

The Effect Of Content Differentiation Learning Strategy On The Narrative Text Writing Ability Of 4th Grade Students At Bangsalsari 05 Elementary School

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Abstract

Differentiated learning strategies are designed to meet the diverse needs of students by varying content, process, product, or learning environment, and by providing materials tailored to students' learning styles, such as PowerPoint for visual learners, instructional videos for audiovisual learners, and role-playing activities for kinesthetic learners, which enhances motivation and comprehension. This study, using a quantitative method with a quasi-experimental design (matching pretest-posttest control group design), aims to explore the impact of content differentiation strategies on narrative writing skills of Grade IV students at SDN Bangsalsari 05. Involving 20 students from Class IVA as the experimental group and 20 students from Class IVB as the control group, the results showed that the pretest scores for the control group ranged from 46 to 63 with an average of 52.7, and the experimental group had scores from 46 to 66 with an average of 55.75. Posttest results showed an improvement in both groups, with the control group scoring between 53 and 85 (average 69.35) and the experimental group between 70 and 98 (average 83.8). The t-test result of -5.063 compared to the t-table value of 1.725, with a significance value of $0.000 < 0.05$, indicates a significant impact of the content differentiation strategy on improving the narrative writing skills of the students.

Keywords: Content Differentiation Learning, Writing Skills, Narrative Texts

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1. Introduction

The objective of Indonesian language learning in elementary schools is to develop students' skills in both spoken and written Indonesian, including reading, writing, listening, and speaking (Muti'ah, 2020). According to Tarigan (2021), the process of writing narrative essays not only involves technical skills but also requires the development of critical thinking to organize ideas and create a coherent storyline. Writing skills, particularly narrative texts, are crucial for literacy development at the elementary school level (Widodo, 2020). However, some studies show that many students face difficulties in writing narrative texts, especially in developing ideas, structuring the storyline, and selecting the appropriate vocabulary (Graham & Perin, 2020). Therefore, a teaching approach that takes into account students' varying learning styles is necessary to address diverse learning needs and enhance student engagement and understanding.

Research by Hidayati (2021) shows that differentiated content learning can improve students' learning outcomes, as this strategy provides material that aligns with students' readiness, interests, and learning styles. Implementing differentiated content in narrative writing lessons allows students to learn according to their preferences, such as using PowerPoint presentations for visual learners, educational videos for auditory learners, and role-playing for kinesthetic learners (Heacox, 2022). Therefore, this study aims to explore the



impact of differentiated content teaching strategies on the narrative writing skills of fourth-grade students at SDN Bangsalsari 05, and to provide practical guidance for teachers in designing more effective and student-centered lessons.

Indonesian language learning in elementary schools aims to develop students' skills in both spoken and written Indonesian, including reading, writing, listening, and speaking (Muti'ah, 2020). According to Chotib (2021), listening is the skill of understanding verbal information well, while Setyonegoro (2021) and Nengapti et al. (2022) emphasize the importance of speaking clearly and effectively using appropriate vocabulary and speaking techniques. This learning also focuses on mastering grammar and vocabulary for daily communication, with a student-centered approach to enhance interaction and understanding (Mulyati, 2023; Depdiknas, 2021). In this context, Indonesian language education is expected to equip students with strong language skills, enabling them to communicate effectively in daily life, with the interaction between teachers and students as a key element in supporting students' language development (Lutfi, 2023).

Writing activities in Indonesian language learning at the elementary school level require students to organize information logically and evidence-based, which supports the development of critical thinking skills (Supriadi & Sari, 2024). Writing is not just a technical skill, but also involves a systematic process of organizing ideas so they can be understood by the reader. Suparno et al. (2020) explain that the writing process includes three main stages: prewriting, writing, and postwriting. The prewriting stage focuses on topic selection and outlining, the writing stage involves developing ideas according to the outline, and the postwriting stage focuses on editing to refine the writing. Through this process, students not only learn to write well but also develop analytical and creative thinking skills.

In addition, writing also hones students' ability to express ideas clearly and structurally, which is crucial in developing critical thinking skills. Sutrisno (2020) emphasizes that writing is not just about expressing ideas but also teaches students to think logically, organize arguments rationally, and construct writings that can influence readers with strong evidence. Therefore, writing is not only a communication skill but also a tool for training students to think critically and systematically.

The teaching of narrative writing in elementary schools aims to equip students with fundamental skills such as reading, writing, and arithmetic (calistung), as well as knowledge and skills that are useful according to their developmental stages. This goal also aims to prepare students for further education at higher levels (Depdiknas, 2020). In this context, Indonesian language education plays a crucial role in providing students with holistic language skills. According to Wulandari (2021), Indonesian language education is not only focused on developing basic skills in lower grades but also on achieving discourse competency in higher grades. Writing skills, including the ability to compose structured sentences, are essential for students, as these skills serve personal development, communication, and effective social life.

Cahyani (2023) emphasizes that writing skills are developmental, beginning from elementary education to higher education. These skills are highly functional in developing students' critical and creative thinking abilities. Teaching narrative writing helps students organize their ideas and thoughts systematically using language symbols. This supports students' ability to express their thoughts clearly and effectively, and becomes an essential foundation for further communication skills in daily life and the professional world (Zamakhsyari, 2023). Thus, teaching narrative writing not only prepares students for further education but also equips them with essential skills for communication and critical thinking.

One of the objectives of the Indonesian language learning in grade IV is to develop students' skills in writing narrative texts using appropriate word choices and sentences, while paying attention to spelling, capitalization, and punctuation (Depdiknas, 2020). This skill aims to help students compose clear and logical narrative texts, ensuring their ideas can be easily understood. Additionally, writing narrative texts provides students with the opportunity to develop their creativity in telling stories, whether based on real experiences or imagination. As explained by Wulandari (2021) and Zamakhsyari (2023), narrative writing not only sharpens the ability to communicate effectively but also encourages students to think critically and

creatively. Thus, writing narratives helps students build higher literacy skills and strengthens cognitive abilities that are useful in daily life.

The hypothesis of this study is that there is a significant impact of using content-differentiated learning strategies on students' ability to write narrative texts. Content-differentiated learning strategies provide students with the opportunity to learn according to their individual needs, interests, and learning styles, thus helping them better understand concepts and improve their narrative writing skills. By adjusting the learning materials, students can become more engaged in the learning process and absorb information more effectively. This strategy is also expected to have a positive impact on students' learning outcomes, particularly in narrative writing ability. Through varied approaches such as presenting visual materials through PowerPoint presentations (PPT), video-based learning, and role-playing activities, students can better understand the structure of narrative texts and apply it in their writing. Therefore, the hypothesis of this study states that the implementation of content-differentiated learning strategies will enhance the narrative writing skills of grade IV students at SDN Bangsalsari 05.

2. Method

This study uses a quantitative approach with a quasi-experimental design to explore the effect of content-differentiated learning strategies on students' ability to write narrative texts. The research design employed is the matching pretest-posttest control group model, involving two groups, each receiving different treatments. The experimental group implements the content-differentiated learning strategy, while the control group uses conventional teaching methods. Both groups are given a pretest to measure students' knowledge before the learning process and a posttest to assess their writing skills development. The analysis of the difference in posttest average scores between the two groups is conducted using a t-test, after first performing normality and homogeneity tests to ensure significant differences. According to Andriani (2021) and Pratama (2022), the use of such a quasi-experimental design can provide a clear picture of the impact of teaching strategies on improving student skills, as it allows for a more in-depth analysis of learning outcomes.

The population of this study consists of grade IV students of SDN Bangsalsari 05, Bangsalsari District, Jember Regency, academic year 2024/2025, totaling 40 students (18 boys and 22 girls). The sample consists of 40 students divided into two groups: the experimental group (E) and the control group (K), each consisting of 20 students. The sampling technique used is probability sampling with random sampling, where each member of the population has an equal chance of being selected, as the population is considered homogeneous (Nikolopoulou, 2023). This study involves two variables: the independent variable and the dependent variable. The independent variable, symbolized as "X", is the content-differentiated learning strategy implemented as the treatment. The dependent variable, symbolized as "Y", is the ability to write narrative texts, which is the outcome or effect of the treatment applied.

The data collection technique in this study is carried out through a narrative writing test, consisting of two stages: pretest and posttest, to measure students' abilities before and after the treatment. The experimental class receives the treatment of the differentiated content learning strategy, while the control class follows conventional learning without this strategy. The test instrument is designed based on a blueprint that refers to the learning objectives, learning goals, and the flow of learning objectives, to measure students' abilities in a targeted and valid manner. The preparation stage includes the development of instruments in the form of a narrative writing test, which is designed according to the treatment given to the experimental and control groups. In the implementation stage, the researcher begins the quasi-experiment by providing apperception, explanations, and treatment to the experimental class, followed by the posttest for both groups. The test results will be analyzed using SPSS version 26 to identify differences in narrative writing abilities between the two groups, in order to assess the effect of the differentiated content learning strategy.

The data collection instrument in this study is a learning outcome test conducted through a posttest after the grade IV students receive the treatment. This narrative writing test

is designed to evaluate the students' success in writing narrative texts after learning using the differentiated content learning strategy in the experimental group. The assessment of the test is based on five aspects: orientation, complication, resolution, language use, and creativity and originality, each with a maximum score as shown in the table below.

Table 1 Aspects of Narrative Writing Assessment

No.	Assessment Aspects	Criteria	Score
1	Orientation	Includes a clear and engaging introduction of time, place, and characters.	25
2	Complication	The problem is clearly narrated, engaging, and well-connected to other parts of the story.	25
3	Resolution	The problem resolution is very clear, logical, and leaves an interesting impression on the reader.	25
4	Language Use	Language use is excellent, with correct and consistent spelling, punctuation, and grammar.	15
5	Creativity and Originality	The story is highly creative, unique, and original.	10

Source: *Processed for Research Needs*

The instrument development process involves several steps: determining the measurement of the variables for narrative text writing; administering a pretest to the control and experimental groups to measure the dependent variable; providing the treatment of differentiated content learning strategy to the experimental group, while the control group receives no treatment; administering a posttest to both groups after the treatment; and comparing the posttest results of both groups using statistical significance tests to analyze the difference in learning outcomes.

The data analysis technique in this study involves several prerequisite tests and hypothesis testing. Normality testing is performed using the Kolmogorov-Smirnov test to ensure that the data is normally distributed, tested with SPSS 26 for Windows. Data is considered normal if the significance value (Sig) is greater than 0.05. After that, a homogeneity test is conducted using Levene's test to check if the variances between groups are homogeneous, with a Sig > 0.05 indicating homogeneity, while Sig < 0.05 indicates non-homogeneous variances. To test the hypothesis, an independent samples t-test is used to compare the mean differences between the experimental and control groups, with H_a hypothesizing a significant effect of the differentiated content learning strategy on narrative text writing ability, and H_0 stating no significant effect. Additionally, to observe changes in students' abilities, a gain score is used, calculated using the formula $(X_2 - X_1) / (X_{Max} - X_1)$, with the criteria for gain scores as shown in the table below.

Table 2 Gain Score Criteria

Average Gain Score	Category
$(g) \geq 0,7$	High
$0,3 \leq (g) < 0,7$	Moderate
$(g) < 0,3$	Low

Source: *Processed for Research Needs*

Based on the gain score criteria above, the scores can be categorized as follows: if $(g) \geq 0.7$, the change in score is considered high; if $0.3 \leq (g) < 0.7$, the change in score is considered moderate; and if $(g) < 0.3$, the change in score is considered low. The purpose of this data analysis is to determine the effect of the teaching strategy on students' ability to write narrative texts.

3. Results And Discussion

The data from this study on the impact of content-differentiated teaching strategies on the narrative writing ability of fourth-grade students at SDN Bangsalsari 05 was obtained through a series of activities including pretest, implementation of the teaching strategy, and posttest. This study aims to address the issue of low narrative writing skills in the fourth grade by applying content-differentiated teaching strategies. The preparation stage involved creating pretest and posttest essay questions, developing the content-differentiated teaching strategy, preparing a list of student names, and dividing the students into experimental and control groups. The research subjects consisted of 20 students in the experimental group and 20 students in the control group, with the experimental group composed of 12 boys and 8 girls, and the control group consisting of 6 boys and 14 girls. The instruments used in this study included essay questions for writing narrative texts and a rubric for assessing narrative writing skills.

Before applying the content-differentiated teaching strategy, a pretest was conducted to assess the narrative writing skills of fourth-grade students at SDN Bangsalsari 05, both in the control and experimental groups. During the pretest, the researcher explained the objectives, procedures, and steps that students needed to follow. Each student was given an essay question to write a narrative text on the theme of daily routines within 30 minutes. The results of the pretest in the control group showed the highest score of 63, the lowest score of 46, with an average of 52.7 and a standard deviation of 4.64. Most students (90%) were in the "adequate" category, and only 10% scored "good." In the experimental group, the highest score achieved was 66, the lowest score 46, with an average of 55.75 and a standard deviation of 5.58. Seventy-five percent of students were in the "adequate" category, and 25% scored "good." Although some students achieved a good score, most students still did not have a sufficiently developed ability to write narrative texts.

After conducting the pretest, the treatment for the control and experimental groups was carried out separately. The control group did not use the content-differentiated teaching strategy but instead focused on lectures and question-and-answer sessions. In contrast, the experimental group applied the content-differentiated teaching strategy. After the treatment, a posttest was conducted to assess the students' narrative writing abilities. The results of the posttest for the control group showed an average score of 69.35 with a standard deviation of 9.88. Most students (60%) achieved a "good" score, while 20% scored "very good." On the other hand, the experimental group showed higher scores with an average of 83.8 and a standard deviation of 8.08, with 70% of students scoring "very good" and 30% scoring "good." These results indicate that the content-differentiated teaching strategy had a positive impact on the students' ability to write narrative texts.

Based on the comparison of the gain scores between the control group and the experimental group, it is evident that the experimental group showed a more significant improvement in narrative writing skills. The control group had an average gain of 16.65, with the highest score being 30 and the lowest 2, while the experimental group had an average gain of 28.05, with the highest score being 44 and the lowest 5. This indicates that the implementation of the content-differentiated teaching strategy in the experimental group effectively improved students' narrative writing skills more than in the control group, as seen in the comparison of the gain score graphs for both groups.

A. Normality Test

The normality test was conducted to determine whether the research variables are normally distributed, using the Normal PP Plot graphic and the One-Sample Kolmogorov-Smirnov test in SPSS 26 for Windows. Below is the table of the normality test results.

Table 3 Normality Test
One-Sample Kolmogorov-Smirnov Test

		Gain_Kelompok_Kontrol	Gain_Kelompok_Eksperimen
N		20	20
Normal Parameters ^{a,b}	Mean	16.65	28.05
	Std. Deviation	8.598	10.097
Most Extreme Differences	Absolute	.136	.127
	Positive	.126	.090
	Negative	-.136	-.127
Test Statistic		.136	.127
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Source: Processed for Research Needs

The results of the normality test indicate that the residuals are normally distributed, with the Kolmogorov-Smirnov test values for the control group at 0.136 and for the experimental group at 0.127, both having an Asymp. Sig. (2-tailed) of 0.200, which is greater than 0.05. Since the significance value is greater than 0.05 ($P > 0.05$), the data can be categorized as normal. Therefore, hypothesis testing in this study can proceed with a t-test.

B. Homogeneity test

The homogeneity test is conducted to examine whether there is unequal variance between the residuals of observations in the t-test model. A good model satisfies the principle of homoscedasticity, meaning there is no heteroscedasticity. In this study, the homogeneity test was performed using a scatterplot. Below is the table of the results from the homogeneity test.

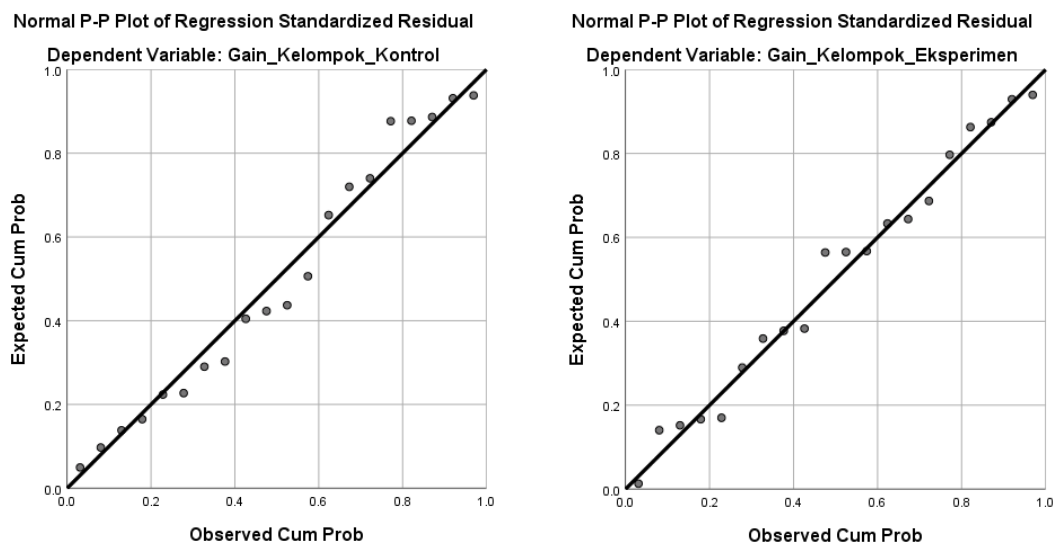


Figure 4 Homogeneity Test Results using Scatterplot
Source: Processed for Research Needs

The results of the test show that the points on the scatterplot are scattered around the diagonal line and do not form any specific pattern, indicating that the data in both groups can be considered homogeneous.

C. T-test

The t-test was conducted to examine the difference in narrative writing skills between the experimental and control groups with a significance level of 0.05. The alternative hypothesis (H_1) is accepted if the significance value is less than 0.05, indicating a significant difference in narrative writing skills due to the implementation of differentiated content teaching strategies. According to the testing criteria, the null hypothesis (H_0) is rejected if the calculated t-statistic is greater than the t-table value (1.725), while the alternative hypothesis (H_1) is accepted if the calculated t-statistic is smaller than the t-table value. In this study, the analysis used an independent sample t-test for two normally distributed groups. Based on the SPSS 26 results, the t-test results are shown in the following table.

Table 5 Results of t-test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Kelompok	Equal variances assumed	-5.063	38	.000	-14.450	2.854	-20.228	-8.672
	Equal variances not assumed	-5.063	36.565	.000	-14.450	2.854	-20.236	-8.664

Source: Processed for Research Needs

The results of the t-test show a calculated t-value of -5.063, which is smaller than the t-table value of 1.725, with a Sig. (2-tailed) value of 0.000, indicating a significant difference between the pretest and posttest scores ($0.000 < 0.05$) at a 95% confidence level. Therefore, it can be concluded that the differentiated content learning strategy has a significant effect on improving the narrative writing ability of Grade IV students at SDN Bangsalsari 05.

D. Narrative Writing Ability of the Control Group and Experimental Group Before Using the Differentiated Content Learning Strategy (Pretest)

In the pretest stage, both the control group and the experimental group showed low results in narrative writing ability, with the control group having an average score of 52.7 and the experimental group having an average score of 55.75, indicating that most students had not yet achieved good scores. After the differentiated content learning strategy was implemented in the experimental group, a significant improvement was observed in the posttest results. The control group achieved an average score of 69.35, with most students reaching better scores, while the experimental group, which used the differentiated content learning strategy, showed much better results, with an average score of 83.8. In the experimental group, this strategy involved approaches focused on material reception, such as the use of PowerPoint presentations, learning videos, and role-playing activities that enhanced students' understanding of narrative texts. Thus, the use of differentiated content learning strategy proved to be effective in improving students' ability to write narrative texts.

E. Narrative Writing Ability of the Control Group and Experimental Group After Using the Differentiated Content Learning Strategy (Posttest)

After the treatment with the differentiated content learning strategy, the posttest results showed a significant difference between the control group and the experimental group. The control group, which did not use this strategy, had an average score of 69.35, with the highest score being 85 and the lowest being 53, indicating that most students achieved good results, although not exceptionally high. In contrast, the experimental group, which implemented the differentiated content learning strategy, showed a significant improvement, with an average score of 83.8, the highest score being 98, and the lowest being 70. In the experimental group, learning activities involving PPT, video examples of narrative texts, and role-playing to reinforce students' understanding were proven effective in improving students' ability to write narrative texts. Thus, the differentiated content learning strategy was shown to help enhance students' narrative writing skills.

F. The impact of the Differentiated Content Learning Strategy on the narrative writing skills of fourth-grade students at SDN Bangsalsari 05

Based on the pretest and posttest results, it can be concluded that the differentiated content learning strategy has a significant impact on the narrative writing skills of fourth-grade students at SDN Bangsalsari 05. The experimental group, which used this strategy, showed an average gain of 28.05, with the highest score of 44 and the lowest score of 5, while the control group only obtained an average gain of 16.65, with the highest score of 30 and the lowest score of 2. The t-test results showed that the t value (-5.063) was smaller than the t table value (1.725), with a Sig (2-tailed) value of 0.000, which is less than 0.05, indicating a significant difference between the pretest and posttest results. Therefore, it can be concluded that the differentiated content learning strategy has a positive impact on improving the narrative writing skills of students in the fourth grade at SDN Bangsalsari 05, with the experimental group applying this strategy showing better results compared to the control group.

4. Conclusion

Based on the research findings, it can be concluded that the differentiated content learning strategy significantly affects the narrative writing skills of fourth-grade students at SDN Bangsalsari 05. Before the treatment, the pretest scores of both the control and experimental groups were categorized as moderate. After the treatment, the posttest scores of the control group improved to a good level, while the experimental group reached an excellent category. The t-test results showed a significant difference with a t-value of -5.063 and a p-value of 0.000, indicating that this strategy is effective in improving students' narrative writing skills, with the experimental group showing better results.

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