



DEVELOPMENT OF FANTASY STORY WRITING TEXT LEARNING WITH EMAZE MEDIA FOR GRADE VII

Muhamad Hasni¹, Prof. Dr. Fathiaty Murtardo², M.Pd.,Dr. Reni Nur Eriyani, M.Pd.³

University of Jakarta

muhammadhasi1717@gmail.com, Fathiatym@gmail.com, reni_eryani@unj.ac.id

ABSTRACT

This study aims to develop Emaze-based interactive learning media in learning to write fantasy story texts for grade VII junior high school students. The research used the Research and Development (R&D) method with the ADDIE model which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. The limited trial subjects involved 25 seventh grade students in one of the private junior high schools in Central Jakarta. Emaze was chosen because it has advantages over conventional presentation media, such as PowerPoint, which can present material visually dynamically, interactively, and support 3D transitions that stimulate students' imagination. Data collection instruments included a needs questionnaire, expert validation sheet, and student response questionnaire. The learning outcomes showed an increase in students' ability to write fantasy stories. Before the use of media, only 28% of students were able to write stories with a complete structure after learning with Emaze, it increased to 76%. Teacher observation also noted an increase in students' participation and creativity in developing story ideas. Thus, Emaze media is declared feasible and effective to be used as an alternative interactive learning media in learning to write fantasy story text at junior high school level.

Keywords: *learning media, emaze, fantasy story text, writing*

INTRODUCTION

Indonesian language learning at the junior high school level (SMP) grade VII in the Merdeka Curriculum places literacy development as the main focus. The text-based learning approach is an important strategy to improve students' language skills comprehensively, which includes listening, speaking, reading, and writing skills. One type of text taught in this phase is fantasy story text. The selection of fantasy story text as teaching material is inseparable from the characteristics of students at this level, who are in a period of high cognitive and imaginative development.

Fantasy stories are narrative works that present imaginative worlds, characters with extraordinary powers, and events that are not found in real life. Through this text, students are invited to develop their imagination, build empathy for the characters, explore inner conflicts, and reflect on the values of life in an interesting narrative. Fantasy stories are not just entertainment, but also a means to convey social criticism, moral messages, and reflection on reality through a creative approach. This makes fantasy story texts very relevant to be used as a medium for character learning, critical literacy, and creative expression.

However, in reality, the implementation of learning to write fantasy story texts in grade VII still faces various challenges. The results of observations and interviews with Indonesian language teachers and students show that the learning process is still running conventionally, namely teacher-centered with the lecture method and the use of textbooks as the only learning resource. This learning model creates a monotonous classroom atmosphere, minimal interaction, and tends to limit students' creativity. As a result, many students feel uninterested in writing stories because they do not get enough stimulus to develop ideas, characters, and storylines.

This condition is reinforced by quantitative data obtained from distributing questionnaires to 25 seventh grade students in one junior high school in East Jakarta. From the results of the questionnaire, it is known that as many as 84% of students stated that the learning media used were less interesting because they did not include visual elements such as images or animations. As many as 72% of students claimed to be bored because learning took place in one direction, without any discussion, games, or other explorative activities. Meanwhile, 76% of students had difficulty understanding the structure and content of fantasy story texts, which was suspected due to the absence of visualization support, such as character illustrations, storyline maps, or contextual story examples.

The findings indicate an urgent need for the development of interactive, visual and contextual learning media. Such media is needed to help students imagine the fantasy world they are writing about, understand narrative structure more easily, and actively engage in a fun writing process. One of the media that has the potential to answer these needs is Emaze media.

Emaze is a cloud-based (online) presentation application that allows users to create and display learning materials in a dynamic and attractive visual form. With features such as thematic templates, animations, visual transitions, image insertion, audio, video, and hyperlinks, Emaze can present learning materials more vividly. In the context of fantasy story learning, this media can be used to introduce the concept of imaginative world, design characters, visualize conflicts, and build storylines interactively.

The use of Emaze is believed to increase active student engagement as it provides space for exploration and imagination. When students are exposed to visualizations of fantasy world settings, magical characters, or suspenseful animations of events, they will be encouraged to think creatively and develop their own stories. Not only that, through this media students can also understand the text structure of fantasy stories (orientation, complication, resolution, and coda) more concretely because it is displayed visually and structured.

Emaze media is also in line with the characteristics of Generation Z which is a digital native generation. Today's students grow and develop in an environment full of technology, visual applications and interactive content. Therefore, digital media-based learning approaches such as Emaze will be more easily accepted and interested by students. Besides increasing learning motivation, the use of digital media also encourages the development of 21st century skills, such as critical thinking, communicating, collaborating and creating.

Furthermore, the use of Emaze in learning fantasy story text also supports the principle of differentiated learning in the Merdeka Curriculum. This media can be accessed independently by students at their own pace of learning, allowing personalization of learning, and providing opportunities for students with visual, auditory, and kinesthetic learning styles

to gain learning experiences that suit their needs. Teachers can also act as facilitators who guide and direct students in expressing their ideas through meaningful story texts.

Based on this urgency, this research aims to develop Emaze-based fantasy story text learning media for grade VII junior high school students. The main objective of this development is to produce media that is suitable for use in learning, both in terms of content, visual design, and the effectiveness of its use in improving students' writing skills. This study also aims to determine students' responses to the developed media and analyze the extent to which the media is able to increase motivation and ability to write creatively and imaginatively.

In addition, this media development is expected to be a learning innovation that can be widely used by Indonesian language teachers as an alternative media in teaching narrative texts, especially fantasy stories. Through the integration of technology and visual approaches, teachers not only deliver material, but also create memorable and enjoyable learning experiences. Students are not only recipients of information, but also text creators, story world designers, and highly creative writers.

Thus, this research not only contributes to the development of learning media, but also strengthening the quality of Indonesian language learning in general. If the developed media proves to be effective and gets positive responses from students and teachers, then Emaze can be recommended as one of the alternative media that is worth implementing in various educational units in Indonesia, especially in Indonesian language subjects that focus on creative writing skills.

METHOD

This research is a research and development (R&D) that aims to produce Emaze-based digital learning media as a means to support the learning process of writing fantasy story texts for grade VII junior high school students. The development model used refers to the ADDIE model, which consists of five stages, namely analysis, design, development, implementation, and evaluation. The selection of this model is based on the consideration that the ADDIE model is able to provide systematic, logical, and measurable stages in the process of designing and developing learning media.

The first stage is analysis, which is carried out to explore information about the needs and problems in learning to write fantasy stories. At this stage, researchers observed learning activities in the classroom, conducted interviews with Indonesian language teachers, and distributed needs questionnaires to students. The data obtained shows that the learning that takes place is still one-way, less interesting, and has not utilized supporting visual media. This has an impact on students' low motivation in writing and their lack of understanding of the structure and elements of fantasy stories.

The next stage was design, where researchers began to design the media content and visual appearance that would be used in Emaze. This design includes the structure of the material, the selection of attractive presentation templates, the placement of interactive elements such as images, video triggers, quizzes, and writing activities. This media is designed to be able to explain the concept of fantasy stories in a way that is fun and easy for students to understand.

In the development stage, Emaze media is developed concretely based on the design that has been made. This process involves creating the entire learning content which includes

an introduction to fantasy stories, text structure, linguistic features, and story examples. After the development was completed, the media was validated by three experts, namely material experts, media experts, and learning experts. Each expert provides an assessment of the feasibility of the media through a questionnaire instrument that has been prepared, to measure the extent to which the media meets the quality criteria in terms of content, appearance, interactivity, and suitability for learning purposes.

The implementation stage was carried out in the form of a limited trial to seventh grade students in one of the private junior high schools in Central Jakarta. The media was used in learning activities for two meetings. During the implementation, researchers observed student engagement, collected data through response questionnaires, and documented the learning process.

The last stage is evaluation, which is conducted to analyze the feasibility and effectiveness of the media. Data from observations, interviews, and questionnaires were analyzed descriptively qualitatively by going through the process of data reduction, data presentation, and conclusion drawing. Meanwhile, quantitative data from validation results and student responses were analyzed using a Likert scale converted into percentage form. The assessed aspects include material content, visual appearance, interactivity, and media relevance to learning objectives. This comprehensive evaluation provides an overview of the strengths and weaknesses of the media as well as recommendations for further development.

RESULTS AND DISCUSSION

This research was conducted with the main objective to develop Emaze-based digital learning media used in the learning process of writing fantasy story texts for students of grade VII Junior High School. In its implementation, this research follows the stages of media development according to the ADDIE model, which consists of five important stages, namely analysis, design, development, implementation, and evaluation. Each stage is carried out systematically and thoroughly to produce learning media that suits student needs and is in line with the learning objectives in the Merdeka Curriculum.

The initial stage of analysis was conducted to explore students' needs for learning media that can help them understand and write fantasy story texts. The results of this stage show that most students have difficulty in putting their imagination into writing, especially in building storylines, describing characters, and designing convincing settings and conflicts. This difficulty is exacerbated by the limited learning media available at school, which are still conventional and less interactive. Therefore, the development of Emaze-based media is seen as a relevant solution to overcome these challenges.

The design stage focused on mapping the material needs, determining the content structure, and selecting visual and interactive elements to be used in the media. At this stage, the media designer determined that the content of the Emaze media would include an introduction to fantasy story text, an explanation of the text structure consisting of orientation, complication, and resolution, linguistic elements such as the use of imaginative words, descriptive sentences, and the typical language style of fantasy stories. In addition, the media also contains examples of fantasy stories, illustrations of characters and settings, imagination-launching videos, practice questions in the form of interactive quizzes, and story writing templates to make it easier for students to start their creative process.

Furthermore, the designed media was developed into a real product using the Emaze platform that allows simultaneous integration of text, images, animations and videos. This development is carried out by taking into account the principles of effective and attractive learning design for students. After the media has been developed, the implementation and evaluation stages are carried out through feasibility testing by experts and limited trials with grade VII students.

The validation process by experts is an important stage in assessing the extent to which the developed media is suitable for use in learning. This validation was conducted by three categories of experts, namely material experts, media experts, and learning experts. These three aspects were chosen because they represent fundamental elements in the development of good educational media, namely strong content, attractive and functional appearance, and compatibility with pedagogical principles.

The validation results from material experts showed a very high level of feasibility, with a percentage score of 95.4%. This assessment includes aspects of completeness of content, accuracy of information, suitability of material with basic competencies, and integration between explanations and learning objectives. The material expert assessed that the presentation of the elements of fantasy story text, such as narrative structure and linguistic elements, had been arranged systematically and used communicative language so that it was easily understood by students. The explanation of the orientation, complication, and resolution parts, as well as the use of typical language styles of fantasy texts, are presented clearly, coherently, and supported by illustrations that strengthen students' understanding of the material content.

Meanwhile, validation from media experts resulted in a score of 86.1%. This assessment focuses on the quality of visual appearance, consistency of design, ease of navigation, integration of color and text, and the use of supporting audio-visual elements. Media experts appreciated the utilization of animations, transitions between slides, and illustrations that not only beautify the appearance but also strengthen the delivery of learning messages. This media is considered successful in combining aesthetics and functionality in a complementary unity. However, there are some important notes in the form of suggestions that the selection of background colors in certain parts be readjusted to contrast with the text, so that readability becomes more optimal.

Furthermore, validation from learning experts obtained a score of 69%. Although this score is lower than the previous two aspects, it is still included in the very feasible category. Learning experts emphasized on how this media supports the learning process that is participatory, contextual, and provides space for differentiation of learning. This media is considered to be able to stimulate students to actively think, explore ideas, and convey ideas independently. In addition, the writing task outline in this media also helps teachers in providing gradual guidance, from concept introduction to actual writing practice. Suggestions from learning experts focus more on developing more varied follow-up activities and preparing tasks with varying levels of difficulty to suit students' diverse abilities.

When averaged from the three expert validations, a score of 83.5% was obtained. This figure shows that the Emaze-based learning media developed is considered very feasible to be used in the learning process of writing fantasy story texts. The validation from the experts provides legitimacy that this media is not only strong in terms of content and technical

aspects, but also supports pedagogical aspects that are important in 21st century learning activities.

After going through the validation stage by experts, the next step was to conduct a readability test on students as the main users of the media. The readability test was conducted on 25 seventh grade students who were the subjects of the limited trial. From the results of the questionnaire and observation, it was found that 80% of students stated that this media was easy to understand, interesting, and helped them in understanding the elements and structure of fantasy story text. Students felt that the visualization in the form of images and animations really helped them in imagining the storyline, characters, settings, and conflicts that they would write. Some students even revealed that this media gave them the courage to start writing, because the illustrations and examples provided made the writing process feel lighter and more fun. The presence of video triggers and interactive quizzes is also considered to be able to reduce boredom while learning, because it makes the classroom atmosphere more dynamic.

To determine the effect of the media on students' writing ability, a limited learning trial was also conducted in two meetings. In the first meeting, students were asked to write a fantasy story as a pretest, then after learning using Emaze media, they were again asked to write a story as a posttest. The analysis showed an increase in the average score from 67.5 in the pretest to 82.8 in the posttest. In terms of text structure, the increase in the number of students who were able to write stories with a complete structure was very significant, from only 28% in the pretest to 76% in the posttest. This shows that students' understanding of the structure of fantasy story text has improved significantly after learning using Emaze media.

Not only in terms of structure, the improvement in the quality of students' stories can also be seen from the better use of story elements. After the learning, students are more able to create characters with interesting backgrounds and characteristics, design conflicts that trigger tension in the story, and arrange logical and satisfying resolutions. In the use of language, students began to apply descriptive sentences, typical language styles of fantasy stories, and good cohesion between paragraphs. Some students' stories showed strong imagination and complex story development, indicating that this media was able to stimulate students' creativity and imagination effectively.

The Emaze media developed has several main features that support the success of learning. These features include an introduction to fantasy story material, explanation of text structure, linguistic elements, videos that evoke imagination, examples of fantasy stories complete with illustrations, writing assignment sheets, and interactive quizzes. All these components are packaged in an attractive and fun visual display, making students more actively involved in the learning process. In the quiz section, students can directly select answers from the displayed questions and receive feedback in the form of animation or direct explanation from the system. In the example story section, students can explore additional information such as character or setting descriptions by clicking on certain icons on the slide, which provides an exploratory learning experience.

Observations during the learning process showed that the use of Emaze media had a positive impact on student engagement in the classroom. Of the 25 students who participated in the lesson, 22 students were actively involved in class activities such as answering questions, discussing story ideas, and reading their writing in front of the class. This is very different from the learning atmosphere before using the media, where students tend to be



passive and teacher-centered learning. Some students who previously lacked confidence began to show courage in conveying story ideas and were interested in writing stories with more complex characters and plots.

Teachers involved in learning also said that the use of Emaze media made it easier for them to deliver material more systematically and enjoyably. Teachers no longer need to explain concepts verbally completely, because the media has provided complete and interesting visual explanations. This allows teachers to focus more on individualized assistance and providing specific feedback on students' writing. Teachers also noted that the classroom atmosphere became more lively and students seemed more enthusiastic in participating in learning activities.

The findings of this study are reinforced by the opinion of (Wibowo & Astuti, 2021) which states that visual and interactive learning media can increase students' learning motivation and facilitate understanding of narrative-based text materials. Media such as Emaze, which is able to present content dynamically with a combination of images, animations and audio, is very suitable for the needs of the current generation of digital students who are accustomed to visual displays. Not only does it improve writing skills, the use of Emaze also has an impact on a more pleasant and emotionally and socially constructive learning atmosphere.

The success of Emaze-based learning media in improving students' writing skills cannot be separated from the important role of visualization in the process of thinking and imagining. One of the main obstacles students experience in writing fantasy story texts is the difficulty in imagining the fictional world they want to create. Abstract imagination is often difficult to translate into text, especially for students who are not used to writing creatively. In this case, Emaze media serves as a bridge between the imaginative world and the real world through evocative visual displays. With the presence of background images, characters, and storylines visualized in the form of animations and illustrations, students find it more helpful to assemble a storyline that is both logical and imaginative.

This media also helps develop students' visual literacy skills, namely the ability to understand and interpret visual information. In today's digital era, which is filled with moving images, symbols, and visual icons, visual literacy has become increasingly important. Emaze, as an interactive presentation media, encourages students not only to be readers of text but also interpreters of visuals. Through its visual features, students learn to construct stories not merely through sequences of words, but also based on scenes and situations they can see and feel. Thus, the writing process becomes not only a cognitive activity but also an emotional and aesthetic experience.

Furthermore, Emaze provides a multimodal learning experience, which integrates various forms of media such as text, sound, images, video, and animation. This multimodality aligns well with students' learning styles today, who tend to be responsive to diverse stimuli. In fantasy story writing lessons, multimodality plays a strategic role in stimulating ideas and enriching students' ways of thinking. For example, when students watch an animation or a short video about a character's adventure, they not only gain story ideas but also learn about plot dynamics, character development, and types of conflict they can incorporate into their writing.

The interactivity offered by Emaze also creates a more personal and enjoyable learning experience. Students can click various icons in the slides, answer quizzes, and

explore additional information independently. This experience fosters a sense of ownership over their learning process, as students become active subjects rather than mere recipients of information. This activity is essential in shaping a positive attitude toward writing, which is often perceived as a difficult and tedious task. With direct engagement through media, students tend to develop intrinsic motivation that comes from within to write and create.

In addition to impacting individual abilities, the use of Emaze media in learning also fosters stronger social interaction among students. When students are asked to engage in small group discussions about story ideas or to provide feedback on each other's writing, a constructive collaborative process is created. These discussions not only help enrich ideas but also train students in communication skills, empathy, and critical thinking. In the era of the Merdeka Curriculum, which emphasizes the importance of the Pancasila Student Profile, such experiences are highly relevant in nurturing democratic, creative, and critically minded character traits.

From the teacher's perspective, this media also serves as a very useful tool for classroom management and supporting formative assessment processes. Teachers can use quiz results, student responses to videos, or written work as initial data to assess students' understanding and provide feedback. Teachers can also adjust the difficulty level of the material based on students' responses to the media. With tools like Emaze, teachers have the opportunity to act as facilitators, guiding students in a more individualized and adaptive manner.

This study also reveals that students with initially low levels of literacy experienced significant improvement after using this media. This demonstrates that learning media designed with inclusive and visual principles can help bridge learning gaps within the classroom. Media that present content in a concrete and structured way can serve as scaffolding tools for students who are still in the early stages of learning to write. The illustrations, animations, and writing templates provided offer an initial thinking framework that makes it easier for students to begin and complete their writing.

In addition, during the learning evaluation process, the researcher also observed that students showed a high level of enthusiasm toward the given tasks. When students were asked to write fantasy stories based on background images and characters presented in the media, they were able to produce original and diverse stories. Many students even added their own story elements such as magic, parallel worlds, and talking animal characters, indicating a growth in imagination. Thus, Emaze functions not only as a learning aid but also as a catalyst for creativity that operates optimally within the context of literacy.

The findings of this study are in line with previous research indicating that interactive digital media can serve as an important facilitator in project-based learning, particularly in developing 21st-century skills. A study by (Putri and Ramadhan, 2023), for example, states that the use of digital media that provides an enjoyable learning experience can significantly increase student engagement. In the context of writing fantasy stories, this engagement is critical, as the creative process requires full attention, patience, and sustained motivational encouragement.

Furthermore, the learning approach implemented through this media aligns with the constructivist approach in education. Students are not merely passive recipients of material; instead, they construct knowledge through direct experience, exploration, and reflection. In

this case, Emaze serves as a learning environment that enables students to build their own understanding based on visual experiences and the tasks provided. This process reinforces the meaning of learning and leads to deeper and more lasting learning outcomes.

In the context of the curriculum, the use of Emaze as a learning medium supports the principles of flexibility and differentiation, which are key features of the *Merdeka Curriculum*. Teachers can easily adapt the content within the media to suit the needs and backgrounds of their students. For example, teachers may replace illustrations or short stories in Emaze with materials that are more relevant to students' cultural backgrounds or interests. This approach makes learning more meaningful and contextual. Students who are interested in particular fantasy worlds such as anime, superheroes, or local mythology tend to be more engaged in the learning process because they feel a closer connection to the material being studied.

From the perspective of sustainability, this media also presents opportunities for continuous updates and development over time. As Emaze is an online and flexible platform, both teachers and developers can easily add new content, revise existing material, and adjust it to meet the needs of different classes. This flexibility makes Emaze a dynamic learning tool rather than a static one, which is essential in an educational environment that is constantly evolving and requires quick responses to changes.

Based on the findings of this study, it can be concluded that the Emaze learning media fulfills the three main dimensions of effective educational media development: (1) content dimension, which aligns with learning objectives and students' needs; (2) visual design and interactivity dimension, which ensures attractiveness and functionality; and (3) pedagogical dimension, which supports participation, creativity, and differentiation in learning. These three dimensions make Emaze not only academically appropriate but also effective and enjoyable in classroom practice.

CONCLUSION

This research produces Emaze-based learning media that is proven feasible and effective in supporting learning to write fantasy story texts for seventh grade students. This media has been validated by material, media, and learning experts, and tested in a limited trial in the classroom. The validation results show that Emaze meets the eligibility criteria in terms of material content, visual appearance, language, and interactivity. These four aspects are the main indicators of media feasibility in the learning context.

In terms of content, Emaze media contains explanations of the meaning, characteristics, structure, and linguistic elements of fantasy stories, as well as contextualized text examples. The presentation of the material is done with communicative language and adapted to the literacy level of seventh grade students. This media is equipped with images, animations, and lighter videos designed to stimulate students' imagination before writing. In terms of visual design, Emaze utilizes dynamic and attractive features with color selection, layout, and slide transitions that comply with aesthetic and ergonomic principles. This makes students more comfortable and focused in following the learning.

This media is also interactive. Students do not just passively receive the material, but are actively involved through quizzes, story outlining, and other explorative activities. During the trial, students seemed more enthusiastic and able to maintain focus for longer. This interactivity encouraged them to build their understanding and skills gradually through

direct interaction with the material. Teachers also observed an increase in students' learning motivation, especially those who were previously passive and lacked confidence.

The effectiveness of the media can be seen in the improvement of students' writing skills. Based on the pretest and posttest results, there was a significant increase in the average score. Qualitatively, the results of students' writing after using Emaze showed a more coherent story structure, more vivid characters, clear settings, and logical and interesting conflicts. The use of this media helped students develop stories more purposefully. Visualization of characters and settings supported them in developing ideas and expressing them in writing imaginatively.

Emaze media also supports the implementation of TPACK (Technological Pedagogical Content Knowledge) based learning, which is the integration of technology, pedagogy and content. The teacher acts as a facilitator who is able to manage technology to achieve learning objectives. Emaze not only functions as a presentation tool, but has also been integrated pedagogically and content-wise. With this approach, teachers can design learning that is adaptive, contextual, and in line with the needs of 21st century students. Students are invited to write with imagination, think critically, and compose systematic and meaningful narratives.

In addition to improving writing skills, this media also creates a more lively and fun classroom atmosphere. Teachers noted an increase in student participation in discussions, conveying story ideas, and reading out the results of writing. Collaboration between students also increased, in accordance with the spirit of the Merdeka Curriculum which emphasizes differentiated and participatory learning.

Overall, Emaze is an innovative solution in overcoming obstacles in learning to write fantasy stories. It improves the quality of materials, delivery strategies and student learning outcomes. In addition, Emaze also strengthens written and digital literacy, which is important in modern education. With optimal integration of technology, pedagogy and content, this media is worth developing and applying more widely in Indonesian language learning, in line with the direction of strengthening literacy in the Merdeka Curriculum.

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research can provide benefits and positive contributions to the development of innovative learning media, especially in learning to write fantasy story texts for junior high school students.

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