



Needs Analysis for Developing an Indonesian Language Learning Module Based on the Estafet Writing Model

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Abstract

This study aims to analyze the needs for developing an Indonesian language learning module based on the Estafet Writing model for elementary school students. The study is motivated by students' low narrative writing skills and the limited availability of teaching materials that support collaborative and creative writing processes. This research employed a qualitative descriptive approach, involving teachers and fourth-grade students from two elementary schools in Garut Regency. Data were collected through questionnaires and pre-writing tests. The results indicate that all students lacked additional writing materials, most students preferred visual media (90%), and 77.5% were interested in Estafet Writing activities. The average writing skills were still low, with scores of 38.2% and 43.2%. These findings highlight the need to develop an Estafet Writing module that integrates collaboration, creativity, and visual media to improve students' motivation and narrative writing skills. The module is expected to serve as a contextual and adaptive instructional guide for teachers to conduct more interactive and meaningful Indonesian language learning.

Keywords: Needs Analysis; Indonesian; Estafet Writing; Writing Skills; Learning Module

Abstrak

Penelitian ini bertujuan menganalisis kebutuhan pengembangan modul pembelajaran Bahasa Indonesia berbasis model Estafet Writing pada peserta didik sekolah dasar. Latar belakang penelitian ini adalah rendahnya keterampilan menulis naratif peserta didik dan keterbatasan bahan ajar yang belum mendukung proses menulis secara kolaboratif dan kreatif. Penelitian menggunakan pendekatan deskriptif kualitatif dengan subjek guru dan siswa kelas IV di dua sekolah dasar di Kabupaten Garut. Data dikumpulkan melalui angket dan tes awal menulis. Hasil penelitian menunjukkan bahwa seluruh peserta didik belum memiliki bahan ajar tambahan untuk menulis, sebagian besar menyukai media visual (90%) dan tertarik pada kegiatan menulis estafet (77,5%). Rata-rata keterampilan menulis masih rendah, yaitu 38,2% dan 43,2%. Temuan ini menunjukkan perlunya pengembangan modul Estafet Writing yang mengintegrasikan kolaborasi, kreativitas, dan media visual untuk meningkatkan motivasi dan kemampuan menulis naratif siswa. Modul ini diharapkan menjadi panduan kontekstual dan adaptif bagi guru dalam melaksanakan pembelajaran Bahasa Indonesia yang lebih interaktif dan bermakna.

Kata Kunci: Analisis Kebutuhan; Bahasa Indonesia; Estafet Writing, Keterampilan Menulis; Modul Pembelajaran

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INTRODUCTION

The 21st-century educational paradigm demands a shift in the role of educators, from mere cognitive transmitters to catalysts focused on developing 21st-century essential competencies (4Cs), namely creativity, collaboration, critical thinking, and effective communication in students (Wulansari & Sunarya, 2023) . Specifically, in the realm of Indonesian language learning, teachers' pedagogical capabilities must go beyond mastery of substantive material. These competencies include the ability to carry out coherent instructional design in creating transformative and meaningful learning experiences (*meaningful learning*), as well as process-based ones that emphasize the active construction of knowledge and language skills (Rahayu & Rosdiana, 2022) . One of the main demands is the availability of contextual, adaptive, and aligned teaching materials to students' needs, so that learning emphasizes not only linguistic aspects but also the function of language as a means of thinking, expression, and social interaction.

On the other hand, students at the elementary school level are required to master four language skills, namely listening, speaking, reading, and writing skills in a balanced manner. Among these four skills, writing skills are often the most difficult challenge because writing requires the ability to organize ideas, choose diction, construct effective sentences, and convey meaning in a coherent and coherent manner. Writing skills are not the result of mastering theory alone, but rather a practice process that requires direction, formative feedback, and opportunities for repeated experimentation (Mustafa & Efendi, 2016) . Therefore, innovations in writing learning are needed that can foster creativity, social interaction, and learning motivation.

In this context, learning modules play a strategic role as instructional guides that systematically integrate objectives, materials, activities, and evaluation. Effective modules not only present content but also serve as instruments that guide students in critical and creative thinking through reflective and collaborative activities. Such modules should support active learning, independence, and reciprocal interaction between students and teachers.

One relevant learning model for developing creativity and collaboration in writing is *Estafet Writing*. This model emphasizes a chain writing process, where each student writes a specific section of the text and is continued by their group mates until a unified story is formed (Setiawan, 2018) . Through this process, students learn to communicate, empathize, and take responsibility for group results. The implementation of the Estafet Writing model makes writing activities more dynamic, interactive, and meaningful.

However, initial observations and findings from several studies indicate that in Indonesian language learning practices in elementary schools, the learning process is not yet supported by specific learning modules. Teachers generally still rely on conventional textbooks that are general in nature and oriented towards theoretical delivery of material. These textbooks are not able to facilitate collaborative and creative writing activities, because the activities presented tend to emphasize structural and individual exercises. As a result, students have less opportunity to develop ideas freely, collaborate, and reflect on their writing. This condition indicates a research gap, namely the lack of an Indonesian language learning module based on the *Estafet Writing model* specifically designed to improve narrative writing skills through collaborative activities in elementary schools. This condition is also reinforced by findings in research conducted by (Islamiah et al., 2023) , which explained that students often experience difficulty in expressing ideas in writing, not due to their weaknesses, but due to the use of inappropriate learning methods and models. The lack of teacher creativity in designing writing activities makes learning feel monotonous, so students are less motivated to write. Therefore, teachers need to be more creative and innovative in selecting and implementing learning methods that can foster students' interest and enthusiasm for writing.

This research offers a contribution in the form of developing an Indonesian language learning module based on the *Estafet Writing model* that is contextual, collaborative, and encourages students' creative thinking skills. This module is expected to provide a solution to the limitations of teaching materials that currently do not accommodate the writing process as a social and reflective activity.

A needs analysis for the development of this module is a crucial step in ensuring alignment between the theoretical design and empirical reality in the field. Through an in-depth analysis of teacher needs, student abilities, and learning environment conditions, the resulting module is expected to have high relevance and strong implementability. With a clearly identified needs basis, the *Estafet Writing module* can truly function as an effective learning medium, adaptable to student characteristics, and able to direct the writing process towards a more collaborative and meaningful direction, oriented towards the development of students' creative potential.

Based on the background that has been explained previously, this study aims to describe the actual condition of students' writing skills in elementary schools, analyze the needs of teachers and students for innovative teaching materials, and design specifications for Indonesian language learning modules

based on the *Estafet Writing model* that are adaptive and relevant to students' needs.

Thus, this research is expected to provide an empirical basis for the development of modules that not only function as learning media, but also as a means of strengthening creativity, collaboration, and meaningfulness in the writing process of elementary school students.

METHOD

This research is part of a research *and development* (R&D) program aimed at producing an Indonesian language learning module based on the *Estafet Writing model*. However, this article specifically focuses on the initial stage, namely needs analysis, which serves as a conceptual and empirical basis before the product design and development stages are carried out.

In this needs analysis stage, a qualitative descriptive approach was used, because the research aims to describe in depth the actual conditions in the field related to the implementation of writing learning, students' writing skills, and the needs of teachers and students for relevant and contextual learning modules. Descriptive research is conducted to describe, interpret, and explain a variable or phenomenon that is the object of study (Sukardi, 2007) .

The research was conducted at two elementary schools in Garut Regency: SDN 02 Singajaya and SDN 03 Sukawangi. These schools were chosen because initial observations indicated that students had low writing skills, particularly in developing ideas coherently and creatively. Furthermore, Indonesian language learning tends to be conventional and focuses on the final product, rather than the collaborative writing process. These conditions make these schools relevant as research locations because they reflect a real need for innovative teaching materials that support creative writing learning based on the *Estafet Writing model*.

The subjects of this study were 40 fourth-grade students. Subject selection was purposive, meaning that it was based on specific considerations relevant to the research objectives, namely teachers and students directly involved in the writing learning process.

The instruments in this study consisted of an open-ended questionnaire completed by educators and a closed-ended questionnaire given to students, complete with an initial writing ability test on the instrument sheet. Furthermore, instrument validation was conducted through *expert judgment* by language

experts and learning media experts to ensure the appropriateness of the questionnaire items and writing assessment rubric.

Table 1. Student Needs Analysis Questionnaire Grid

No	Aspect
1.	Availability and use of supporting teaching materials other than the main textbook
2.	The level of interest and views of students towards narrative story writing activities
3.	Types of support or media that students need in the process of writing stories
4.	Students' choices and interests in the learning methods used
5.	Previous experiences and expectations of students regarding the implementation of relay writing activities

The stages in conducting data analysis according to Miles and Hubberman (in (Sugiyono, 2017)) are 1) the data reduction stage obtained from the results of the analysis of questionnaires filled out by students, initial writing ability tests, and the results of the analysis of teaching materials used by students; 2) the data presentation stage (data display), namely compiling the findings in the form of graphs and narratives so that they are easy to read and interpret; 3) the conclusion, namely interpreting the data to obtain a picture of the real needs of students for the Indonesian language learning module based on *Estafet Writing*.

RESULTS AND DISCUSSION

Results

The results of this study present a needs analysis for the development of an Indonesian language learning module based on the *Estafet Writing model* for elementary school students. Data collection was conducted at SDN 02 Singajaya and SDN 03 Sukawangi, Garut Regency, through a review of learning resources, a student analysis questionnaire, and a pre-test of narrative writing skills.

Learning Resources Analysis Results

'The results of the study show that the main learning resources used by teachers and students in learning Indonesian are Indonesian language textbooks. *See Around Elementary School Grade IV* (Nukman & Setyowati, 2021) published by the Research, Development, and Book Agency, Ministry of Education, Culture, Research, and Technology. This book is structured based on the principles of the Independent Curriculum and contains eight thematic chapters relevant to students' daily lives.

However, in-depth analysis revealed that the textbook does not explicitly address narrative writing in its entirety. For example, in the chapter "*Meliuk dan Menerjang*" (*The Twist and the Jump*), students are directed to write about their experience watching a badminton match using the "ADIKSIMBA" method. However, the structural aspects of narrative text (orientation, complication, resolution) and linguistic elements are not systematically explained. As a result, writing instruction remains mechanistic and does not foster creative or collaborative thinking skills.

This finding reinforces the urgency of developing a special module that functions as a systematic guide for teachers in teaching narrative writing skills with a collaborative approach such as *Estafet Writing* .

Student Needs Analysis

A needs analysis questionnaire was distributed to 40 fourth-grade students from both schools. The aspects measured can be seen in Table 1.1 Student Needs Analysis Questionnaire Outline. The five aspects were then developed into 19 questions and concluded with a test of students' initial writing abilities. The results of the student needs analysis questionnaire can be seen in Table 1.2 below:

Table 2. Results of the Student Needs Analysis Questionnaire

Indicator	Percentage	Findings
Availability of additional teaching materials	100% of students	Indonesian language learning in fourth grade stated that there were no additional teaching learning modules. Teachers still rely on available conventional, theoretical textbooks that other than the main don't facilitate creative or collaborative writing exercises.

Motivation On average, 81% of Students have positive motivation and interest students stated that towards narrative writing activities, but in writing they enjoyed writing the practice of writing has not become a activities, but only habit due to limited guidance, ideas, and 47.5% did it regularly supporting media.

and 80% admitted that they still experienced difficulties when writing.

Difficulty in writing As many as 62.5% of The main obstacles for students in writing students had lie in the prewriting stage (finding ideas) difficulty finding and organizing the plot. Learning story ideas, and some strategies are needed that help them had difficulty develop ideas and writing structures composing and gradually. ending stories.

Use media in learning to write Around 87% of Visual media such as pictures or in students like using illustrations have great potential to to images, 72% feel improve writing creativity, but their use in helped in writing after the classroom is still limited and has not seeing images, but yet become part of the writing learning 42.5% have never used strategy. visual media in writing activities.

Use learning methods Around 90% of Collaborative methods such as *Estafet Writing* have not been implemented in students are not familiar with or have schools, even though students show high never tried the relay writing method, but that allow for sharing ideas and 80–92% show interest experiences. in writing with friends.

Interest in writing 100% of students Students expect modules that are able to additional stated that they combine writing activities with visual wanted to have elements, so that the writing process

teaching materials	interesting, illustrated, motivating teaching materials for writing stories.	becomes more enjoyable and easier to understand.
write	Preferences 72.5% of students This tendency shows that students are for learning prefer to write more motivated when interacting and how to collaboratively, while exchanging ideas with friends, so that 27.5% prefer to write collaboration-based methods such as individually.	Estafet Writing are very relevant to implement.

Pre-test Results of Students' Writing Skills

Furthermore, to validate these findings and obtain a more objective picture of students' initial writing abilities, a pre-test of narrative writing skills was conducted. This pre-test aimed to determine the extent of students' basic abilities in developing ideas, constructing story structures, and using linguistic elements appropriately before the learning module was developed and implemented. The results of the pre-test serve as an important basis in determining the direction of module development based on the *Estafet Writing model*, so that it truly fits the needs and factual conditions of students in the field. The results of the pre-test of writing skills of fourth-grade students at SDN 02 Singajaya and SDN 03 Sukawangi can be seen in table 1.3 below:

Table 3. Writing Skills Pre-test Results

School	Average Writing Skill Score	Category
SDN 02 Singajaya	38.2%	Low
SDN 03 Sukawangi	43.2%	Low

The relatively small 5% difference in scores between the two schools indicates that students' writing skills in the region are generally low and require innovative learning interventions. This limitation is influenced by the use of textbooks that do not emphasize the writing process and the limited opportunities for collaborative writing activities.

Discussion

Learning Resources Analysis

Findings from the analysis of learning resources indicate that the learning resources used in schools still have limitations in supporting systematic and in-depth writing learning. Although the "*Look Around*" book includes writing activities based on students' experiences, the approach used is still superficial and does not lead to mastery of writing concepts through the process. Students are directed to write, but without sufficient understanding of the narrative elements, text structure, or language techniques that should be mastered.

The absence of discussion on structure and linguistic rules causes the writing process to become a spontaneous activity without a strong conceptual foundation. In fact, narrative writing skills require the ability to develop ideas in a sequential, coherent, and logical manner, which can only be achieved if students understand how texts are constructed and revised. In line with the opinion put forward by (Knapp & Watkins, 2005) that writing activities are a complex and challenging process, so a structured and directed methodological framework is needed at each stage of learning. In addition, the learning model used in the book tends to be individual and final assignment-based, not providing space for collaboration or interaction of ideas between students, which are actually important aspects in fostering creativity and critical thinking skills.

This situation demonstrates a gap between curriculum objectives and the implementation of teaching materials in the field. While textbooks attempt to foster a spirit of independent learning, they fail to provide concrete tools for developing writing skills in a gradual and reflective manner. According to Nunan (1999), The ability to produce coherent, flowing, and thought-rich writing is one of the most challenging language skills to master. Therefore, writing instruction in schools requires special attention and more intensive management. Therefore, the results of this analysis reinforce the urgency of developing an Indonesian language learning module based on the *Estafet Writing model*. This model enables students to write collaboratively and in a process, so they not only produce text but also learn to construct, revise, and refine ideas together.

Student Needs Analysis

After analyzing the teaching materials used, the next step was to review the actual conditions in the field through student responses. The questionnaire data obtained provided an overview of student motivation, interest, and learning experiences in writing activities. These findings revealed a gap between student interest in writing activities and the availability of learning support facilities.

Although students showed positive interest in writing activities, their writing activities were not developed routinely due to a lack of varied media and motivating learning methods. The implementation of a variety of learning methods aims to reduce student boredom in the learning process, increase their motivation to understand the material, foster curiosity about new things, adapt learning to various student learning styles, and increase their participation and active involvement during teaching and learning activities (Rusiadi, 2020).

The lack of additional teaching materials in Indonesian language learning is one factor that can hinder the development of students' writing skills. The textbooks used are still general and do not provide material that specifically stimulates narrative writing skills through contextual experiences. This is in line with the opinion expressed by (Pratiwi & Alimuddin, 2019) in their research that teaching materials need to be developed to align with the real conditions and needs of students, because centrally provided materials are not necessarily relevant to the learning context in the region. Therefore, the development of teaching materials that include higher-order thinking skills is an alternative solution to address the challenges and learning needs of students in a more contextual manner.

Furthermore, the questionnaire results showed that students greatly appreciated the use of visual media, such as images, and found it helpful in developing story ideas. This reinforces the argument that visual stimuli can enhance students' imaginative thinking skills, which are crucial for narrative writing. Imaginative skills are important to develop because they help children explore various possibilities and foster the ability to see opportunities through new ideas that emerge from the creative thinking process (Rahmadaningsi et al., 2018). This finding aligns with previous research showing that the use of visual media can stimulate learning motivation and strengthen memory in writing.

From a methodological perspective, the unfamiliarity of the *Estafet Writing model* in schools indicates an opportunity for innovation in writing instruction. This model aligns with the characteristics of elementary school-aged children, who tend to enjoy working together and learning through interactive activities. Students' interest in trying writing in turns indicates that collaborative approaches such as *Estafet Writing* have the potential to be effective in developing narrative writing skills. Interactive learning conducted through group collaboration can foster empathy, increase tolerance, and strengthen a sense of responsibility among students (Kurnanto et al., 2023).

Based on the results of the needs analysis that indicate a high level of interest from students in writing activities and more engaging teaching materials, the next step is to examine students' factual abilities in narrative

writing through pre-test results. This analysis is important to understand the extent of students' initial skills in expressing ideas coherently, creatively, and in accordance with linguistic rules, so that it can be used as a reference in assessing the relevance and urgency of developing a learning module based on the *Estafet Writing model*.

Pre-test of Students' Writing Skills

The results of the narrative writing skills pre-test indicate that students have not yet mastered the thinking and language processes required to write narrative texts. The average score, which is still below 50%, indicates that students' abilities to develop ideas, organize storylines, and use language effectively are still weak. This is in line with the results of the previous needs analysis, which showed that students enjoy writing activities but are not yet accustomed to doing it regularly and still have difficulty expressing ideas in a complete written form.

This situation can also be linked to findings on learning resources and teaching methods used in schools. Teachers tend to rely on conventional teaching materials that focus on the final written product, rather than the ongoing writing process. As a result, students lack the opportunity to experience writing through the stages of planning, idea development, revision, and text refinement. Research conducted by (Fitriani, 2021) explains that the use of unengaging media can make writing lessons monotonous and boring. Therefore, efforts are needed to arouse students' interest in the material so that the learning process and outcomes can be optimally improved.

The low pre-test results provide a strong basis for the need for innovation in the writing learning process, one of which is through the implementation of the *Estafet Writing model*. This model has the potential to help students write collaboratively and reflectively, allowing them to complement each other's ideas, enrich their vocabulary, and gain a deeper understanding of text structure. Thus, these pre-test results not only reflect the initial state of students' abilities but also provide an empirical basis for the development of more effective and contextual learning modules.

Overall, the results of this needs analysis indicate the importance of developing teaching materials based on the *Estafet Writing model* with chained images. These teaching materials are expected to integrate visual and collaborative aspects to increase the interest, motivation, and narrative writing skills of fourth-grade elementary school students.

CONCLUSION

The results of this study indicate that Indonesian language learning in elementary schools still faces obstacles in developing students' narrative writing skills. While the textbooks used support the spirit of Freedom to Learn (Merdeka Belajar), they do not yet facilitate collaborative and creative writing activities. A needs analysis indicates that students have a high interest in writing, but writing practices have not been consistently developed due to limited media and learning methods. Furthermore, strong interest in the use of images and group writing activities involving collaboration among students was found.

These findings emphasize the need to develop additional teaching materials in the form of a learning module based on the *Estafet Writing model* that can encourage collaboration, creativity, and reflection in the writing process. However, this study is limited by the relatively small number of subjects and the involvement of only two elementary schools in Garut Regency, so the generalizability of the results is still limited. Future research is expected to focus on the design, validation, and broader testing of the *Estafet Writing- based module to assess its effectiveness in improving students' narrative writing skills in various learning contexts*.

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