

Original Research Article

Development of Widare Learning Model to Improve Students' Writing Ability

ABSTRACT

This study aims to develop student's writing skills by developing the WIDARE model of textbooks, RPS, and assessment rubrics, with the stages of defining, designing, operational field trials, final product revision, and dissemination. The research sample involved 32 students, 52 teachers, and two experts. The results validating the textbook model book, lesson plan, and assessment rubric are valid categories. The practical test results were in the convenient category. The effectiveness test results were very effective in developing students' writing skills.

Keywords: Learning Model, WIDARE, Writing.

1. INTRODUCTION

Writing ability is the last language skill acquired by students. In its development, students gradually acquire listening and speaking skills first, followed by reading skills, and finally, writing skills. The process of acquiring writing skills at this final stage illustrates the high level of complexity in learning. Writing relies not only on the five senses but also on all students' knowledge and experiences that will shape the quality of their writing (Huda, 2020). Unlike spoken language, written language becomes more complicated because it is not assisted by the context of conversation (Widyawati, 2019). Writing requires sharp thinking skills, producing ideas, words, sentences, paragraphs, and even texts; with the ability to write, one can realize meaning and create texts systematically and be distributed throughout the world to be read. In addition, with written language, research results, discoveries, and experiments can be used as a guide and accumulated for discoveries for others who have read the results of these discoveries (Uto et al., 2020).

A person's writing ability comes after reading various works or writings of others (Aeni & Lestari, 2018). Many individuals experience an abundance of ideas after engaging in the process of reading, observation, discussion, and research. However, turning these ideas into writing is often a challenge. It is not that the ability to write is lacking, as writing is a skill that can be mastered and improved through continuous practice. The ability to write is a life skill. Writing is included in basic literacy, the ability to write, taught from the elementary school level. He also expressed a similar view in his research that the mastery of reading and writing skills at the primary level will be an essential foundation for reading and writing learning at further stages and has a significant impact on more complex reading and writing proficiency (Aeni & Lestari, 2018; Langi et al., 2013).

Many people need help with writing, and the root of the problem is the reluctance to immediately connect the results of reading, research, and the like. As a result, various ideas only appear in the mind but are precipitated and only known by the individual himself, without being able to be realized into writing that can be enjoyed by many people. Nonetheless, it should be remembered that no field in this world is free from writing practices, including the writing activity itself. The results of research (Ramadhanti et al., 2015) show that writing ability has a positive effect in encouraging students to develop imagination and creativity through words processed in writing. Therefore, the concept of lack of ideas should be overcome if one actively reads and applies it in writing.

When viewed from the target to be achieved, learning to write is different than expected; understanding the material and learning methods are not specific and still focus on knowledge (Tao cited by Yanti, Suhartono, & Hiasa, 2018) with less-than-optimal learning methods. Some lecturers only give free writing assignments but must teach students how to do the writing activity (Ghina, 2016). Using written language should improve thinking skills in organizing ideas or concepts by exploring topics and finding and solving problems. (Brown, 2000) Writing skills can be improved through various activities, such as thinking, drafting, and improving writing (Aunurrahman et al., 2016). Writing skills must continue to be considered because students need to train their abilities and skills in providing ideas in each of their writings. The ability to write requires creativity in thinking so that students can write by fulfilling the predetermined requirements (Sardila, 2015).

Comment [AA1]: The sources used in the text are indicated as follows: "(Huda, 2020)" etc.
Must be: [1]....

Formatted: Font: (Default) Arial, 10 pt, Font color: Red, Highlight

Formatted: Font color: Red, Highlight

The research results (Purwanti, 2016) show that in addition to students needing help expressing ideas and ideas in writing, the allocation of time for lecturers to guide students in writing practice is limited, and the average number of credits taken is only two. The results of the questionnaire analysis also show that the level of awareness of students in learning Indonesian is in the category of less, which is around 35%, and the moderate category is 30%, with the number of respondents 40 students. This is because students underestimate Indonesian language learning. This assumption arises because Indonesian has been used as a daily language in interaction and taught since school, so it is considered that it no longer needs to be taught even though the context is very different (Umar Mansyur, 2019).

Furthermore, from the observations made by UIN Mataram and UNUNTB researchers, a positive attitude towards the Indonesian language manifested by students' awareness of norms (language rules) still needs to be improved. This is shown by the presentation and content of students' essays who have yet to organize ideas as a whole and place the main or explanatory sentence in a paragraph.

Most students need to learn the correct way to combine the elements of words into sentences or sentences into paragraphs. The preliminary study also found that 65% of the results of writing assignments and UAS given by lecturers were copied and pasted from their friends' work and the internet. The assumption that the lecturer will not read the assignment causes students not to take it seriously and prefer to copy and paste their friends' work and even commit plagiarism (Hill et al., 2011). Therefore, the lecturer is providing knowledge related to writing, and according to the rules, it is essential to prevent these problems; learning models can be an alternative for lecturers to achieve the expected goals.

(Sholeh, 2017) A survey study involving 160 respondents showed that the tendency of the learning model desired by students was learning with practical exercises (58%) and theoretical explanations (0.80%), and the rest (42.2%) wanted theoretical explanations followed by practical exercises. Therefore, writing should be taught as something other than content but as a continuous learning process.

Starting from various phenomena and problems in writing supported by relevant theories, educational innovation is needed, so the author is interested in conducting further dissertation research on the WIDARE learning model to improve student writing skills in higher education. Kusnadi (2017) initiated the DARE concept in his article entitled "Educational Innovation Model with the Implementation of the Dare to Be Different Concept. DARE stands for (Dream, Attitude, Relationship, and Excellence). According to Kusnadi, the educational innovation model with an implementation strategy with the concept of "Dare to be different" motivates education providers to innovate education by not contradicting various existing educational innovation models and strategies. This model focuses more on internalizing the spirit of educational innovation, especially by educators. Departing from the concepts and acronyms made by Kusnadi, the researchers developed the concept in the realm of education, especially in the field of writing studies, by adding elements of the acronym WI (Writing, Inspiration) which, when combined with the word WIDARE. The WIDARE learning model as an acronym is expected as a motivational concept and to realize a purity of student ideas. The acronyms of WIDARE are Writing, Inspiration, Dream, Attitude, Relationship, and Excellence.

The novelty value to be achieved in this research is the development product of a writing learning model specifically for higher-education students. The effort to develop this learning design is significant for a lecturer. This learning model is developed by producing several development products: the model book, syllabus, semester learning plan (RPS) SAP, textbook, and assessment rubric.

The learning model refers to the approach used, including learning objectives, stages in learning activities, learning environment, and classroom management. The lecturer's effort in teaching students is an essential part of achieving the success of the planned learning objectives. Therefore, selecting various methods, strategies, techniques, and learning models is significant (Arends, 2013). The selection of learning models to be used in learning must arouse and stimulate students to be active in Indonesian language learning activities. To develop the model, lecturers must have a comprehensive plan for presenting materials systematically, from the selection of materials and learning media to the assessment process.

The WIDARE learning model is the latest breakthrough in education that wants the achievement of 21st-century competencies (creativity and innovation), collaboration, communication, critical thinking, problem-solving), character values, and literacy. Similarly, the implementation of the independent curriculum emphasizes the scientific approach. An approach that demands learner activeness by emphasizing five essential aspects: observing, questioning, trying, reasoning, and communicating. The five aspects are interrelated with each other (Kusnadi, 2017).

The WIDARE learning model is suitable for creating structured learning; it not only attracts lecturers and students in the teaching and learning process but is a skill-based education in processing ideas into writing as a reflection of behavior. The WIDARE learning model is expected to be the foundation for building commitment in increasing students' motivation and writing competence through the learning objectives of the Indonesian Language as a personality development course. In addition, this learning model provides a new color to education, which contains the value of freedom in expressing ideas, the value of honesty, the value of constancy, and the value of respect for the Indonesian language.

2. RESEARCH METHOD

This study uses research and development with the stages found by (Lawhon, 1976; Thiagarajan, 1974). The research stages can be described in the following table.

Table 1. research and development stage

Stages	Objectives	Research Activities	Research Object
Defining stage	Determine the product to be developed through initial and final analysis, curriculum and literature analysis, task analysis, student analysis, observation, and specification of learning objectives to determine the basic problems that require the development of a learning model.	Collect data and information related to all student and lecturer needs in the classroom learning process.	2 lecturers and 32 students
Design stage	Developing learning outcomes for Indonesian language courses, creating indicators of learning outcomes, preparing learning materials, compiling feasibility instruments, determining trials, selecting model formats.	Drafting the model that has been designed in the planning stage by making improvements. Developing syntax models, social systems, reaction principles, support systems, instructional and support impacts. While learning tools RPS, guidebooks, student worksheets and evaluation tools	
Development Stage (Expert Validation, Field Trial)	Operationalise the developed WIDARE learning model.	Validate the learning model Conduct data collection and analysis trials	2 Experts 2 lecturers dan 32 students
Final Product Revision	Develop a final product from the piloted model	Making final improvements to the model	
Dissemination Stage	Deployment and distribution, as well as monitoring to control the quality of the model	Deliver information and conduct training, based on recent research, publications in scientific journals, or presentations to parties related to the product	

The development of the WIDARE model is based on a needs analysis to determine the level of student needs for a learning model for developing writing skills. The research involved 32 students and two lecturers as samples to obtain an overview of the needs of the learning model. The withdrawal of samples was made by purposive sampling, namely selecting samples based on specific characteristics relevant to the research objectives. Data were collected using a questionnaire with 18 items consisting of 5 categories. Test the model's practicality using an observation sheet of 24 questions with four categories. An expert validity test was used to check the model book, textbook,

RPS, and assessment rubric with four categories. Then, to measure the development of student's writing skills, the assessment indicators consist of:

1. Paragraph structure is the ability of students to make topic sentences, explanatory sentences, developer sentences, conclusions,
2. Description paragraphs are the ability of students to describe or describe an object based on the experience of various senses (seeing, hearing, feeling something interesting to discuss),
3. Narrative paragraphs are the ability of students to tell events or events so that the reader seems to feel or experience the events told,
4. Exposition paragraphs are the ability to explain an event or problem in detail and clearly,
5. Argumentation paragraphs: the ability of students to bring up reasons, opinions, stances, or ideas used to convince readers,
6. Persuasion paragraphs are the ability of students to make paragraphs or writings that are the author's invitation to do things.

To measure the effectiveness of students' writing ability using N Gain analysis categorized into criteria put forward by Meltzer (2002) low ($0.00 < g < 0.30$); medium ($0.30 \leq g < 0.70$); high ($0.70 \leq g \leq 1$). In order to measure the difference in students' writing ability before and after applying the WIDARE model, hypothesis testing was carried out with paired sample t-test analysis (Frey, 2023; Sugiyono, 2017).

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Needs Analysis of WIDARE Model Development

The results of the data analysis show that the level of students' paragraph writing ability shows that 92.2% of students have low understanding and writing skills, and 7.1% have an understanding in writing, as seen in Table 2.

Table 2. Students' Level of Understanding in Writing Paragraphs

	Contents	Form	Grammar	Style	Spelling	Punctuation Marks
Mean	2.19	2.47	2.09	2.28	2.25	2.41
Median	2.00	3.00	2.00	2.00	2.00	2.00
Mode	2	3	3	2	2	2
Maximum	3	3	3	3	4	3
Minimum	1	1	1	1	1	1
Sum	70	79	67	73	72	77

3.1.2 Overview of the WIDARE Model for the Development of Writing Skills

In student writing development, the WIDARE model has developed four books: model books and textbooks, semester learning plans (RPS), and learning implementation assessment of rubric books. The product description of the development results can be seen in Table 3 below.

Table 3. Descriptive Model Book, Textbook, SSP and Assessment Rubric

Unit	Components	Content
WIDARE Model Book	Introduction and Rationale	Rationalisation of learning model, learning model development, learning theory, concepts, characteristics, advantages of WIDARE model, procedures, and hypothetical model
	Model Description	Model objectives, components, syntax, social system, reaction principle, support system, accompanying instructional impact of the WIDARE model
	WIDARE Learning Model Guide	Implementation of the WIDARE model (Writing, Inspiration, Dream, Attitude, Relationship, Excellence), concept overview, classification, assessment, writing ability techniques, factors affecting writing ability

Formatted: Font: (Default) Arial, 10 pt, Bold

Formatted: Font: (Default) Arial, 10 pt, Bold

Formatted: No underline

Formatted: Font: (Default) Arial, 10 pt, Bold

Formatted: Font: (Default) Arial, 10 pt, Bold

WIDARE Textbook	Part 1	Paragraph structure writing lesson
	Part 2	Description writing lesson
	Part 3	Narrative paragraph writing lesson
	Part 4	Expository paragraph writing lesson
	Part 5	Argumentation paragraph writing lesson
	Part 6	Persuasion paragraph writing lesson
Lesson Plan	Part 1-6	SAP Lecture meeting 1-6
Assessment Rubric	Part 1-6	Paragraph assessment, description assessment, narration assessment, essay assessment, argumentation assessment and persuasion assessment

3.1.3 Validity and Practicality of WIDARE Model Development

The results of validating the WIDARE development model for experts showed a very valid category (3.80) worth using. The practical test results showed a convenient category (3.70). The results of the validity and practical test of the initial model can be seen in Tables 4 and 5.

Table 4. Aspects of Model Validity Test

No	Aspects	Value	Category
1	Learning Model Syntax	3.80	Very Valid
2	Textbook	3.80	Very Valid
3	Semester implementation plan	4.00	Very Valid
4	Learning assessment rubric	3.70	Very Valid
Total		3.80	Very Valid

Table 5. Practicality Test Results

Aspect	Value	Category
Model Syntax	3.7	Highly practical
Social System	3.7	Highly practical
Reaction Principle	3.7	Highly practical
Concomitant Effect	3.6	Highly practical
Total	3.7	Highly practical

3.1.4 Effectiveness of WIDARE Model Development

The results of students' writing ability after applying the WIDARE model can be seen in Table 6 and Table 7 below.

Table 6. N Value of Student Writing Ability Gain

Indicators	Data	Score	Gain	N-Gain	Interpretation
Writing Paragraph Structure	Pretest	53.5	34.3	0.72	Extremely High
	Posttest	87.8			
Writing Paragraphs Description	Pretest	61.3	27.6	0.71	Extremely High
	Posttest	88.9			
Narrative Writing	Pretest	64.8	24.9	0.71	Extremely High
	Posttest	89.7			
Writing Expositions	Pretest	60.7	27.7	0.71	Extremely High
	Posttest	88.4			
Writing Argumentation	Pretest	64.3	25.2	0.71	Fair
	Posttest	89.5			

Formatted: Font: (Default) Arial, 10 pt, Bold

Formatted: Font: (Default) Arial, 10 pt, Bold

Formatted: No underline

Formatted: Font: (Default) Arial, 10 pt, Bold

Formatted: No underline

Writing Persuasion	Pretest	61.8	26.9	0.71	Extremely High
	Posttest	88.7			
Total	Pretest	61.1	27.8	0.71	Extremely High
	Posttest	88.8			

Table 7. Paired Samples t-test

Indicators	N	Value		Sig	Description
		t _{count}	t _{table}		
Writing Paragraph Structure	32	13.087	1.696.	0.00	Significantly
Writing Description Paragraphs	32	21.220	1.696.	0.00	Significantly
Narrative Writing	32	21.155	1.696.	0.00	Significantly
Writing Exposition	32	20.237	1.696.	0.00	Significantly
Argumentation Writing	32	26.408	1.696.	0.00	Significantly
Persuasion Writing	32	24.062	1.696.	0.00	Significantly

3.2 Discussion

3.2.1 Development of WIDARE Model nNeeds

The needs analysis results show that students still experience problems writing paragraph structure, description, narration, exposition, argumentation, and persuasion. This condition makes students' writing skills need to improve. On the other hand, students must be required to produce scientific work, but writing is the most challenging language activity (Jayanti & Rosita, 2019; Syaputra et al., 2023). On the other hand, students often face challenges in producing the correct title, formulating the problem clearly, developing the content substantially, having a lack of understanding of the correct writing structure, and having difficulty in finding relevant references according to the research topic raised (Mujianto, 2017; Syaputra et al., 2023). To write well requires deep thinking and creativity so that the results of writing have superior quality and are attractive to readers (Martha et al., 2022). Writing skills are essential in expressing ideas, conveying information, and communicating effectively in today's information age. Good writing skills can influence, inspire, and connect with a broad audience, enabling a deep exchange of ideas and a deeper understanding of the world around us. The ability to write plays a significant role because, through this activity, one can increase intelligence, develop creative potential, foster a sense of courage, and stimulate motivation to seek information (Tarigan, 2008; WiwikYullyWidyawati, 2019).

Formatted: Font: (Default) Arial, 10 pt, Bold

Formatted: Font: (Default) Arial, 10 pt, Bold

Formatted: No underline

3.2.2 Characteristics of the WIDARE Model for the dDevelopment of sStudent Writing Skills

The WIDARE model is the development of a writing skills learning model that has the characteristics of the first:

1. WIDARE learning always encourages students to develop their ideas and ideas actively.
2. Provides opportunities for students to learn the material more deeply through each task presented.
3. Connects the material to be learned with the writing structure, discussion topics, and tasks given.
4. Encourage learners to learn independently or in groups, well organized so that the information or message can be understood.
5. Encourage learners to master the material and connect what they already know with the type of assessment.
6. Provide opportunities for learners to ask questions actively, suggest improvements, discuss, create essay outlines, provide assessments, and correct and conclude the material learned.

A structured syntax and assessment rubric is the second characteristic of the syntax of the WIDARE model in Table 8.

Formatted: Font: (Default) Arial, 10 pt, Bold

Formatted: Font: (Default) Arial, 10 pt, Bold

Formatted: Font: (Default) Arial, 10 pt, Bold

Formatted: No underline

Table 8. Syntax of the WIDARE

Syntax	Activities	Learning Activities
Writing	Understanding Writing Forms	Lecturer explains the characteristics of paragraphs Lecturer explains the types of paragraphs Lecturers explain and display examples of paragraphs that contain writing elements according to their types

			Lecturers invite students to practice writing paragraphs Review the elements of paragraphs
Inspiration	Deciding on a Writing Topic	a	Making observations and noticing interesting things to be used as an object of inspiration Packaging the object into a writing topic. Create a writing outline based on the writing topic
Dream	Developing an Outline	an	Formulate objectives and direct students to develop the outline into a complete paragraph Determine the title of the paragraph Rereading the essay and focusing on the things that need to be corrected
Attitude	Maintaining Writing Rules		Check the unity, cohesion, order, and completeness of the paragraphs that have been created. Checking vocabulary and grammar by referring to <i>Ejaan Bahasa Indonesia yang Disempurnakan (EYD)</i> , while for the standardisation of vocabulary through <i>Kamus Besar Bahasa Indonesia (KBBI)</i> through the page https://kbbi.kemdikbud.go.id Checking vocabulary and grammar by referring to <i>Ejaan Bahasa Indonesia yang Disempurnakan (EYD)</i> , while for vocabulary rigor through <i>Kamus Besar Bahasa Indonesia (KBBI)</i> through the page https://kbbi.kemdikbud.go.id
Relationship	Sharing Good Works with Peers	Good	Share writing with friends on topic Reads carefully and gives notes on their friend's work Give an assessment according to the assessment format prepared by the lecturer. Return their friend's written work that has been assessed
Excellence	Creating High Quality Writing	High	Revise the paper based on the assessment results and suggestions given by friends. Collect the written work and be given a final assessment by the lecturer. Publish the results of their writing through social media sharing, FB, IG, blogs, and other websites. Periodically monitor the development of student blogs

3.2.3 Effectiveness of the WIDARE Model to Develop Student Writing Skills

Based on the results of the N-Gain analysis, it shows that there is a difference in the development of writing skills after the application of learning using the WIDARE model has been developed with a Gain value of 27.8, and the Gain value score for all indicators is 0.71 with a high category $g \geq 0.70$. The results of statistical tests with paired sample t-tests on all indicators show the value of $t_{count} >$ from the t table with a significance value of sig 0.00, so it can be concluded that H_0 is rejected and H_1 is accepted. Thus, from all the results of statistical tests that have been carried out, it can be concluded that using the WIDARE model can develop students' writing skills.

4. CONCLUSIONS

Based on the research and discussion results, the WIDARE learning model developed can improve students' writing skills. The validation results by experts and model implementation are in the valid and practical categories. The results of the data analysis show that the developed model is very effective for developing students' writing skills. The model contains syntax, textbooks, lesson plan, and assessment rubrics, so using the WIDARE learning model in education is recommended, especially in writing materials.

Formatted: Font: (Default) Arial, 10 pt, Bold

Formatted: Font: (Default) Arial, 10 pt, Bold

Formatted: Font: (Default) Arial, 10 pt, Bold

Formatted: No underline

REFERENCES

- Aeni, E. S., & Lestari, R. D. (2018). Application of the Binding of Meaning Method in Learning to Write Short Stories for IKIP Siliwangi Bandung Students. *Semantics*, 7(1), 1–13. <https://doi.org/10.22460/semantik.vXiX.XXX>
- Arends, R.I. (2013). Learning To Teach, Learning to Teach. SalembaHumanika.
- Aunurrahman, Hamied, F. A., & Emilia, E. (2016). Exploring An Academic Writing Class in An Indonesian University Context. *Language Circle: Journal of Language and Literature*, 11(1), 1–12.
- Baidarus, B., Hamami, T., M. Suud, F., & Rahmatullah, A. S. (2020). Al-Islam and Muhammadiyah as a basis for character education. *AL-ASASIYYA: Journal Of Basic Education*, 4(1), 71. <https://doi.org/10.24269/ajbe.v4i1.2101>
- Baker-Henningham, H., & LópezBóo, F. (2021). Early Childhood Stimulation Interventions in Developing Countries: A Comprehensive Literature Review. *SSRN Electronic Journal*, 5282. <https://doi.org/10.2139/ssrn.1700451>
- Baligadoo, P.D. (2014). Peace Profile: Maria Montessori-Peace Through Education. *Peace Review*, 26(3), 427–433. <https://doi.org/10.1080/10402659.2014.938003>
- Brown, H. D. (2000). *Principles in Language Learning and Teaching-4th Ed.* Longman.
- Carter, M. A., & Dason, M. (2017). What School Leaders Are Doing to Support a Culture of Character: An Exploratory Study With Preschools in Singapore. *Childhood Education*, 93(1), 29–38. <https://doi.org/10.1080/00094056.2017.1275234>
- Frey, B.B. (2023). Paired-Samples t Test. *There's a Stat for That!: What to Do & When to Do It*, 46–47. <https://doi.org/10.4135/9781071909775.n18>
- Ghina, F. (2016). Application of The Process Genre Approach for Improving Writing. *English Education Journal*, 7(4), 481–495.
- Huda, M. (2020). Blended Learning: Improvisation in Experience Writing Learning (Blended Learning: Improvisation in Experience Writing Learning). *Lensa: Linguistic, Literary and Cultural Studies*, 8(2), 117. <https://doi.org/10.26714/lensa.8.2.2018.117-130>
- Jayanti, R., & Rosita, Y. D. (2019). Development of Linguistic Competence in Writing Historical Short Texts at Man 7 Jombang. *KEMBARA Journal of Scientific Language Literature and Teaching*, 5(2), 245. <https://doi.org/10.22219/kembara.vol5.no2.245-253>
- Kapler, R. L. (2004). *Writing with, through, and beyond the text an ecology of language.* Cambridge University Press.
- Kusnadi. (2017). An Educational Innovation Model with a Strategy for Implementing the “Dare to Be Different” Concept. *Journal of Wahana Pendidikan*, 4(1), 132–144.
- Kusumastuti, N. (2020). Implementation of Early Childhood Character Pillars. *Golden Age Journal*, 4(02), 333–344. <https://doi.org/10.29408/jga.v4i02.2525>
- Langi, A., Tahir, M., & Idris. (2013). Improving Reading and Writing Ability Using Letter Cards in Class I SDN 2 Wombo. *Tadulako Creative Journal*, 4(8), 88–102.
- Lawhon, D. (1976). Instructional development for training teachers of exceptional children: A sourcebook. *Journal of School Psychology*, 14(1), 75. [https://doi.org/10.1016/0022-4405\(76\)90066-2](https://doi.org/10.1016/0022-4405(76)90066-2)
- Mandasari, Y., Ahmad, A., Yulianti, N., & ... (2021). Strengthening Prophetic Character Education through Optimizing the Role of Al-Quran Educational Parks in Sumberjatitree, Grobogan. *KKN Education Bulletin*, 3(1), 100–106. <https://doi.org/10.23917/bkndik.v3i1.14549>
- Martha, N. U., Wijayawati, D., Krisnawati, V., & Nugroho, B. A. P. (2022). Development of teaching materials for writing drama scripts with local wisdom and character education. *JINoP (Journal of Learning Innovation)*, 8(1), 68–83. <https://doi.org/10.22219/jinop.v8i1.19554>
- Meltzer, D. E. (2002). The relationship between mathematics preparation and conceptual learning gains in physics: A possible “hidden variable” in diagnostic pretest scores. *American Journal of Physics*, 70(12), 1259–1268. <https://doi.org/10.1119/1.1514215>
- Mujianto, G. (2017). Cohesive Tools in Written Discourse by Muhammadiyah High School / Vocational School Teachers, Malang Regency. *KEMBARA: Scientific Journal of Language, Literature, and Teaching*, 3(2), 210–233. <https://doi.org/10.22219/kembara.v3i2.5162>
- Nuraeni, L., Andrisyah, A., & Nurunnisa, R. (2019). The Effectiveness of the Child Friendly School Program in Improving the Character of Early Childhood. *Journal of Obsession: Journal of Early Childhood Education*, 4(1), 20. <https://doi.org/10.31004/obsesi.v4i1.204>
- Purwanti, D. (2016). Student Perceptions of Literacy Awareness and Ability in Indonesian General Courses at Nahdlatul Ulama University, West Nusa Tenggara. *Scientific Journal of Mandala Education*, 2(1), 467. <https://doi.org/10.58258/jime.v2i1.351>
- Ramadhanti, D., Basri, I., & Abdurahman. (2015). Development of a Short Story Writing Learning Model Based on Contextual Teaching and Learning (CTL) for Class IX Students of SMP Negeri 2

Comment [AA2]: These references should be rearranged according to this example [Boateng R, Mbrokoh AS, Boateng L, Senyo PK, Ansong E. Determinants of elearning adoption among students of developing countries. *Int. J. Inf. Learn. Technol.* 2016;33(4):248–262.] All works cited in the text must be listed in the References. to elaborate the bibliographic citation and references format according to the needs of AIR.

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted

Formatted: Font: (Default) Helvetica, 10 pt, Not Bold

LembahGumanti, Solok Regency. *Journal of Language, Literature and Learning*, 2(3), 45–57. <https://doi.org/10.1002/ejoc.201200111>

Roqib, M. (2015). Character Education in a Prophetic Perspective. *Journal of Character Education*, 4(3), 240–249. <https://doi.org/10.21831/jpk.v0i3.2747>

Sardila, V. (2015). Strategies for Developing Applied Linguistics Through the Ability to Write Biography and Autobiografi: A Constructive Effort. *Journal of Islamic Thought*, 40(2), 110–117.

Schaps, E., & D, P. (2007). CEP's of Effective Character Education Effective Character Education: Education.

Setiawati, H., & Khumas, A. (2022). Strengthening Islamic Character through Skills Empowerment Activities for Street Children in Parepare City. 4(2), 153–160. <https://doi.org/10.23917/bkkndik.v4i2.19548>

Sholeh, K. (2017). Competencies and Learning Models Desired by Students in Writing Skills Lectures. *The 5 TH Urecol Proceedings*, 761–766.

Suardi, Bundu, P., Anshari, & Samad, S. (2019). The development of a home cognitive stimulation package for 2–3-year-old children. *New Educational Review*, 55(1), 208–219. <https://doi.org/10.15804/ner.2019.55.1.17>

Sugiyono. (2017). Educational research methods with quantitative, qualitative and R&D approaches. Alfabeta.

Syaputra, J., Damayanti, V. S., Anshori, D. S., & Sastromihardjo, A. (2023). Data literacy: In writing scientific papers in higher education (Data literacy: Writing scientific papers in higher education). *KEMBARA: Scientific Journal of Language, Literature, and Teaching*, 9(1), 204–212. <https://doi.org/https://doi.org/10.22219/kembara.v3i2.5162>

Tarigan, H. G. (2008). *Writing as a Language Skill*. Space.

Thiagarajan, S. (1974). *Instructional development for training teachers of exceptional children: A sourcebook*.

Umar Mansour. (2019). Indonesian Language Attitudes and Their Implications for Indonesian Language Learning in Higher Education. *Furious (Active Writing Movement)*, 7(Mi), 72–78.

Uto, M., Miyazawa, Y., Kato, Y., Nakajima, K., & Kuwata, H. (2020). Time- and Learner-Dependent Hidden Markov Model for Writing Process Analysis Using Keystroke Log Data. *International Journal of Artificial Intelligence in Education*, 30(2), 271–298. <https://doi.org/10.1007/s40593-019-00189-9>

WiwikYullyWidyawati. (2019). The Effectiveness of Picture and Picture Learning Models in Writing Skills for the University Level. *Journal of the Creed*, 2(2), 226–241.

Yanti, N., Suhartono, S., & Hiasa, F. (2018). Academic Writing Skills for Undergraduate Students in the Indonesian Language and Literature Study Program, FKIP, Bengkulu University. *SilampariBisa: Indonesian, Regional, and Foreign Language Education Research Journal*, 1(1), 1–16. <https://doi.org/10.31540/silamparibisa.v1i1.4>

Formatted: Font: Not Bold

Formatted: Font: (Default) Helvetica, 10 pt, Not Bold

Formatted: Font: Not Bold

Formatted: Font: (Default) Helvetica, 10 pt, Not Bold

Formatted: Font: Not Bold

Formatted: Font: (Default) Helvetica, 10 pt, Not Bold

Formatted: Font: Not Bold

Formatted: Font: (Default) Helvetica, 10 pt, Not Bold

Formatted: Font: Not Bold

Formatted: Font: (Default) Helvetica, 10 pt, Not Bold

Formatted: Font: Not Bold

Formatted: Font: (Default) Helvetica, 10 pt, Not Bold

Formatted: Font: Not Bold

Formatted: Font: (Default) Helvetica, 10 pt, Not Bold

Formatted: Font: Not Bold

Formatted: Font: (Default) Helvetica, 10 pt, Not Bold

Formatted: Font: Not Bold

Formatted: Font: (Default) Helvetica, 10 pt, Not Bold

Formatted: Font: Not Bold

Formatted: Font: (Default) Helvetica, 10 pt, Not Bold

Formatted: Font: Not Bold

Formatted: Font: (Default) Helvetica, 10 pt, Not Bold

Formatted: Font: Not Bold

Formatted: Font: 11 pt, Not Bold

Formatted: Font: Not Bold

Formatted: Font: (Default) Helvetica, 10 pt, Not Bold

Formatted: Default Paragraph Font, Font: (Default) Helvetica, 10 pt, Not Bold

Formatted: Font: Not Bold