

# Enrichment Books in Indonesia

Muhammad Thobroni\*, Ida Zulaeha, Hari Bakti Mardikantoro, Tommy Yuniawan

Universitas Negeri Semarang, Indonesia  
\*Corresponding Author: muhamadthobroni@gmail.com

**Abstract.** Enrichment books are one type of book that supports teaching materials in schools. There have been many models of enrichment books compiled in Indonesia for various topics and learning needs. However, there is no research that systematically reviews the existence and development of enrichment books in Indonesia. A systematic review is needed to find a map of the distribution of enrichment books, especially on thematic, concept, and modeling aspects.

This study examine the development of enrichment books in Indonesia in the treasury of scientific publications in Indonesia. The method used is Systematic Literature Review (SLR). Scientific publications are important indicators for the development of enrichment books that have received wide scientific appreciation. The more and more diverse scope of the study can be an indicator of developments in Indonesia. Because large scientific publications indicate that enrichment books in Indonesia are sufficient and very worthy to be researched, studied and published scientifically.

The study was limited to finding categories based on Indonesian and non-Indonesian subjects; based on targets for primary, secondary and tertiary education; by types of fiction and nonfiction, as well as other categories. The results of this study provide an important contribution to scientific development in the field of SLR studies and research on the development of enrichment books in Indonesia. In addition, the study can also be used by the government to take book policies, as well as teachers and lecturers to develop enrichment books with similar topics but different models and different topics.

**Key words:** Enrichment Books; Systematic Literature Review; Schools in Indonesia

**How to Cite:** Thobroni, M., Zulaeha, I., Mardikantoro, HB, Yuniawan, T. (2022). Enrichment Books in Indonesia. *ISET: International Conference on Science, Education and Technology* (2022), 1018-1026.

## INTRODUCTION

In learning in schools, textbooks have an important role. The quality of textbooks can affect the quality of learning processes and outcomes. Quality textbooks are expected to help students gain knowledge, skills and personality development. Teachers also get support to streamline the learning process with the availability of quality textbooks.

In Permendiknas 2/2008 it is stated, textbooks are mandatory reference books to be used in primary and secondary education units or universities that contain learning materials in order to increase faith, piety, noble character and personality, mastery of science and technology, increase sensitivity and aesthetic abilities and improvement of kinesthetic and health abilities which are based on national education standards. Permendikbud 8/2016 explains that textbooks are the main learning resources to achieve basic competencies and core competencies and are declared feasible by the Ministry of Education and Culture to be used in education units.

Textbooks are more perfect with the existence of enrichment books in schools and are not textbooks. Non-textual textbooks are stated as enrichment books to support the learning process at every level of education and other types of books available in the school library. Permendiknas Number 2 of 2008 states that enrichment books are books that contain material

that can enrich basic, secondary and tertiary education textbooks. Enrichment books can support improving the quality of learning outcomes because students learn independently outside of class hours. Enrichment books enhance the presence of textbooks because some of the textbooks are considered poor in language, concepts, content, and students' interest in reading the book. Enrichment books are here to cover these shortcomings and weaknesses with language that is easier to understand, more mature concepts, more appropriate content, and attractively packaged so that students can be interested in reading them.

Ulumuddin, et al. (2017) concluded that the enrichment book is a complementary book to the textbook and can be used by the general public and schools, but the book is not the main handbook used by students in learning activities. Enrichment books function as knowledge enrichment, namely increasing knowledge and increasing readers' insight into science, technology and art. In general, enrichment books can be understood as non-text books that support the learning process used by students. In script writing, the enrichment book does not refer to the curriculum and in the enrichment book there are no practice questions.

Dewayani (2018) emphasized that until now, many enrichment books that have not been assessed have been circulating freely in education

units. Among the books published in print and electronic versions, these have varied quality and formats. Some of these books contain information that confuses the subject of learning, there is content that corners different groups, deviates from the prevailing norms and even material that is not in accordance with the curriculum. There are books that have incomplete information regarding the identity of the author, so that the issue of the book cannot be accounted for.

Quality enrichment books have become increasingly important after the government issued the School Literacy Movement (GLS) policy. as explained in the Regulation of the Minister of Education and Culture 23/2015, GLS aims to strengthen the growth of character. One of the program activities that is being promoted is the reading movement which is reflected in the 15-minute policy of reading non-lesson books before study time. The movement is expected to increase students' interest in reading and improve reading skills. The reading material contains moral values, in the form of local, national and global wisdom that is presented according to the development of students.

Enrichment books have been developed in various models and needs. An online survey of researchers through the "book" feature on the Google search engine has tracked the existence of enrichment books by entering the keyword "enrichment books". From the survey of dozens of online books, the researchers found a variety of book publications that fall into the enrichment book category; some books have an "enrichment book" label on the cover and some do not include an "enrichment book" label. Some of the books are intended to be used to support the learning needs of schools targeting students and teachers. Some of the enrichment books are published with "unclear" targets, random and general readers, but the public can choose and read them for the relevant support needs. The enrichment book surveyed can be read openly by anyone because it is open access and online in preview or in its entirety (full text version). In addition to the existence of these online "enrichment books", many "enrichment books" have been compiled and published which are published offline and circulated in bookstores or distributed free of charge to the public.

The development of the publication of this enrichment book is interesting to study through a survey with the support of a systematic literature review. Given the existence of enrichment books is very important and can affect the cognitive,

psychomotor and affective development of students. The presence of the enrichment book is expected to have a positive impact and on the contrary reduce the potential negative impact caused by something that is not intrinsically or extrinsically correct from the existence of the enrichment book. This is realized considering that the enrichment books that have been published and circulated are arranged in various ways, needs and interests. Some enrichment books are prepared for project purposes, economic goals (economic oriented) and social goals (social oriented) as well as other interests, so that not all enrichment book models are developed through certain scientific mechanisms and procedures. The scientifically developed enrichment book model is based on certain approaches and methodologies, carried out with structured stages and procedures, and supported by validation activities at least in the aspects of content (content), packaging (graphics), and concepts.

This article is the result of an online survey of 20 scientific articles on "enrichment books". These articles were found through a google search engine search by entering the keyword "journal enrichment book .pdf" and selecting them based on the order of the top 20 articles that appeared algorithmically based on the number of citations and visitors each article had. The twenty articles were downloaded sequentially from the first to the twentieth order and categorized them based on the findings in the reading and analysis of the articles. The whole article about the enrichment book is a publication using research and development (R&D) methods so that it deserves to be studied as an important study material on the existence and development of scientifically prepared enrichment books, not enrichment books prepared for economic and social needs-charitable.

## **METHODS**

This study uses a Systematic Literature Review (SLR) approach, borrowing the explanation of Both, Sutton and Papaioannaou (2016) that the purpose of this literature search is to identify information for the research topic. Successful literature research allows researchers to identify research gaps that allow to investigate unique aspects of a topic. It also helps the researcher design the methodology for his or her own research by identifying the most appropriate technique or methodology for the topic under study. This research is still relevant to other research that is being developed by researchers on

"the story enrichment book model to improve reading and ecoliteracy skills of junior high school students". Research with an SLR approach searches the literature systematically and requires more than just looking for quick answers from one or two articles selected for whatever type of literature review is being conducted. Researchers increase the credibility of the findings and conclusions of the review by demonstrating that they have actually sought evidence through searching and literature review.

As published by Pursell and McCrae (2020), the use of SLR can be seen in one of the fields, such as nursing, when SLR is used as a systematic review, especially with regard to how to find preliminary knowledge data. This relates to the field of nursing which is a science so that empirical evidence is considered very important. The SLR results found that some interventions

had stronger evidence than others, there were different potential costs and benefits, statistics also showed that births and miscarriages differed between different hospitals and districts.

In this research, the way SLR works in the nursing field is modified as needed to obtain optimal and quality research results. That is, starting with searching for data on the population and taking samples, then they are arranged in tables so that statistics are produced that can be analyzed based on data classification. The classified data are then analyzed and discussed and get conclusions and implications from the research that has been done.

## RESULTS AND DISCUSSION

From research on scientific articles about enrichment books, the findings can be presented in the form of the following table.

NO.	Titles	Lessons	Type	Target
1.	PENGEMBANGAN BUKU PENGAYAAN MENYUSUN TEKS EKSPOSISI BERBASIS KEARIFAN LOKAL BAGI SISWA SEKOLAH MENENGAH PERTAMA (SMP)	Indonesia Language	Nonfiction	Junior High School
	Deby Oktaviani Pertiwi * Bambang Hartono, M.Hum, Ahmad Syaifudin, S. S, M. Pd JPBSI 5 (2) (2016)			
2.	Pengembangan Buku Pengayaan Menulis Teks Eksposisi Berbasis Gerakan Antinarkoba	Indonesia Language	Nonfiction	Senior High School
	Eka Indriani Safitri, Ahmad Syaifudin JPBSI VOL 7 NO 2: NOVEMBER 2018			
3.	Pengembangan Buku Pengayaan Membaca Teks Berita Bohong Bidang Bencana Alam	Indonesia Language	Nonfiction	Junior High School
	Lutfia Felasifah, Subyantoro Subyantoro JPBSI VOL 10 NO 1: MEI 2021			
4.	PENGEMBANGAN BUKU PENGAYAAN KIMIA BERBASIS KONTEKSTUAL PADA KONSEP ELEKTROKIMIA	Chemical	Nonfiction	Senior High School
	Maried Ayuningtyas Oktavianie, Dedi Irwandidan, Dewi Murniati JTK: Jurnal Tadris Kimiya 3, 1 (Juni 2018): 22-31			
5.	PENGEMBANGAN BUKU PENGAYAAN BERMUATAN NILAI-NILAI KONSERVASI HUMANISME DALAM PEMBELAJARAN MENULIS KREATIF TEKS CERITA FANTASI	Indonesia Language	Nonfiction	Junior High School

	Nonika Farahdila, Subyantoro Subyantoro October 2018 Dialektika Jurnal Bahasa Sastra dan Pendidikan Bahasa dan Sastra Indonesia 5(1):21-33				
6.	PENGEMBANGAN BUKU PENGAYAAN BERBASIS PAPPASENG SUKU BUGIS DALAM PEMBELAJAN CERPEN DI SMA	Indonesia Language	Nonfiction	Senior High School	
	<i>Syahru Ramadan, Sumiyadi Sumiyadi, Engkos Kosasih</i> <i>Jurnal ilmiah kebahasaan dan kesusastraan KADERA BAHASA Vol 11, No 2 (2019)</i>				
7.	PENGEMBANGAN BUKU PENGAYAAN ECHINODERMATA BERSTRATEGI PQ4R	Biology	Nonfiction	Senior High School	
	FELA ZENI FIRMANILA Jurnal Bioedu Unesa VOL 3 NO 3 (2014)				
8.	Pengembangan Buku Pengayaan Menulis Teks Biografi Bermuatan Nilai Humanis Bagi Peserta Didik Kelas X SMA	Indonesia Language	Nonfiction	Senior High School	
	<i>Fahrudin Bustomi, Ahmad Syaifudin</i> <i>DWIJA CENDEKIA Jurnal Riset Pedagogik Vol 5, No 1 (2021)</i>				
9.	PENGEMBANGAN BUKU PENGAYAAN PEMBELAJARAN MENULIS NASKAH DRAMA BERMUATAN NILAI KARAKTER UNTUK SISWA KELAS VIII SEKOLAH MENENGAH PERTAMA	Indonesia Language	Nonfiction	Junior High School	
	<i>Wahyu Bintarto Bintarto</i> <i>Jurnal Pendidikan Karakter Vol. 12, No. 1 (2021)</i>				
10.	PENGEMBANGAN BUKU PENGAYAAN KETERAMPILAN MENULIS PERMULAAN YANG BERMUATAN NILAI KARAKTER PADA PESERTA DIDIK KELAS I SD	Indonesia Language	Nonfiction	Elementary School	
	<i>Eka Yulin Adriani, Subyantoro Subyantoro, Hari Bakti Mardikantoro</i> <i>JPBSI Vol. 3 No. 1 (2018)</i>				
11.	PENGEMBANGAN BUKU PENGAYAAN PENGETAHUAN TENTANG LASER UNTUK SISWA SMA	phisycs	Nonfiction	Senior High School	
	Diah Kusumawardhani, Siswoyo Siswoyo, Riser Fahdiran Vol 8 (2019): PROSIDING SEMINAR NASIONAL FISIKA (E-JOURNAL) SNF2019				

12.	PENGEMBANGAN BUKU PENGAYAAN PENGETAHUAN HUJAN UNTUK SISWA SMA	Phisycs	Nonfiction	Senior High School
	Yunita Nurul Khoiriah, Raihanati Raihanati, Esmar Budi			
	Vol 7 (2018): PROSIDING SEMINAR NASIONAL FISIKA (E-JOURNAL) SNF2018			
13.	Pengembangan Buku Pengayaan Menulis Teks Biografi Bermuatan Nilai-Nilai Nasionalisme Bagi Siswa Kelas VIII MTs Al Amin Ngetos Kabupaten Nganjuk	Indonesia Language	Nonfiction	Junior High School
	Achmad Tantowi Azis VOL 12 NO 2 (2017): DHARMA PENDIDIKAN			
14.	PENGEMBANGAN BUKU PENGAYAAN KIMIA BERORIENTASI ETNOSAINS DENGAN MENGANGKAT BUDAYA MAKANAN KHAS KABUPATEN PEKALONGAN	Chemical	Nonfiction	Senior High School
	<i>Husnul Khotimah, Siti Suryaningsih, Buchori Muslim</i> <i>Jurnal Lantanida UIN Arraniry Aceh Vol. 9 No. 2 (2021)</i>			
15.	Pengembangan buku pengayaan kearifan lokal: Jakarta dalam kimia	Chemical	Nonfiction	Senior High School
	Diana Rafita Septiani, Salamah Agung, Evi Sapinatul Bahriah Jurnal Pendidikan IPA Veteran Vol 4 No 2 (2020)			
16.	Pengembangan Buku Pengayaan Menulis Teks Anekdote Bermuatan Cinta Tanah Air	Indonesia Language	Nonfiction	Senior High School
	<i>Rahman Saleh Alfarisi</i> <i>Suseno Suseno</i> <u>Vol 3, No 1 (2019): JURNAL KREDO</u> <u>VOLUME 3 NO 1 TAHUN 2019</u>			
17.	Pengembangan Buku Pengayaan Elektronik Cerita Fabel Bermuatan Profil Pelajar Pancasila Elemen Gotong Royong Sebagai Media Literasi Membaca di Sekolah Dasar	Indonesia Language	Nonfiction	Elementary School
	<i>Adnin Mutiara, Wagiran Wagiran, Rahayu Pristiwati</i> <i>Jurnal Basicedu Vol 6, No 2 (2022)</i>			
18.	PENGEMBANGAN BUKU PENGAYAAN FISIKA MATERI BUNYI PADA ALAT MUSIK TRADISIONAL JAMBI	Phisycs	Nonfiction	Senior High School

---

	Jufrida Jufrida, Wawan Kurniawan, Fibrika Rahmat Basuki, M. Fikri Oksaputra Physics and Science Education Journal (PSEJ), Volume 1 Nomor 2, Agustus 2021			
19.	PENGEMBANGAN MODEL INVESTIGASI SOAL PADA PEMBELAJARAN MENULIS TEKS LAPORAN HASIL OBSERVASI BERKONTEKS KEARIFAN LOKAL PADA SISWA KELAS VIII SMP/MTS DI KABUPATEN BREBES	Indonesia Language	Nonfiction	Junior High School
	Hany Uswatun Nisa Jurnal Ilmiah Semantika Vol. 2 No. 01 (2020): Agustus			
20.	BUKU PENGAYAAN CERITA ANAK DWI BAHASA BERMUATAN BUDAYA SEMARANGAN: POTENSI DAN PRINSIP PENGEMBANGANNYA	Indonesia Language	Fiction	Elementary School
	<i>Rahmatika Rizqi Utami, Nurlaili Iriasi Putri, Cintia Nugraha</i> <i>Jurnal Unnisula JPBSI</i> Vol 6, No 1 (2018)			

---

From the data above, the following quantitative descriptive discussion can be carried out.

1. Based on Subject

Based on the subjects, from 20 scientific articles that published research results, it was found that 13 articles (65 percent) raised the development of enrichment books on Indonesian subjects, and as many as 7 articles (35 percent) on other non-Indonesian subjects. The majority of the 7 articles show that the development of non-Indonesian enrichment books is found in science subjects such as biology, physics and chemistry. Based on the order of algorithms in the internet network via the Google search engine, in the top 20 articles there were no articles that examined the development of enrichment books in subjects other than Indonesian or the science family such as Social Sciences, Civilization, Crafts, Religion, Mathematics, and so on.

The data above shows some of the opportunities and challenges. First, the development of scientific enrichment books in the fields or clusters of Indonesian language and science subjects for elementary, junior high, high school and college levels can be continued, even improved in quantity and quality. This is an awareness of the importance of enrichment books in supporting textbooks and learning success in

formal education in Indonesia. Moreover, enrichment books can be studied by students as independent learning subjects.

Second, the development of enrichment books is needed in other fields or subject groups for elementary, junior high, high school and college levels. This effort must be made because the presence of enrichment books for all fields or clumps and levels of formal education is a good and positive thing. This development can be carried out by teachers, practitioners, academics, government, and even non-government. However, the development of enrichment books should still involve academic groups such as lecturers and professors so that the quality is guaranteed both intrinsically and extrinsically.

2. Based on Types of Enrichment Books

Of the 20 scientific articles on enrichment books, there are 19 (95 percent) articles or the majority which indicate that enrichment books are generally developed in the nonfiction type. Only 1 article indicated that the enrichment book was developed in the form of fiction.

These data are evidence that enrichment books are still understood as a form of real support for learning materials, and are an important part of a more detailed explanation of the academic curriculum section. Not many have implemented the development of enrichment books in the form

of fiction which is a form of support to support the formation of student attitudes and personalities at school. many textbook writers view enrichment books as "textbooks" so that they must contain subject matter or parts of it, not books packaged in fictional content.

In addition, the data above also indicates that very few fiction enrichment books have been developed "scientifically" in the sense of following the procedures and stages of scientific research. Most of the fiction enrichment books are written and published for the purpose of fulfilling writing projects and the book market in Indonesia. This phenomenon can be observed from the rise of children's and youth fiction books in the Indonesian book market in print and online versions. Children's and youth books are distributed in various ways, such as bookstores, official online stores such as Shoppe, Bukalapak, and even through independent book market networks via Instagram, WhatsApp, Facebook, TikTok, and so on.

Such symptoms provide several messages. First, the interest in the children's and youth book market looks positive, marked by the proliferation of children's and youth book publications with commercial and social objectives. Second, it creates opportunities and challenges for the development of quality children's and youth books so that they become good reading for future generations. In addition, reading books can be a source of nutrition for the mind and soul for children and adolescents to become a healthy generation. Books that are not physically and non-physically qualified have the potential to be toxic to the souls and minds of Indonesian children.

For academics, the development of children's and youth books has implications for the importance of more intensive collaboration between universities and the world of commercial publishing and social publishing. Scientists can provide raw materials, raw materials, and assistance for the process of developing children's and youth books in Indonesia. Even though the book is intended for the needs of the economic market or social project, the quality of the book can be controlled because it is through a scientific framework.

### 3. Based on Goals

The study found that enrichment books were developed with a target of 2 articles for elementary school age (10 percent), 6 articles for junior high school age (30 percent), and the remaining 12 articles (60 percent) targeting high

school age. Of the 20 articles, there were no enrichment books developed scientifically with the target age of students or colleges.

The data above shows that the development of reading books has been carried out for the target age of early and late teens, namely junior high and high school. Most of the enrichment books developed with the target age of teenagers are non-fiction and no fiction is found. It provides new opportunities and challenges.

First, enrichment books targeted at teenagers were developed for the purpose of supporting mastery of subject matter because students are prepared to take final exams and prepare for college entrance. This causes the enrichment book to be expected to be an "additional lesson" outside the classroom for students because the time and material in class are felt to be insufficient to improve students' knowledge and skills in the subjects being followed. The movement to develop non-fiction enrichment books is something that is appropriate and can continue to be implemented for other subject areas and also different materials. Enrichment books can also be developed for the same material, the same subject but with more diverse concepts while still referring to academic quality assurance. The existence of non-fiction enrichment books is an important additional insight for students and teachers as well as to be used outside of class hours.

Second, the development of non-fiction enrichment books can be developed more massively to support textbooks and non-fiction enrichment books. It is realized that non-fiction enrichment books are generally developed for the purpose of developing insight and improving students' psychomotor skills. While the purpose of education also requires an increase in the affective side and personality development. The presence of a fiction type of enrichment book can complement and complement the existence of a non-fiction enrichment book. Students' cognitive and psychomotor improvement can be supported by increasing students' affective through fiction enrichment books.

The development of a fictional enrichment book model for targeting teenagers is a good and positive potential for efforts to improve students' personalities. This is in line with the increasing number of problems that are related and require the involvement of teenagers such as narcotics and illegal drugs, promiscuity, corruption, poverty, environmental damage, and so on. Socio-cultural problems and the natural

environment also have an impact on the lives of adolescents in terms of health and well-being. In addition, teenagers as part of the world's population also need to be made aware and involved in solving these various problems. Fiction enrichment books with content on social problems and concern for the natural environment can increase youth's respect and empathy for others who are adversely affected, while increasing their sense of caring to overcome existing problems.

In general, the results of the study found several maps of the development of enrichment books in Indonesia. Based on the findings of data categories, enrichment books in Indonesia can be divided into three categories of subject areas which are developed into enrichment books, types of fiction or non-fiction enrichment books, and the target age of enrichment books.

The three categories provide interesting opportunities and challenges for teachers, lecturers, professors, practitioners, government and non-government organizations to jointly develop enrichment books in various fields/subject groups, types, and age targets. The development of enrichment books still needs to be done more intensively and massively in terms of quantity and quality. The presence of enrichment books is expected to be an additional ammunition for improving literacy culture in schools, especially supporting formal education to achieve cognitive, psychomotor and affective quality graduates.

The results of the research also create potential collaborations for government and non-government, academic and non-academic groups, commercial and non-commercial publishers, the need for enrichment books with popular packaging and scientific packaging. The collaboration, synergy, and convergence of these various interests are opportunities to produce quality enrichment books both intrinsically and extrinsically. Enrichment books published for commercial purposes in the broad book market are maintained in quality, and on the other hand, enrichment books with scientific packaging are still widely accepted by the public. So that reciprocal relationships can become mutually beneficial relationships (mutualism).

This can minimize sectoral egos between developers, compilers and publishers of enrichment books that can create a dichotomy in publishing enrichment books. The dichotomy can be a bad start for literacy projects and produce enrichment books that are of poor quality,

inaccurate, unclear in concept and content, and even toxic to the mental and mental health of children and adolescents.

Research that is being carried out by Thobroni (2022) to develop a fictional enrichment book targeting teenagers can be used as a model for similar efforts by teachers, government and non-government groups, as well as commercial publishing activists. Fiction enrichment books are developed using scientific methods and stages, such as initial observations of students with the aim of obtaining relevant information, and assessing for enrichment books. After that the enrichment book was developed by searching and reviewing relevant and accurate material, expert validation, and compiled with academic prudence. Research on the development of fictional enrichment books by emphasizing the importance of conservation insight is an interesting model for the development of other similar enrichment books, as a medium for raising awareness of children and youth about the threat of environmental damage and the importance of increasing ecoliteracy among them to be involved in overcoming environmental and socio-cultural problems.

## CONCLUSION

From the results and discussion of the research above, the following conclusions can be drawn:

1. Most of the enrichment books were developed to support the subjects of Indonesian, and science with the classes of Biology, Physics, and Chemistry. There are still few enrichment books developed to support the needs of textbooks in schools. This creates challenges and opportunities for the need to develop enrichment books in other subjects, including the need to develop thematic and multidisciplinary enrichment books, as well as other approaches.
2. Most of the enrichment books are developed in the form of non-fiction and there are still a few enrichment books that are of the fiction type. This allows the importance of continuing to maintain and improve the development of nonfiction enrichment books in quantity and quality. And on the other hand, starting to develop fiction enrichment books to support students' personality development through fiction works. It is realized that fiction has other powers that are entertaining, subjective, and imaginative in influencing students' personalities.
3. Most of the enrichment books were

developed for the target age of teenagers, namely junior high school (early teens) and high school (late teens). There are still a few enrichment books that are packaged scientifically with the target age of elementary school (children) and college (adults). This is very likely due to the complexity and complexity of developing an enrichment book for that age target. However, in fact, these situations and conditions open up the potential importance of developing enrichment books targeting both children and adults quantitatively and qualitatively. Because, the existence of enrichment books for that age is also felt to be necessary and important, especially to improve literacy culture from childhood and overcome literacy culture in adulthood.

## REFERENCES

- Booth, Sutton dan Papaioannou (2016). *Systematic Approaches to a Successful Literature Review*. London: Sage Publications
- Dewayani, Sofhi. (2018). *Panduan Pemilihan Buku Nonteks Pelajaran*. Jakarta: Pusat Perbukuan dan Kurikulum Kemendikbud RI
- Kementerian Pendidikan dan Kebudayaan. (2016). “Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia (PERMENDIKBUD) Nomor 8 Tahun 2016 Tentang Buku Yang Digunakan Oleh Satuan Pendidikan.” Jakarta: Kemendikbud RI
- Kementerian Pendidikan dan Kebudayaan. (2015). “Peraturan Menteri Pendidikan dan Kebudayaan Nomor 23 Tahun 2015 tentang Penumbuhan Budi Pekerti”. Jakarta: Kemendikbud RI
- Kementerian Pendidikan Nasional. (2008). “Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 2 Tahun 2008 Tentang Buku”. Jakarta: Kemendiknas RI
- Purssell and McCrae. (2020). *How to Perform a Systematic Literature Review*. London: Springer International Publishing
- Thobroni, Muhammad (2022). *Model Buku Pengayaan Cerita Berwawasan Konservasi untuk Meningkatkan Keterampilan Membaca dan Ekoliterasi Siswa SMP Kabupaten Kendal*. Proposal Disertas. Semarang: Pascasarjana Unnes
- Ulumuddin, dkk. (2017). *KAJIAN BUKU TEKS DAN PENGAYAAN: Kelengkapan dan Kelayakan Buku Teks Kurikulum 2013 Serta Kebijakan Penumbuhan Minat Baca Siswa*. Jakarta: Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Balitbang, Kemendikbud.