



The Effectiveness of Using the Differentiation-Based Wattpad Application in Teaching Intertextuality in Hikayat to Become Short Stories

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ABSTRACT

Initial observations conducted on students of class X AKL-1 SMK Mudisa showed that there were difficulties faced by students in learning the intertext of hikayat into short stories. This was seen from the low student scores and supported by teacher validation which stated that students still had difficulty in developing stories, so that learning media that was close to students was needed, namely the Wattpad application. This study aims to describe the effectiveness of using the Wattpad application in the process of learning the intertext of hikayat into short stories which was also based on non-cognitive differentiation. This study applied an experimental method with a pre-experimental research type with one group pre-test post-test design. The subjects of this study were 21 students of class 10 AKL-2 SMK Mudisa. The data that can be summarized in the writing published on the Wattpad application, both initial test data and final test data. The data that has been obtained will then be analyzed using statistics according to the inferential statistical process, namely one sample test and paired samples statistics test through the SPSS application version 16.0 windows. This research obtained the following results: (1) the initial test conducted on students in the process of learning the intertext of fairy tales into short stories was in the less category with an average of 55.14; (2) the results of the final test of intertext of fairy tales into short stories were at an average of 88.40 after non-cognitive differentiation-based learning and the use of the Wattpad application; (3) a clear difference in the initial test results with a score of 55.14 increasing in the final test with a score of 88.40, so that the increase with an average of 33.76 proves that the use of the Wattpad application based on non-cognitive differentiation is effective in learning the intertext of fairy tales into short stories.

Keywords: wattpad application, intertextuality, hikayat, short stories

Efektivitas Penggunaan Aplikasi Wattpad dalam Pembelajaran Berbasis Diferensiasi Interteks Hikayat Menjadi Cerpen

ABSTRAK

Pengamatan awal yang dilakukan pada siswa kelas X AKL-1 SMK Mudisa menunjukkan bahwa terdapat kesulitan yang dihadapi siswa pada pembelajaran interteks hikayat menjadi cerpen. Hal ini dilihat dari nilai siswa yang rendah dan didukung oleh validasi guru yang menyatakan siswa masih kesulitan dalam mengembangkan cerita, sehingga diperlukan media pembelajaran yang dekat dengan siswa yakni aplikasi Wattpad. Penelitian ini bertujuan mendeskripsikan mengenai efektivitas penggunaan aplikasi Wattpad pada proses pembelajaran interteks hikayat menjadi cerpen yang juga berbasis diferensiasi non kognitif. Penelitian ini menerapkan metode eksperimen dengan jenis penelitian pre-eksperimental dengan one group pre test post test design. Subjek dari penelitian ini yakni kelas 10 AKL-2 SMK Mudisa yang berjumlah 21 siswa. Data yang dapat direkap dalam tulisan yang dipublikasikan pada aplikasi Wattpad, baik data tes awal maupun tes akhir. Data yang telah didapat kemudian akan dianalisis menggunakan statistik sesuai dengan prosedur statistik inferensial yaitu one sample test dan uji paired samples statistics melalui aplikasi SPSS versi 16.0 windows. Penelitian ini mendapatkan hasil yakni: (1) tes awal yang dilakukan kepada siswa dalam proses pembelajaran interteks hikayat menjadi cerpen berada pada kategori kurang dengan rata-rata 55,14; (2) hasil dari tes akhir interteks hikayat menjadi cerpen yang berada pada rata-rata 88,40 setelah dilakukan pembelajaran berbasis diferensiasi non kognitif dan penggunaan aplikasi Wattpad; (3) perbedaan yang jelas mengenai hasil tes awal pada skor 55,14 meningkat pada tes akhir dengan skor 88,40, sehingga peningkatan dengan jumlah rata-rata 33,76 membuktikan penggunaan aplikasi Wattpad berbasis diferensiasi non kognitif efektif digunakan pada pembelajaran interteks hikayat menjadi cerpen.

Kata kunci: aplikasi wattpad, interteks, hikayat, cerpen

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INTRODUCTION

In Indonesian language learning, there is a wide variety of texts studied, leading students to prefer literary works such as short stories over fables. This is supported by previous research, which found that students struggle to understand elements of characterization, plot, and linguistic conventions, particularly in fables that use archaic language (Safitri et al., 2025). This finding also occurred at SMK Muhammadiyah 1 Surabaya. Tenth-grade students at SMK Mudisa preferred reading short stories over fables, as evidenced by a questionnaire administered to 10th-grade Accounting and Institutional Finance (AKL)-2 students at SMK Mudisa, which revealed that 83.3%, or 18 students, preferred short stories, while 16.7%, or 3 students, preferred fables.

This percentage also aligns with research suggesting that students prefer short stories because they are more frequently read, requiring relatively short reading time and the themes are relevant to the problems they frequently face (Latief, 2021). This aligns with the teaching of transforming one literary work into another, particularly the transformation of fables into short stories at the high school level. Therefore, this skill is crucial for students to search for, process, and use information to survive in an ever-changing world (Seprasetiani, 2023). If students have a comprehensive understanding of a topic, they can search for and manage the material they have learned, especially when transforming fables into short stories.

Students often struggle with plot expansion or characterization. This difficulty stems from students' lack of understanding of the transformation techniques necessary to incorporate fable elements into a good short story structure (Silalahi et al., 2025). This also occurred among 10th-grade AKL-2 students at SMK Mudisa. Initial direct field observations revealed that students were still unable to write short stories effectively, resulting in low levels of student ability in the process of transforming ancient literary works into modern works. This suggests that teachers should

avoid forcing students to use established teaching methods to ensure they understand the material (Arum et al., 2024). A teacher should be able to facilitate learning that addresses the unique characteristics of each student, while also combining it with advances in technology and the demands of modern, global society (Lestari et al., 2025). Therefore, teachers must be prepared for the challenge of providing understanding to all students, even though each student has different characteristics.

The results of a questionnaire distributed to 10th-grade AKL-2 students at SMK Mudisa indicate that students in the class have diverse learning styles. The questionnaire revealed that 13 (63.3%) students have a kinesthetic learning style, 5 (23.3%) students have a visual learning style, and 3 (13.3%) students have an audiovisual learning style. Therefore, a non-cognitive differentiated learning approach is crucial in teaching short story writing from fables.

Overall collaboration utilizing online media and approaches tailored to students' learning styles will play a crucial role in education. Given this context, researchers offer a solution through the use of the Wattpad application and non-cognitive differentiation learning to improve students' ability to transform ancient literary works into modern ones.

Based on this description, this paper presents the following problem formulation: How effective is the use of the Wattpad application in intertextual differentiation-based learning from fairy tales to short stories for 10th-grade AKL-2 students? In line with the previously outlined problem formulation, the purpose of this study is to describe the effectiveness of using the Wattpad application in intertextual differentiation-based learning from fairy tales to short stories for 10th-grade AKL-2 students. Through this, non-cognitive differentiation-based learning offers an alternative for creating enjoyable learning experiences for students, enabling them to achieve excellent performance. The learning styles in question focus on three learning styles: auditory, visual, and



kinesthetic, which can assist teachers in effectively organizing the learning process (Hilman et al., 2023). Students with a visual learning style will more easily understand text through diagrams or concept maps. Students with an auditory learning style will learn effectively through discussions and lectures. Students who prefer a kinesthetic learning style understand material more through hands-on practice and simulations (Oktaviyanti et al., 2025). These differences are sometimes difficult to address through teacher-centered instruction, often leaving students feeling like they don't fully understand the material presented.

This research offers a novel approach, integrating the use of the Wattpad app with non-cognitive differentiation-based learning in the intertextualization of fables into short stories. Intertextuality is the connection between texts that is then reborn, reflecting their similarities and differences (Abdurrahman & Drs. J. Parmin, 2022). The ever-evolving nature of teaching materials is a viable way to address the boredom students experience when receiving teacher-directed material (Sakti et al., 2022). The increasing diversity of digital media provides students with greater freedom to write various literary works. The role of learning media is a crucial factor in delivering subjects with diverse concepts, as the concepts presented to students cannot be conveyed verbally alone (Annisa et al., 2024). Effective learning activities are meaningful and foster the development of student character (Yuliani & Sujinah, 2022). Learning that aligns with learning styles and utilizes technology appropriate to the current digital age will enhance student learning.

In today's era, digital media is superior for channeling creativity. This is supported by (Ningrum et al., 2023) to foster student creativity in writing skills. As a teacher, you should be able to utilize learning media effectively. This makes the Wattpad application a suitable learning medium for students to express their imaginations in short story writing activities. This is supported by

research that reveals that the Wattpad application can make it easier for teenagers who are always connected to their devices to visit literature with just a click on the device screen without going to the library (Simanjuntak et al., 2021). Furthermore, previous research also revealed an increase in student completion in cycle II, where 31 students (91.1%) were declared complete and 3 others (8.8%) were still incomplete after learning using the Wattpad application (B et al., 2022). The results of previous research revealed that (Novieanti et al., 2024) the activity of writing is not merely copying words and sentences, but rather a process of generating ideas, concepts, and concepts, so writing ability does not necessarily reflect good writing skills. Transforming a fable text into a short story that can be implemented with students will certainly go through this process. A good short story cannot be considered merely by its lengthy narrative; it also requires attention to its structure and linguistic rules. A good short story structure should have an orientation, complication, climax, and resolution.

Relevant research on writing skills using social media to train students' writing skills. Previous research on frequently used student applications can also be used as learning media by Salma et al. (2025), who conducted a study entitled "Utilization of Canva in Improving Writing Procedure Text of Typical Cianjur Food in Class VII Students at MTs Al-Mu'awanah Cianjur." Furthermore, Sani & Yulianto (2026) conducted a study entitled "The Effectiveness of Implementing the Interactive Multimedia-Based Quantum Learning Model on the Short Story Writing Skills." This study, which utilizes multimedia for short story learning, is similar in concept to non-cognitive differentiation learning. Finally, the research conducted by (Putri et al., 2026) wrote an article entitled The Use of King Kevin TikTok Videos for Short Story Writing Learning at SMPN 7 Jambi City which supports that other media can be turned into literary works by students.

METHOD

The research conducted by the researchers used a quantitative approach with an experimental method to determine student outcomes through numbers. Damanik et al., (2025), Razak (2017), stated that, therefore, in quantitative research, data obtained in numerical form will be presented in tables, graphs, or statistics. This research was conducted using a pre-experimental research method. This quantitative research was used to analyze data in the form of student worksheet scores (Rachmawati et al., 2023).

Data collection took place in January 2026 at SMK Muhammadiyah 1 Surabaya, located at Jalan Kapasan No. 73-75, Kapasan, Simokerto District, Surabaya, East Java. The research design used a one-group pre-test post-test design.

This research was conducted using the design shown in the table, outlined as O1, the test given to students before mentoring, X, the mentoring process provided by the researcher, and O2, the final test given after the treatment. The population used was grade X AKL-2 students. This sampling was adjusted to the purpose of purposive sampling. This sampling was chosen because it was used to compare results before and after mentoring, not between classes (Yullianty Indah Permata Sari & Tesniyadi, 2023). The data collection process was carried out through several stages and used tools such as questionnaires to determine learning styles and tests to determine students' abilities before and after the treatment. First, in the initial process, a questionnaire was compiled, starting with the development of an instrument regarding students' preferred learning styles. Second, learning activities were implemented, starting with the initial test, mentoring, and the final test. Third, the data obtained was analyzed using statistical calculations. Fourth, after data processing, the final process was carried out, namely writing the results in a narrative form summarized in the form of an article.

Data analysis techniques are the part used to explain the data obtained so that the results can be fully explained. This data is used to determine the effectiveness of using the Wattpad app as a learning medium for transforming intertextual stories into short stories. The components assessed in the intertextual learning process include plot development, character development, time and place development, language use, and the consistency of the story content from the story to the short story.

- 1) 0 – 49 very less
- 2) 50 – 59 less
- 3) 60 – 69 enough
- 4) 70 – 79 good
- 5) 80 – 100 very good

The scores obtained will be adjusted to Table 1 to determine student completion. Meanwhile, data analysis was conducted using SPSS software version 16.0. The results obtained from the initial and final tests will be used to obtain the results of the normality test data, this is used to determine whether the research is normally distributed or not. The normality test uses the Shapiro-Wiks formula in SPSS for Windows because the sample size is less than 50 respondents. The processed data can be considered normal if Sig> the default alpha value of 5% (0.05). Conversely, if it is less than 0.05, the data obtained is not normally distributed. In addition to using the normality test and having been declared normal, the next stage is through hypothesis testing using the Paired Samples t-test or t-test. The t-test was conducted to determine student learning outcomes in learning intertextual hikayat into short stories before and after using the Wattpad application based on non-cognitive differentiation. Thus, from this, the effectiveness of using the Wattpad application on student abilities can be determined.

RESULTS

1. Students' Initial Ability in Writing Intertextual Tales into Short Stories

In this study, the indicator with the greatest influence on the assessment was the accuracy of

the structure used by 10th-grade AKL-2 students at SMK Mudisa in writing short stories. This is because a good short story has a complete structure that aligns with the presented narrative. A maximum score of 20 points is awarded to students who excel in developing the plot, character development, time and place, language use, and consistent content from a tale into a short story. The students were assigned to create a short story by adapting a given tale, adapting the structure, language, and consistent content.

Table 3
PretestTest Results

No.	Sample Code	Score	Category
1	ASR	95	very good
2	FA	95	very good
3	FF	95	very good
4	AZR	70	good
5	ANA	65	enough
6	ACK	61	enough
7	ZNO	61	enough
8	PZ	60	enough
9	IA	57	less
10	MR	56	less
11	NNM	52	less
12	SAS	51	less
13	SS	45	very less
14	ASS	45	very less
15	MAP	45	very less
16	DRA	40	very less
17	KR	40	very less
18	DAL	35	very less
19	MAR	35	very less
20	MNR	31	very less
21	FDA	27	very less
	Mean	55,29	very less

The results described in the table show that four students achieved perfect completion in the

structural correspondence section, with a maximum score of 45, while the remaining students scored less than 45. In the initial test, students were given a fairy tale story determined by the researcher and tailored to their abilities. In practice, students will complete the initial test in approximately 30-40 minutes.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
pretest	21	55,14	20,268	4,427

Figure 1
SPSS One Sample Statistics Screenshot
Pretest

After the calculation process based on One-Sample Statistics, it can be seen that there were 21 students as respondents (N). The calculation results showed an average (mean) for the pre-test activity of 55.14 with a standard deviation (Std. Deviation) of 20.286 and an average standard error of 4.427. When compared to the learning outcome criteria used, this average score is in the range of 50-59, which is considered to be in the poor category. Therefore, it can be seen that students' abilities during the initial test in learning how to translate intertextual stories into short stories have not yet reached the expected mastery level.

One-Sample Test				
	t	df	Sig. (2-tailed)	Mean Difference
pretest	12,457	20	0.000	55,143

Figure 2
SPSS One-Sample Test Screenshot
Initial

Meanwhile, in the One-Sample Test table, or t-test, the t-value is 12.457 with a significance level (Sig. 2-tailed) of 0.000 < 0.05, meaning 0.000 is less than 0.05. Therefore, these results indicate that the average of 55.14 is in the range of 50-59, meaning insufficient. This inequality is the criterion for accepting H2 or rejecting the alternative hypothesis. Therefore, based on the

initial test results, students' abilities in learning how to translate intertextual stories into short stories are considered insufficient, and treatment is needed to improve students' abilities.

2. Students' Final Ability in Writing Intertextual Stories into Short Stories

After mentoring the 10th-grade AKL-2 students at SMK Mudisa, the researcher administered a final test to measure their abilities using the Wattpad app. In this activity, students were also given assignments similar to the initial test, except that for the final test, students used the Wattpad app to improve their writing skills in learning how to turn a fairy tale into a short story. The researcher allotted two 45-minute working hours.

During the data collection process after mentoring, students underwent the same task cycle as the initial test. During the final test, students were first asked to read the "Seven Princesses" story on Wattpad, which was shared via a link by the researcher. After reading, students engaged in the activity of turning the fairy tale into a short story using the Wattpad app. Students were given the freedom to use the features of the Wattpad app that had been previously introduced.

Through this freedom, students could add images, videos, and other visuals to support their visualization in writing and help readers understand the intended imagery in their writing.

No.	Sample Code	Score	Category
1	ASR	95	very good
2	IA	95	very good
3	ANA	95	very good
4	ACK	95	very good
5	DAL	95	very good
6	FA	95	very good
7	SS	95	very good
8	SAS	95	very good
9	ZNO	95	very good

10	AZR	95	very good
11	FF	95	very good
12	MNR	95	very good
13	MAR	95	very good
14	NNM	95	very good
15	MAP	90	very good
16	KR	80	very good
17	PZ	80	very good
18	ASS	80	very good
19	MR	80	very good
20	DRA	72	good
21	FDA	55	less
Mean		88,90	very good

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
post-test	21	88.90	10.663	2327,000
One-Sample Test				
	t	df	Sig. (2-tailed)	Mean Difference
post-test	38,210	20	0.000	88,905

Figure 3
Final t-Test Screenshot

The final test yielded One-Sample Statistics data with a mean final test score of 88.90, a standard deviation (Std. Deviation) of 10.663, and a standard error of 2.327. Therefore, the detected t-value was 38.210 with 20 degrees of freedom (df) and a 2-tailed significance level of 0.000. Therefore, a significance level of $0.000 < 0.05$ indicates that H_0 is rejected and the alternative hypothesis is accepted. This means that the average student final test results differ significantly, as the 95% confidence interval ranges from 84.51 to 94.73 after the treatment. Therefore, when compared to the assessment criteria used, the students' scores on the final test are in the very good category.

This indicates that students' abilities in learning the intertext of fables into short stories have improved significantly.

3. Comparison of Pre-Test and Post-Test Results

Therefore, it can be concluded from the explanation above that the results of the intertextual learning of fairy tales into short stories were in the poor category in the pre-test, and in the very good category in the final test. This can be seen in the following bar chart, which shows the increase in student scores in the pre-test and post-test.

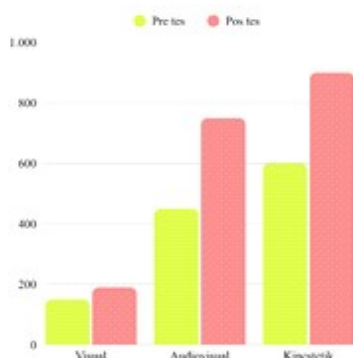


Figure 4
Student Ability Bar Chart

Paired-Sample Statistics					
	N	Mean	Std. Deviation	Std. Error Mean	
pretest	21	55.14	20.286	4.427	
post-test	22	88.90	10.663	2.327	

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
pretest-posttest	33.762	18.409	4.017	-8.404	20	4.429

Figure 5
Screenshot of Paired Sample Test

Therefore, statistically, the existence of a significant difference between the pre-test and post-test results was tested using inferential statistics, namely the paired sample t-test, because the test requirements were met (Widiastuti et al., 2023). The final data processing yielded a paired sample t-value of -33.762 for 21 students at a significance level of 0.000. Since $0.000 < 0.05$, H_0 was rejected and the alternative hypothesis was accepted.

Therefore, the pre-test result of 55.14 was not the same as the final test score of 88.90. So this analysis shows an increase in student learning outcomes after being given treatment in the intertext learning process of turning stories into short stories through the Wattpad application media.

DISCUSSION

Digital-based applications that are familiar to students and frequently used in their daily activities are indeed very useful, especially when used on devices they always carry. Through the Wattpad application, which serves as a medium for learning intertextual storytelling, students can easily express their writing ideas. This is clearly demonstrated by research conducted on 10th-grade AKL-2 students at SMK Mudisa, which showed significant improvement. This aligns with previous research that found the use of the Wattpad application in Indonesian language learning can be an effective alternative for significantly improving students' literacy skills (Ambarwati et al., 2025).

Students' initial ability in storytelling learning was only an average of 55.14. However, after non-cognitive differentiation-based learning coupled with the use of the Wattpad application, the average score increased to 88.90. This means that students' scores, initially in the poor category on a scale of 50-59, increased drastically to the excellent category on a scale of 80-100, as shown in Table 2. The significance value also shows 0.000, which is less than 0.05, indicating that the null hypothesis is rejected and the alternative hypothesis is accepted.

The improvement in the intertextual learning of fables into short stories can be seen in the language used by students in writing short stories. This is based on students' understanding of the language used in short story writing. This understanding of language use can be achieved through non-cognitive differentiation learning, where students study material according to their preferred learning style. A differentiation approach

based on students' learning styles has been shown to build students' activeness and critical thinking skills during Indonesian language learning (Fitriyah et al., 2025). Previous literature studies have shown that several well-sorted studies have shown that differentiation learning is a breakthrough that can be applied effectively in the Indonesian language learning process (Qibtiyah & Ahmadi, 2024).

By implementing learning tailored to students' preferred learning styles, students can better understand the language material in short stories. This can be achieved through non-cognitive differentiation and the use of the Wattpad app, where teachers combine learning styles with technology-based learning. This allows students to freely explore the material at their own pace and write short stories as if they were sharing stories with peers in online conversations.

Therefore, using the Wattpad app as a learning medium can improve students' writing skills. The use of the Wattpad app in learning also aligns with research conducted by (Silitongo et al., 2023), and (Salsabila et al., 2023). Online learning media can address student challenges because the media used are based on materials already used by the students themselves.

Research conducted to test the effectiveness of the Wattpad app in teaching intertextual storytelling into short stories tends to have a small number of subjects. This data was collected from only 21 grade X AKL-2 students at SMK Mudisa. However, this condition will certainly make it easier to organize students in the class than a class with more than 30 students. So this is a weakness in this study.

Despite the weaknesses of this study outlined in the previous paragraph, it certainly has its own strengths. Having a relatively low-achieving subject group allows for optimal treatment for each student, resulting in more specific and contextualized results based on classroom realities. Furthermore, the innovation of integrating technology and differentiated learning can also be a reference for teachers, as it allows for adaptive treatment for students.

CONCLUSION

First, the average score obtained by students in the initial test was 55.14, indicating that students have not yet mastered the intertextual learning of fables into short stories. This is further confirmed by the results of the One-Sample Test, which showed that 0.000 is less than 0.05, indicating the acceptance criterion for H0 or the rejection of the alternative hypothesis.

Second, the final test results, processed using the One-Sample Statistics test, showed that the average score of students was 88.90. This indicates a drastic improvement in student learning after non-cognitive differentiation-based learning and the use of the Wattpad app in learning how to translate intertextual stories into short stories.

Third, the comparison of these two scores demonstrates that the use of the Wattpad app and non-cognitive differentiation learning are effective and have been proven to have an impact on improving student learning outcomes.

This resulted in an average increase of 33.76 points. Furthermore, the paired sample t-test showed a significance level of 0.000, which is less than 0.05, where H0 is rejected and H1 is accepted. Therefore, the use of the Wattpad app based on non-cognitive differentiation is effective in improving student learning, especially in grade 10 AKL-1 students at SMK Mudisa, in learning how to translate intertextual stories into short stories.

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