

## Improving Short Story Text Writing Skills Through the Application of Process Approach in Grade IX A Students of SMP Negeri 1 Dusun Utara

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**Abstract.** This study aims to enhance students' short story writing skills through the implementation of a process approach among Grade IX A students at SMP Negeri 1 Dusun Utara. The research employed a Classroom Action Research (CAR) design, conducted in two cycles. Each cycle comprised four stages: planning, implementation of actions, observation, and reflection. The participants of the study were 30 students from Grade IX A. Data were collected through pre-action tests, observations, and evaluations of students' written works after the intervention. The findings revealed a significant improvement in students' short story writing skills following the application of the process approach. The Minimum Mastery Criterion (KKM) was set at 70. In the first cycle, the average score for students' writing skills was 70, while in the second cycle, the average score increased to 83. This improvement encompassed four main aspects assessed: theme, orientation, complication, and resolution. Therefore, it can be concluded that the implementation of the process approach is effective in improving the short story writing skills of Grade IX A students at SMP Negeri 1 Dusun Utara.

**Keywords:** writing skills, short story text, process approach, classroom action research

### 1 Introduction

Writing is a creative process of pouring ideas in the form of written language in the purpose of informing, convincing, or entertaining [1]. As a skill, just like any other skill, to acquire it must be through study and practice [2]. The ability to write short story texts is a very important skill for junior high school (SMP) students. Writing short stories not only hone language and writing skills, but also help students develop creativity, imagination, and critical and analytical thinking skills. This skill is essential in the educational curriculum because writing is one of the crucial communication bases in various aspects of life, both academic and social. Indonesian learning is directed to improve students' ability to communicate using Indonesian properly and correctly which includes four aspects of skills, namely listening, speaking, reading, and writing skills [3]. Given the importance of Indonesian for Indonesian society, Indonesian is a compulsory subject at every level of education. After completing the learning

evaluation, students will face two alternative decisions: success or failure. [4]. The selection of the right and interesting method makes for educational interaction so that students' creativity develops and their writing skills increase. In learning to write, students not only learn how to be a good writer, but also have to understand how to make their writing better than before.

In this study, the learning problem is described more convincingly by empirically explaining that grade IX students still have difficulties in writing short stories. The results of class observation showed that most students were unable to develop plots in a coherent manner, experienced obstacles in building character characters, and were not skilled in arranging conflicts and resolving them. In addition, the initial findings show a low interest and confidence in students in pouring out ideas in writing. The relevant literature also shows that creative writing skills at the junior high school level are often constrained by a lack of practice, process guidance, and an understanding of narrative structures. Therefore, the problem of low ability to write short stories is the focus of this research and requires appropriate pedagogical intervention.

During the learning process with materials related to writing skills, the learning outcomes of Class IXA students of SMP Negeri 1 Dusun Utara were still very lacking, not as expected. This is due to low interest and motivation where students may be less interested in creative writing activities or feel that the short story material is too difficult, which leads to makeshift assignments. Basic writing skills are lacking, where students have limited vocabulary, difficulty stringing together effective sentences, or problems with grammar (spelling, punctuation) that make their writing less qualified. Students have difficulty developing ideas where students are confused about starting or developing interesting plots, characters, or conflicts, so that the short story becomes flat or unfinished [5]. Another analysis is due to the dependence on examples where students are accustomed to imitating without developing originality, so that the results of the writing do not reflect independent understanding and creativity. Learning to write stories often faces challenges among students, caused by several factors, one of which is that students find it difficult to express the story into written form. This is due to the lack of students' habits in writing stories, as well as low writing and reading skills. In addition, students' knowledge of the criteria for writing a good story is also very limited. All of these factors complicate the process of learning to write stories. Therefore, innovation, change, and renewal are needed in the learning approach, with the aim of achieving the desired educational outcomes [6],[7],[8].

Not all students like to be asked to write, students' dislike of writing is inseparable from the lack of motivation and stimulation of students' interest in writing at school, in addition to the factors of teachers, environment, society, family, and the writing experience of students who are not trained. Therefore, to achieve a good and correct writing level, students must practice continuously. Competence in writing short stories or short stories is the ability that students have in conveying their ideas in the form of short stories [9].

According to [10] The process approach aims to train students to cooperate and be able to correct their friends' work. The process approach is divided into several stages, namely the pre-writing, drafting, revising, editing, and publication stages. Research with independent variables of the process approach and bound variables are learning

outcomes, there is a significant influence on student learning outcomes after the application of the process approach [11]. This can be seen from the fairly high learning outcomes after students are treated with a process approach. The test results of the t-test of 0.05 are greater than the t table of 0.002. There is an influence of learning outcomes between the experimental class that uses the process approach and the control class that uses the conventional approach. This means that there is a positive difference in the application of the process approach to student learning outcomes, meaning that the average learning outcomes of the experimental class are higher than those of the control class. Thus, it can be said that the hypothesis that states that there is an influence of learning outcomes between students who use the process approach and students who do not use the process approach. The process approach can make students active in the learning process and affect learning outcomes. There was a significant influence of learning outcomes after applying the learning approach, namely the process approach, because the average score of the experimental class was 83.12 greater than the average learning outcome of the control class of 74.87 which used the conventional approach.

The discussion of writing as a process skill needs to be deepened by including well-established writing theories, especially the process approach. In this approach, writing is not seen as an end product, but rather a series of activities that include pre-writing, drafting, revising, editing, and publication. This theory emphasizes that students must go through a repetitive cycle of thinking to produce mature writing. The manuscript needs to show how each stage in the writing process relates to the research objective, which is to improve the ability to compose short stories systematically, logically, and creatively. By consistently linking the theory of the writing process, the conceptual foundation of the research becomes stronger and argumentative.

The focus of the research on improving the ability to write short stories needs to be explicitly linked to the objectives of the Indonesian curriculum, especially in the aspects of creativity, critical thinking skills, and communication competence. The curriculum emphasizes the need for students to be able to produce short story texts that show imagination, plot building skills, and the ability to effectively integrate intrinsic elements. Short story writing activities also support the development of reasoning power, the ability to solve narrative problems, and the ability to convey a clear message to readers. By showing alignment with the objectives of this curriculum, the manuscript becomes more relevant and contributes to the fulfillment of the learning outcomes set by the government.

The article needs to provide a strong theoretical and empirical argument as to why the process approach is chosen over other writing teaching models, such as product models or mechanistic approaches. Theoretically, the process approach is more suitable for narrative learning because it encourages the exploration of ideas, reflection on one's own writing, and collaboration in editing. Empirically, various studies show that the use of a process approach can improve creative writing skills, text cohesion, and the quality of narrative structure of junior high school students. By linking these findings, the choice of a process approach in research becomes more justified and logical as a solution to the low skill of short story writing.

In today's global information and communication era, writing skills have gone beyond just academic skills to become fundamental competencies that are essential for

individual success in various walks of life. The educational environment has a crucial role in instilling and developing writing skills from an early age. Improving students' writing skills is not only aimed at meeting the demands of the curriculum, but is a long-term investment that carries far-reaching implications in both academic, professional, and personal contexts. The more people write, the more vocabulary they have. In addition, being a writer will add to your speaking skills because you have a lot of vocabulary. A good writer must know who the reader is, his educational background, the type of text he writes, and how to make it easy for readers to understand the author's goals [12].

## **2 Method**

### **2.1 Action Research Design**

In the study with the title Improving Short Story Text Writing Skills Through the Application of Process Approaches in Grade IX A Students of SMP Negeri 1 North Dusun is using the design of Classroom Action Research (PTK). Writing that class action research is research conducted in a class to find out the consequences of actions applied to a research subject in a certain class [13]. To obtain valid and reliable data, the research used instruments in the form of short story writing assessment rubrics, observation sheets of student and teacher activities, short interview guidelines, and documentation of student writing. The research procedure includes planning a learning scenario based on a process approach, implementing pre-writing, drafting, revising, and editing stages in each cycle, observation of learning processes and outcomes, and reflection to assess the success of actions and design improvements

### **2.2 Description of the Research Place**

The research on this class action is students in class IXA of SMP Negeri 1 Dusun Utara. The consideration of taking this class as a research sample is because the learning to write short stories in the IXA class still needs to be improved, so that the value produced is in accordance with the level of learning achievement. SMP Negeri 1 Dusun Utara has several classes. Class VII consists of two classes (VIIA and VIIB), Class VIII consists of two classes (VIII A and VIII B), and Class IX consists of two classes (IXA and IXB) The object in this study is Improvement of Short Story Text Writing Skills through the Application of Process Approach in Grade IX A Students of SMP Negeri 1 Dusun Utara. Based on these circumstances, through learning with a direct learning strategy, it is hoped that it can improve students' ability to write short stories. The implementation of activities is carried out in odd semesters, July - September 2025.

### **2.3 Subject and Characteristics**

The students who will be the subject of the research are Class IXA SMP Negeri 1 Dusun Utara. With a total of 33 subjects where the number of male students is 18 people and female students are 15 people. And it was agreed with the observer that the teacher

of Indonesian Language who taught in grades VII and VIII was Mr. Syahrianor, S.Pd. For the writing of student data that became the subject was made a list of names alphabetically from A to Z and then given the Code R1, R2, and so on, R was agreed to be an acronym from the Respondent.

#### 2.4 Data Collection Techniques and Instruments

The research conducted in Class IXA is to collect data and information directly from the object or phenomenon being studied, understand the behavior of the subject, identify patterns and validate data from other sources. Observation allows researchers to gain a deeper and more accurate understanding of the phenomenon being studied, especially in natural situations. The data collection techniques carried out in this study are observation, test, and documentation methods. The observed instruments of observation of student activities were student involvement in learning, social interaction, student attention and focus, and student behavior outside of academic activities. As for the observation of teachers' activities, it includes the entire learning series whether it is in accordance with the plan or not.

#### 2.5 Data Analysis Techniques

The data processing process is to convert students' raw answers into meaningful numerical data. The data analysis technique used to process the score and present the results is descriptive statistics. The main purpose is to describe or describe student learning outcome data as it is. The formula used in this study is:

$$\% \text{ classical completeness} = \frac{\text{number of students who completed}}{\text{total number of students}} \times 100$$

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To compile a frequency distribution table, the researcher uses the calculation:

$$\text{Range} = \text{Highest Score} - \text{Lowest Score}$$

$$\text{Number of Classes} = 1 + 3.3 (\text{Log } n)$$

$$\text{Interval} = \frac{\text{Range}}{\text{Number of classes}}$$

$$\text{For scoring: } \text{Scor} = \frac{\text{Number of correct Answers}}{\text{Total score}} \times 100$$

### **3 Results and Discussion**

#### **3.1 Results**

##### **Pre-Cycle Activities**

###### *Planning*

At this stage, the researcher prepares a learning plan and coordinates with colleagues who both teach Indonesian and agrees on the date and time of implementation. The Learning Plan that has been prepared is consulted with the Principal. In addition to preparing the Learning Plan, the researcher also prepared learning media, LKPD, and research instruments.

###### *Actions*

At this stage, at the beginning of the activity, the teacher greets and checks attendance and asks the triggering question: What is a short story? What's the difference with fairy tales or novels?, Have you ever read a very memorable short story? Why is the short story memorable for you?, and what do you think must be in a short story to be interesting to read?. Next, the teacher conveys the learning objectives. The core activity began with students being asked to read and listen to examples of short stories that had been provided by teachers with the title *Industrious Children and the Tree of Knowledge* by Glory Gracia Christabelle. Then the teacher guides the discussion about the intrinsic elements of the short story (theme, plot, characters and characterization, setting, point of view, language style, mandate) and extrinsics of the short story. Furthermore, students analyzed the elements of the short story from the examples given through the LKPD that was distributed. The closing activity was carried out by inviting students to conclude material about the elements of short story builders and teachers gave assignments to students to read the *Short Story Collection* books in the school library or on the internet.

###### *Observations*

From the results of the assessment above, there are 2 students who have an A grade (very good), 6 students (20%), 22 students (73.3) who have a grade of A (very good), and no students who have a grade of D and E. However, judging from the average ability of students to choose words (diction) is still quite capable. However, sentence structure, spelling and punctuation, as well as the use of language styles, are still low, not as expected.

###### *Reflection*

From the results of the analysis of the frequency distribution table, the highest score was 91.25 and the lowest score was 61.25. Based on the Minimum Completeness Criteria for Indonesian subjects with a minimum score of 70, there are still 12 students or 40% of students who have not reached a score of 70 and 40% are declared incomplete.

The analysis of learning outcomes needs to be presented more accurately and critically by displaying statistical data, including average scores and t-test results, to show

that there is a significant difference between students' writing abilities before and after the application of the process approach. For example, the increase in average scores from pre-test to post-test should be discussed not only as a numerical increase, but also as evidence of the effectiveness of measures reinforced by t-test results showing significant differences at a given confidence level. In addition, the research should explain in more detail how the process approach impacts students' motivation, creativity, and active participation at each stage of writing. In the pre-writing stage, students look more motivated because they are given the opportunity to freely develop ideas; at the draft drafting stage, creativity increases through the exploration of plots, characters, and conflicts; At the revision and editing stages, active participation can be seen from collaboration between students in providing feedback; Meanwhile, the publication stage encourages confidence and ownership of the work. By integrating statistical analysis and process observation, the results of the research become more comprehensive, argumentative, and clearly show the mechanism of how the process approach improves the quality of students' writing.

## **Cycle 1**

### *Planning*

Cycle 1 was held in 3 meetings. The first meeting will be on Wednesday, September 3, 2025, the second meeting will be on Thursday, September 4, 2025, and the third meeting will be on Wednesday, September 10, 2025. Planned in accordance with the Process Approach syntax at the first meeting, the pre-writing stage and initial draft writing were carried out, getting to know the writing process approach. The second meeting is the revision stage, and the third meeting is the editing and publication stage.

### *Actions*

There are three important parts in the implementation of the action, namely the introduction, the core activity, and the closing. The first meeting in the preliminary activity began with the teacher opening the learning by giving greetings and asking how the students were doing, the teacher asked again about the students' understanding of the elements that build a short story and the structure of the short story. The teacher conveys the learning objectives and benefits of learning with a process approach in writing short stories. Next, the teacher gave a sparking question, "Have you ever felt difficult when you wanted to write a story? Why?". From this question there are various answers, including "it's very difficult, ma'am, because finding story ideas is very difficult to do" another answer "It's difficult, ma'am, especially pouring it in the form of words that are assembled to form sentences that are easy to read, it's very difficult".

### *Observations*

Based on the assessment guide in the previous chapter, there are four elements that are assessed, namely theme, orientation, complications, and resolution. Of the four elements assessed in the short story text, namely theme, orientation, complication and resolution, there are two elements of the average score that are still low, namely orientation, and complication. If the average of the four text elements is calculated, the theme

elements have an average score of 95, the orientation has an average score of only 52, the complications have an average score of only 69.3, and the resolution has an average score of 88.7.

If you look at the scores obtained, there are 50% of students who have not been able to compile an orientation section in a short story that describes the setting of time, place, and atmosphere, as well as describe the characters in the story well. Students have not been able to present an interesting and clear picture of the setting of the story and the description of the characters in the story.

There are 56.7% of students who have not been able to sort out the events in the story that are connected by cause and effect and how to start to bring up the main problems or conflicts in the story properly. Students have not been able to develop the storyline well so that the complications of the story are not clearly depicted.

### *Reflection*

From the results of the analysis of the frequency distribution table, the highest score was 82.35 and the lowest score was 58.82. Based on the Minimum Completeness Criteria for Indonesian subjects with a minimum score of 70, there are still 7 students or 23.33% of students who have not reached a score of 70.

Based on these results, it can be concluded that student learning outcomes are still not optimal. When viewed from the average student score which only reached 72.94, it still did not achieve satisfactory results. Therefore, researchers need to improve learning so that the four elements assessed in the short story text, namely theme, orientation, complications and resolutions, have an increased average score and the frequency of student learning success also improves.

## **Cycle 2**

### *Planning*

Because writing activities are difficult activities for most students, researchers and teachers prepare a learning plan that is considered to help students to be able to write short stories well. The approach model used still uses a process approach, because this approach is seen as effective in short story writing activities, and only changes the achievement strategy.

### *Implementation*

The implementation of actions in cycle 2 aims to enable students to analyze the stages of writing short stories with a process approach (pre-writing, drafting, revision, editing, publication). Develop creative ideas into short story frameworks, write short story drafts by paying attention to the elements of the short story builder and structure, revise and edit the short story draft that has been written, and produce cohesive and communicative short story texts.

The first meeting was filled with activities in the pre-writing stage and writing the initial draft. The introduction is carried out with the teacher opening the learning with a greeting and asking how the students are doing, the teacher asks again the student's understanding of the elements and structure of the short story, the teacher gives a spark

question. The core activity was carried out for 80 minutes by getting to know the process approach in writing short stories. In this stage, the teacher again explained the five main stages in the approach to the writing process. The pre-writing stage is filled in with the teacher explaining various pre-writing techniques and at this stage the teacher gives a piece of the story and the student is asked to continue the story according to his own ideas and ideas. At the end of the first meeting, the teacher asked the students to reflect on the difficulties or eases in the pre-writing stage and the initial draft writing. Next, the teacher gave an assignment to continue writing drafts as a homework.

#### *Observations*

In the implementation, the teacher provides a revision guidesheet containing the following questions:

1. Is the story interesting from the beginning?
2. Are the characters strong and realistic?
3. Is the plot logical and there are no confusing parts?
4. Are the complications clearly depicted?
5. Is the background clearly depicted?
6. Are the themes and mandates conveyed well?

The first question has 18 students whose story is interesting, the second question has 15 students whose story characters are strong and realistic, the fourth question has 20 students whose complications are clearly drawn, the fifth question has 19 students who are able to describe the setting clearly, the sixth question has 11 students who are able to convey the theme and mandate well.

#### *Reflection*

The results of observations on the teacher's ability to carry out and manage learning, the majority of the items collected were very good and there were no observation results that fell into the category of sufficient, this shows that all observation items have met the minimum quality standards that have been set. It can be said that the teacher's success rate is at a very good level, this indicates that the program or learning plan is very effective.

This research makes a specific contribution that distinguishes it from previous studies on the process approach in teaching writing at the junior high school level in Indonesia. In contrast to previous studies that generally focused on improving writing products in general, this study examined in more depth how the process approach affects the ability to write short stories in small classes and paid attention to changes in student motivation, creativity, and participation at each stage of writing. In addition, this study combines qualitative analysis of student learning behavior and quantitative analysis through t-tests, thus providing a more comprehensive picture of the effectiveness of the process approach. Another contribution lies in the detailed explanation of the dynamics of learning in the context of limited resources and small class sizes, which have rarely been the focus of previous research

### 3.2 Discussion

The implementation of this research is focused on the ability of students to compose short stories by applying a process approach. The reason the researcher uses this approach is because the process approach is more appropriate for learning to write short stories, focusing on the development of overarching skills, not just the final result [14]. This approach makes students active subjects who learn independently by providing constructive feedback and a variety of stimuli at every stage of writing, from the pre-writing stage, drafting, to revision and refinement, to publication. This helps students build confidence and hone their creative and critical thinking skills to produce quality work.

The advantages of the process approach in writing short stories can be seen from students who learn to care at every stage of making a work, not only in the finished writing. Through stages such as elaboration of ideas and character development, students are invited to think about creating lively and interesting writing [15].

This approach encourages students to be creative and independent in every process, which is in line with the principle of independent learning. The teacher no longer just corrects the final result, but engages in the writing process to provide positive support and feedback. Teachers can provide a variety of writing tasks and various stimuli, according to the stages that students go through in the writing process [16].

There are several stages that students do in each cycle, both cycle 1 and cycle 2. In the pre-writing stage, students are invited to find and develop story ideas. This is the foundation before they start writing. In the brainstorming activity of ideas, students were invited to discuss various interesting story ideas, they were asked to find inspiration from personal experiences, observations of the surrounding environment or news. Then determining the intrinsic elements, students begin to determine the important elements in the short story such as who the main character is, where and when this story takes place, and what main message or idea they want to convey. Next, make a story framework where students plan the storyline simply, starting from the introduction, conflict, peak of the problem, resolution, to the end of the story.

At the writing stage, once the story outline is ready, students write the first draft. At this stage the main focus is to pour ideas into the writing without thinking too much about grammar or perfect spelling. The student's activity in writing the first draft with reference to the framework that has been created, students start writing their story from beginning to end. They are encouraged to keep writing until completion, allowing the storyline to flow naturally. Students are given reinforcement that they don't have to worry if there are spelling mistakes or less effective sentences [17]. The goal is to complete the draft, and improvements will be made in the next stage.

In the revision stage, students exchange stories and work in small groups to read stories to each other. They provide constructive feedback on how the story can be improved [18]. Students are invited to focus more on story elements by revising story elements such as plot, character development, and background descriptions. Students can add details, change dialogue, or even move parts of the story.

The student's self-editing stage with the help of a dictionary and spelling guide checks every word and punctuation used in the story, and students make sure each sentence is effective and easy to read. They can correct long-winded or ambiguous sentences.

The last stage carried out in cycle 1 is the publication stage. At this stage, students are asked to read their short stories in front of the class and submit them to the student council management to be pasted on the school wall magazine. As evaluation material, students also collect their work as a portfolio.

In cycle 1, when viewed from their average ability to do orientation, it was still low (value 52). This is due to students not fully understanding what orientation is, thinking that orientation is only limited to "one day" without realizing that this section should grab the reader's attention and provide important information effectively [19],[20]. Students often want to get into the conflict or the core of the story right away. They tend to rush so that the introduction section becomes short and lacks depth. As a result, the reader has no bond with the character or cannot imagine the setting of the story clearly. The next cause is that students' ability to describe something may be limited due to minimal vocabulary. They have difficulty finding the right words to describe the atmosphere or character traits in detail and life.

#### **4 Conclusion**

The quality of the students' theme writing has been very good since cycle 1 and remains consistent in cycle 2 (at 95) which shows that students have a strong understanding in determining and developing the theme of the short story. The quality of student onboarding writing increased from 52 to 65 in cycle 2, this improvement identified that the process approach successfully assisted students in building a more engaging and informative story beginning. The quality of complication writing also showed a substantial improvement from 72.7 in cycle 1 to 87.3 in cycle 2. This shows that students become more skilled at developing conflicts and keeping the storyline interesting. The quality of resolution writing has improved well, from 88.7 in cycle 1 to 89.3 in cycle 2, this shows that students are getting better at providing satisfying and logical story completion. Overall, there is an improvement in students' skills in writing short stories through a process approach. This improvement is most evident in the aspects of orientation and complications that are a crucial part of the structure of the short story. Although the theme has been high from the beginning, improvements in other aspects show that the process approach is effective in supporting the more complex aspects of short story writing and require development. This study shows that the quality of learning to write short stories through a process approach has a significant positive impact. This approach has succeeded in improving students' skills in writing short stories, as evidenced by the increase in scores in almost all aspects of writing from cycle 1 to cycle 2. The most notable improvements in the aspects of orientation and complications indicate that the process approach is very effective in guiding students to better structure the initial parts and develop the conflict of the story. The implications of this study on the teaching practice of writing short stories can be clearly formulated as a guide for teachers in improving the quality of learning. The results of the study show that the

process approach is effective in encouraging student involvement and improving the quality of writing if teachers provide guidance at each stage of writing, provide space for exploration of ideas at the pre-writing stage, provide structured feedback at the revision stage, and provide simple publication opportunities to increase the sense of ownership of the work. Teachers are advised to apply techniques such as brainstorming, concept maps, peer review, and mini-conferences to support the development of creativity and understanding of students' short story structure. This study acknowledges limitations in the form of small sample sizes, limited contexts to one school, and instruments that are still potentially subjective. Therefore, generalization of findings must be done carefully. Future research is suggested to involve a more diverse sample, use more objective instruments, and apply a process approach to different types of texts as well as longitudinal designs for more comprehensive results.

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