement through cycles of feedback and revision (McKenney & Reeves, 2019). By responding to expert feedback, the present study ensured that the final module balanced accuracy with usability. This process illustrates how R&D methodology not only produces a usable product but also contributes to theory-building in educational design by demonstrating the importance of balancing content, language, and media dimensions.

From a pedagogical standpoint, the validated module holds significant promise for improving Indonesian language education at the junior secondary level. First, it addresses the chronic shortage of teaching resources for fantasy texts, which teachers identified as a major gap. By providing structured activities, clear examples, and scaffolded guidance, the module supports students in composing fantasy stories more effectively than textbook-only instruction. Second, revisions in language and design enhance the module's accessibility, ensuring that it can be used not only as a cognitive tool but also as an engaging learning resource.



This resonates with UNESCO (2021) call for instructional materials that foster creativity and imagination as essential components of twenty-first-century skills. By promoting literacy practices that are imaginative and value-laden, the module also aligns with the moral and character education goals of the Indonesian *Kurikulum 2013*. Thus, the study demonstrates how locally developed resources can support both national curricular aims and global educational priorities.

The novelty of this study lies in its focus on systematically developing and validating a fantasy text module for Indonesian junior secondary schools. While previous research Emelfa and Ramadhan (2024) and Utami (2018) explored materials development or strategy implementation, the present study combined teacher needs assessment, expert validation, and iterative revision into a cohesive R&D process. This approach yielded not only a feasible instructional module but also empirical insights into the specific strengths (content) and weaknesses (language, media) of early-stage prototypes.

Furthermore, by situating the research within the Indonesian context, where fantasy texts are underemphasized despite curricular inclusion, the study contributes to the global literature by showing how creative genres can be operationalized in settings that traditionally prioritize expository or descriptive forms. The module therefore represents both a practical pedagogical tool and a theoretical case study of how creativity-oriented literacy instruction can be implemented in resource-constrained environments.

Despite its contributions, the study has several limitations. The validation process involved only three expert validators and two teachers, limiting the generalizability of the results. Broader trials across multiple schools and regions would strengthen external validity. Moreover, the study focused primarily on feasibility rather than effectiveness. Future research should investigate the module's impact on student learning outcomes particularly improvements in writing competence, creativity, and moral reasoning through classroom trials and experimental designs.

Additionally, while this study improved linguistic and media aspects based on expert feedback, future iterations could incorporate student perspectives on usability and engagement. Incorporating digital or interactive elements may further enhance the module's appeal, given the increasing shift toward technology-mediated learning in Indonesian schools.

In sum, this study affirms that developing a fantasy text module through R&D methodology is both feasible and pedagogically valuable. By addressing teacher-identified needs, validating through expert review, and revising based on systematic feedback, the module contributes to filling a critical gap in Indonesian language instruction. Comparisons with both international and national studies highlight its relevance within broader debates on creativity, literacy, and educational design. While further research is needed to test its effectiveness at scale, the module represents a significant step toward integrating imagination and creativity into the teaching of Indonesian language, in alignment with both the national curriculum and global educational imperatives.

## Conclusion

This study confirms that both teachers and students at SMP Negeri 12 Kota Bengkulu require supplementary instructional materials to support the teaching and learning of fantasy texts. The needs analysis revealed that teachers expressed strong demand for such resources, with scores of 92% and 72%, respectively, indicating the insufficiency of existing materials. Expert validation further demonstrated that the developed module achieved an overall average score of 77.3%,

categorized as “good,” signifying that it is valid and feasible for classroom use. These findings suggest that Indonesian language teachers should enrich their instruction with additional engaging and accessible references, while students are encouraged to deepen their understanding of fantasy texts and actively participate in the learning process. Overall, the validated fantasy text module represents a pedagogically valuable resource that can enhance literacy, creativity, and learner engagement, while aligning with the objectives of the 2013 curriculum.

## References

- Aka, K. A. (2019). Integration Borg & Gall (1983) and Lee & Owen (2004) models as an alternative model of design-based research of interactive multimedia in elementary school. *Journal of Physics: Conference Series*, 1318(1), 012022. <https://doi.org/10.1088/1742-6596/1318/1/012022>
- Astalini, A., Darmaji, D., Pathoni, H., Kurniawan, W., Jufrida, J., Kurniawan, D. A., & Perdan, R. (2019). Motivation and attitude of students on physics subject in the middle school in Indonesia. *International Education Studies*, 12(9), 15–24. <https://doi.org/10.5539/ies.v12n9p15>
- Bai, S., Hew, K. F., Gonda, D. E., Huang, B., & Liang, X. (2022). Incorporating fantasy into gamification promotes student learning and quality of online interaction. *International Journal of Educational Technology in Higher Education*, 19(1), 29. <https://doi.org/10.1186/s41239-022-00335-9>
- Bamberg, M. (Ed.). (2012). *Narrative development*. Routledge. <https://doi.org/10.4324/9780203053508>
- Bruner, J. (1985). Chapter VI: Narrative and paradigmatic modes of thought. *Teachers College Record*, 86(6), 97–115. <https://doi.org/10.1177/016146818508600606>
- Dmoshinskaia, N., Gijlers, H., & de Jong, T. (2022). Giving feedback on peers' concept maps as a learning experience: Does quality of reviewed concept maps matter? *Learning Environments Research*, 25(3), 823–840. <https://doi.org/10.1007/s10984-021-09389-4>
- Emelfa, E., & Ramadhan, S. (2024a). Development of teaching materials for writing fantasy story texts integrated with character and local wisdom. *Journal of Languages and Language Teaching*, 12(3), 1268. <https://doi.org/10.33394/jollt.v12i3.11262>
- Emelfa, & Ramadhan, S. (2024b). Development of teaching materials for writing fantasy story texts integrated with character and local wisdom. *Journal of Languages and Literature Teaching*. <https://ejournal3.undikma.ac.id/index.php/jollt/article/download/11262/6052>
- Erlina, E., Koderi, K., & Sufian, M. (2025). Designing a gender-responsive Qira'ah learning module: Bridging equality and inclusivity in Islamic higher education. *Jurnal Ilmiah Islam Futura*, 25(1), 239–262.
- Jacobsen, M., & McKenney, S. (2024). Educational design research: Grappling with methodological fit. *Educational Technology Research and Development*, 72(5), 2743–2762. <https://doi.org/10.1007/s11423-023-10282-5>
- Johnson, K. E., & Golombek, P. R. (2011). The transformative power of narrative in second language teacher education. *TESOL Quarterly*, 45(3), 486–509. <https://doi.org/10.5054/tq.2011.256797>
- Mayer, R. E., & Fiorella, L. (Eds.). (2021). *The Cambridge handbook of multimedia learning*. Cambridge University Press. <https://doi.org/10.1017/9781108894333>
- McKenney, S., & Reeves, T. (2019). *Conducting educational design research* (2nd ed.). Routledge. <https://doi.org/10.4324/9780203818183>
- Pribadi, B. A., & Susilana, R. (2021). The use of mind mapping approach to facilitate students' distance learning in writing modular based on printed learning materials. *European Journal of Educational Research*, 10(2), 907–917. <https://doi.org/10.12973/EU-JER.10.2.907>
- Royani, A., Fitriani, Y., & Marlina, M. (2021). Use of the mind mapping learning model to improve the ability of students writing fantasy story texts. *Journal of Education and Humanities Research*. [https://www.researchgate.net/publication/356351514\\_Use\\_of\\_the\\_mind\\_mapping\\_learning\\_model\\_to\\_improve\\_the\\_ability\\_of\\_students\\_writing\\_fantasy\\_story\\_text](https://www.researchgate.net/publication/356351514_Use_of_the_mind_mapping_learning_model_to_improve_the_ability_of_students_writing_fantasy_story_text)
- Sumiyadi. (2023a). Research expansion: Emphasizing fantasy story text in Indonesian language learning. *European Online Journal of Natural and Social Sciences*, 12(1), 108–120. <https://european-science.com/eojnss/article/view/6645>
- Sumiyadi, S. (2023b). Research expansion: Emphasizing fantasy story text in Indonesian language learning. *Journal of Language and Literature Education*.

<https://journals.indexcopernicus.com/api/file/viewByFileId/2050789>

- Tinoca, L., Piedade, J., Santos, S., Pedro, A., & Gomes, S. (2022). Design-based research in the educational field: A systematic literature review. *Education Sciences*, 12(6), 402. <https://doi.org/10.3390/educsci12060410>
- UNESCO. (2021a). *Global education monitoring report*. [https://unesdoc.unesco.org/ark:/48223/pf0000373721\\_ind](https://unesdoc.unesco.org/ark:/48223/pf0000373721_ind)
- UNESCO. (2021b). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000379707>
- Utami, E. F. (2018). Developing interactive teaching materials of fantasy story text in Curriculum 2013. *Atlantis Press*. <https://www.atlantis-press.com/article/55909208.pdf>
- Utami, E. F., Solin, M., & Saragi, D. (2018). Developing interactive teaching materials of fantasy story text with character education based for seventh grade students at MTs Miftahussalam Medan. In *Proceedings of the 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2018)*, 200 (pp. 751–754). <https://doi.org/10.2991/aisteel-18.2018.163>
- Wright, E. (2020). Nurturing identity formation in adolescence through narrative learning: A dialogue between the pedagogies of media literacy and religious education. *British Journal of Religious Education*, 42(1), 14–24. <https://doi.org/10.1080/01416200.2018.1484696>