

# Development of Guided Writing Teaching Materials Based on High Order Thinking Skills for Grade VI Elementary School Students

Meidias Abror Wicaksono\*, Ida Zulaeha, Panca Dewi Purwati

Universitas Negeri Semarang, Lamongan Tengah St., No. 2, Semarang, Central Java, 50233, Indonesia

\*Corresponding author, email: meidias\_abror@students.unnes.ac.id

doi: 10.17977/um065.v5.i1.2025.2

## Article history

Submitted: 16 December 2024

Revised: 25 December 2024

Accepted: 25 December 2024

Published: 26 December 2024

## Keywords

Teaching material development

Guided writing

High order thinking skills

## Abstract

This study aims to develop guided writing teaching materials based on High Order Thinking Skills (HOTS) with the 4-D development research model approach (Define, Design, Develop, Disseminate). The development process begins with the define stage to identify student needs and analyze the curriculum, followed by the design stage to design the initial teaching materials. At the develop stage, the teaching materials were validated by media experts and material experts, and tested on 28 students of grade VI state elementary school 01 Wates Semarang. The last stage, disseminate, was conducted to disseminate the product openly to teachers and students in the context of learning. The results showed that validation from media experts resulted in an average score of 90.5% (very feasible category), while validation from material experts resulted in an average score of 92% (very feasible category). The trial of the developed teaching materials to 28 elementary school students of grade VI state elementary school 01 Wates in Semarang City and the results of the comparison between pretest and posttest were -4.543, with a p value (Asymp. Sig.) of 0.000 ( $p < 0.05$ ) with an effective category of improving students' writing skills by providing stimulation to think critically, analytically, and creatively according to HOTS characteristics. Thus, the development of HOTS-based writing teaching materials can be an effective innovation in literacy learning in elementary schools, especially to improve in-depth and meaningful guided writing skills. This study recommends wider implementation of this teaching material in other classes as well as further development based on digital technology to reach a wider audience.

## 1. Introduction

High order thinking skills (HOTS) based on writing is an important aspect of basic education to prepare students for the challenges of the 21st century. High order thinking skills not only provide opportunities for students to understand information in depth, but also develop the ability to analyze, evaluate and create, which are the basis of critical thinking in the modern literacy era (Rifa Hanifa Mardhiyah, 2021). HOTS-based writing lessons taught at the elementary level play a role in encouraging students to express ideas creatively and argumentatively from an early age, thus strengthening their critical thinking skills while preparing them for understanding more complex concepts in the future (Yasmar, 2023). To improve students' critical thinking skills, the learning strategy used at the primary level should be a guided writing strategy. The strategy teaches students how to practice expressing their feelings through writing in a guided manner and so that the students' writing work becomes directed. (Ida Putri Rarasati & Ida Putriani, 2024).

Guided writing learning plays an important role in shaping literacy skills that become the foundation for academic development for primary school students in the future (Mulia, 2021). Writing is not just a language skill, but also a medium for expressing critical thinking and reasoning that requires intensive guidance in the early stages of education. With proper guidance, students can understand the structure of writing, relevant vocabulary, and effective use of language, so that they are able to convey ideas in an orderly and clear manner (Ajayi, 2024). In addition, guided writing enhances students' communication skills and confidence in conveying their ideas. This skill does not develop automatically but through a structured process of guidance and stages is needed so that students have relevant and applicable writing skills at further education levels (Adiredja, 2023). The application of a HOTS-based approach in guided writing learning has the potential to improve the quality of student writing from the results of their critical thinking skills through the analytical stage and produce creative work (Hartati, 2021).

To prepare students for the challenges of the 21st century, the researcher conducted a preliminary study related to the process of learning Indonesian language in the writing element in elementary schools in Semarang City. The researcher conducted an interview with a teacher who teaches Indonesian language at the 01 Wates

State Elementary School in Semarang City and made observations to find out the process of learning Indonesian language writing activities. Based on the interviews and observations, the researcher found several problems in the process of Indonesian language learning activities in the writing element. First, the researcher found that students had difficulty in writing and understanding the concept of some texts, especially observation report texts. Second, the researchers also found a problem that students had difficulty expressing ideas and pouring what they observed into writing. In addition, based on the results of observations, researchers found that there were no writing teaching materials that focused on HOTS. The results of research (Kurniawan, 2020) show that elementary school students tend to experience difficulties in language skills, especially productive skills such as speaking and writing. To overcome these problems, teachers take a direct approach and guide students patiently and painstakingly. Third, researchers found that students' critical thinking levels tended to be low. This is obtained from the results of analyzing student writing which is still in the C1 to C3 thinking level category. In addition, another problem was also expressed by the teaching teacher that the teacher had difficulty planning and implementing a learning process that could improve students' critical thinking skills in accordance with the demands of the 21st century. Teachers do not understand what to do and how to do it. The results of research (Ningsi & Shaleh, 2024) show that teachers' weak knowledge of HOTS can lead to weak students' thinking skills. The students' weak critical thinking skills also lead to weak language skills (Hayati & Setiawan, 2022).

Based on the explanation above, the researcher offers a solution in the form of developing teaching materials for writing reports based on High Order Thinking Skills (HOTS) to improve students' creative thinking skills in elementary school Indonesian language learning. This article focuses on the development of teaching materials for writing HOTS-based observation report texts with the aim of developing teaching materials on writing elements and producing students' writing works from their critical thoughts from the results of the observation process carried out. Previous research related to the development of HOTS-based writing teaching materials has been conducted by several researchers, including: (1) (Adiredja, 2023) with the title Development of Integrated Writing Materials Based on Multiliteracies and High Order Thinking Skills. The results showed that the writing teaching materials developed based on multiliteracies and HOTS were effective in improving students' high order thinking skills. (2) (Sobari et al., 2023) with the title Improving the Ability to Write Observation Report Text with HOTS. The results showed that students' ability to write observation report text increased after participating in learning using HOTS compared to those using LOTS. This research focuses on developing HOTS-based teaching materials that focus on writing observation report texts with the aim of increasing students' creativity in writing report texts from what they have observed with a guided writing strategy.

## 2. Method

The research method used in this study is research and development using the Four-D (4-D) model development. The model was developed by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974. The 4-D model is a development model that can be used to develop various types of learning materials and media. (Arkadiantika et al., 2020). This development model consists of the following stages: (1) define, (2) design, (3) develop, (4) disseminate. In the defining stage, researchers conducted a preliminary study in the form of a needs analysis including interviews and observations of Indonesian language learning about learning to write observation report texts. In the design stage, researchers designed teaching materials for writing elements in elementary school Indonesian language learning according to the needs of teachers and students, namely on the material of writing observation report texts. Researchers conduct media selection, format, and initial design. Furthermore, at the development stage, researchers test the products that have been designed to experts and students as users. The developer test stage is carried out if the product manufacturing process has been completed and is ready to be tested for validation by experts. The testing process is carried out in stages, starting from product validation tests by experts and trials by students as users with pretest and posttest schemes to determine the effectiveness of the teaching materials developed. The last stage is product dissemination and product introduction to the wider community.

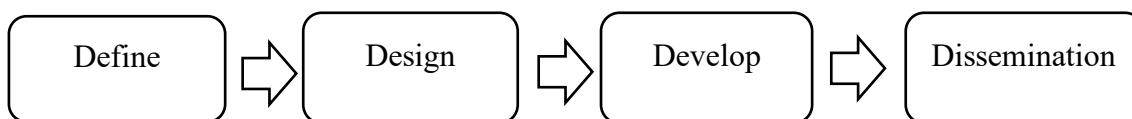


Figure 1. Research design of the Four-D (4D) Model

## 3. Results and Discussion

### 3.1. Define

This research has been conducted on students of State Elementary School 01 Wates Semarang City with a total of 28 students on November 27, 2024. This research was conducted through several stages based on the development research design which consists of defining or define, designing or design, developing or develop

and disseminating or disseminate. The first stage is the defining stage, where researchers conducted a preliminary study in the form of analyzing the needs of teaching materials for writing HOTS-based observation report texts. The researcher conducted an interview with the class teacher of State Elementary School 01 Wates Semarang City and observed the learning of writing elements in elementary school Indonesian subjects. Based on the results of the interview, the researcher found that learning to write Indonesian is the most difficult element compared to other language elements such as listening, reading, viewing, and speaking. The opinion of (Wicaksono, 2023) says that productive language skills such as speaking and writing tend to be more difficult than receptive language skills such as listening and reading. According to (Khairunnisa, 2019), writing learning problems are caused by two factors. First, teachers who do not pay important attention to learning to write will have an impact on the interest of students. Second, learners feel that learning to write is very scary so they don't know when to start and how to start. Third, most teachers only give writing assignments without providing intensive guidance. The results of the study (Zulaeh., 2021) show that teachers who teach with conventional methods, will have an impact on students to try and practice in learning, such as in writing elements.

Writing is one of the skills that combines ideas of creativity and results in the form of written works that are the result of thought. In addition, writing in the form of letterforms and the suitability of the format also makes the results of each person's writing different from one another. In the basic level of writing, the suitability of letterforms and the format of a writing is very important. According to (Ida Putri Rarasati & Ida Putriani, 2024) the experience of students in carrying out the writing process under the guidance of the teacher will affect the results of students' writing. Guided writing learning at the basic level is very important in terms of understanding the concept of writing to students cognitively and training students to be skilled in the writing process psychomotorly (Sobari et al., 2023).

In addition to the correct form of writing, the content of the writing also reflects how the writer expresses his ideas into a written work. Writers who have high-level thinking skills or HOTS, will produce work in the form of interesting and correct writing in accordance with the rules of the writing format, both the writing of letterforms and the suitability of the content of the text they write (Hartati, 2021). HOTS-based writing learning will make learning interesting and interactive and does not tend to be monotonous which makes students bored quickly and their creative ideas become untrained (Adiredja., 2023).

Based on the researcher's observation in the learning process of Indonesian writing elements of grade VI elementary school at state elementary school 01 Wates Semarang, the results of student writing on learning to write report texts tend to modify from existing examples. In addition, students still have difficulty writing down ideas from the objects they observe compared to conveying them orally. Students experience confusion to start writing words and sentences from the objects they observe. The researcher also found that there were no HOTS-based teaching materials at state elementary school 01 Wates Semarang City that also used guided writing strategies. With HOTS-based teaching materials and guided writing strategies, students will be able to express their ideas in writing and the results of their writing are the result of students' critical thinking.

### 3.2. Design

After conducting a preliminary study, the second stage is design. At this stage, researchers have designed HOTS-based report writing teaching materials with a guided writing strategy. The results of the needs analysis became the main basis for researchers in designing teaching materials for report writing. In this material, researchers focus on the design of writing observation reports which are basic material for elementary school students to write at an advanced level. In the material of writing observation reports, students are simply asked to be able to write their ideas based on the objects observed and convey them through writing.

At this design stage, researchers designed the delivery of teaching materials developed in one face-to-face meeting with a duration of 2 JP. Researchers began designing materials with digital media canva which has many features for teaching material design. Researchers utilize canva media to design teaching materials. Canva media is one of the media that has been equipped with various features and learning templates in the form of media and materials. According to (Johan, 2022) canva media has many features and conveniences in designing media and learning materials and can produce digital portfolios. The opinion (Zulaeha, 2023) also reinforces that the use of technology in the design of teaching materials will produce teaching materials that are useful for students in today's digital era.

The researcher starts by designing an attractive teaching material cover according to the age of elementary school students with a choice of bright colors and a picture of three children holding a book as a form of literacy spirit. Then the researcher gave the title of the teaching material developed with the poppins typeface which has a clear and firm character and gave the title of HOTS-based report writing teaching material for grade VI elementary school students. The front cover design is as follows.



Figure 2. Front Cover Design of Teaching Materials

After designing the teaching material cover, researchers continued by designing learning outcomes, learning objectives and student profiles of Pancasila. Researchers designed learning outcomes in accordance with the decision of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology number 032/H/KR/2024 concerning learning outcomes in early childhood education, primary education, and secondary education in the independent curriculum. Furthermore, the researcher analyzed the learning outcomes to determine the learning objectives and profiles of Pancasila students. The details of learning outcomes, learning objectives, and student profiles of Pancasila are presented in the following table.

Table 1. Draft Learning Outcomes, Learning Objectives, and Pancasila Learner Profile

No	Element	Description
1	Learning Outcomes	Students are able to write texts with clear structure, content, and language, and in accordance with the purpose of communication and the given context.
2	Learning Objectives	Students understand the structure and elements of an observation report text. Students can compose an observation report based on the data obtained. according to the correct structure Students present the observation report with effective language and according to the rules and in accordance with the facts and benefits.
3	Pancasila Learner Profile	Have faith, fear God Almighty, and have noble character. Independent: Compile observation reports independently. Mutual cooperation: Collaborate in a group

After designing learning outcomes, learning objectives, and student profiles of Pancasila, researchers designed the content of teaching materials for writing reports. In the teaching material content, researchers designed six materials that would be delivered to students. The six materials are the meaning and purpose of the report text, the characteristics of the report text, the structure of the report text, an example of the report text according to the structure presented which is accompanied by a video link from YouTube, how to write the report text and practice writing the report text. The details of the teaching material content design are presented in detail in the following table.

Table 2. Content Design of HOTS-Based Report Writing Teaching Materials

No	Material Content	Learning Activities
1	Definition and purpose of report text	Students are presented with the definition of observation report text and the purpose of writing observation report text. Students understand the concept of report text
2	Characteristics of report text	They are presented with the characteristics of report text. Students understand and distinguish the types of text
3	Structure of report text	The standard structure of report text is presented. Students understand the structure of report text writing
4	Example of report text	Students are presented with an example of report text based on the exemplified structure. Students analyze the example presented with its structure (C4)
5	How to write report text	Presented the steps of writing a report text that requires students to evaluate based on the Youtube video they have watched (C5)
6	Practice writing report text	Guidance and guidance are presented to students to write report texts according to the exemplary structure equipped with triggering questions to spur students to think critically in pouring the creation of their ideas through writing (P6).

After designing the content of HOTS-based materials, the researcher also designed the process of report writing exercises with guided writing strategies. The researcher chose this strategy based on the results of an interview with the 6th grade teacher of state elementary school 01 Wates Semarang who stated that elementary level students still need guidance to express their creativity in writing. According to (Mulia, 2021) guided writing learning makes students' written work in accordance with the correct format in theory. Researchers designed guided writing exercises according to the structure of the observation report text which includes title, classification, description of parts, description of benefits, and conclusion. In each structure, researchers provide guidance in the form of both questions and commands so that elementary school students can be guided in expressing their ideas through writing. The design of the guided report text writing material is as shown in the following figure.

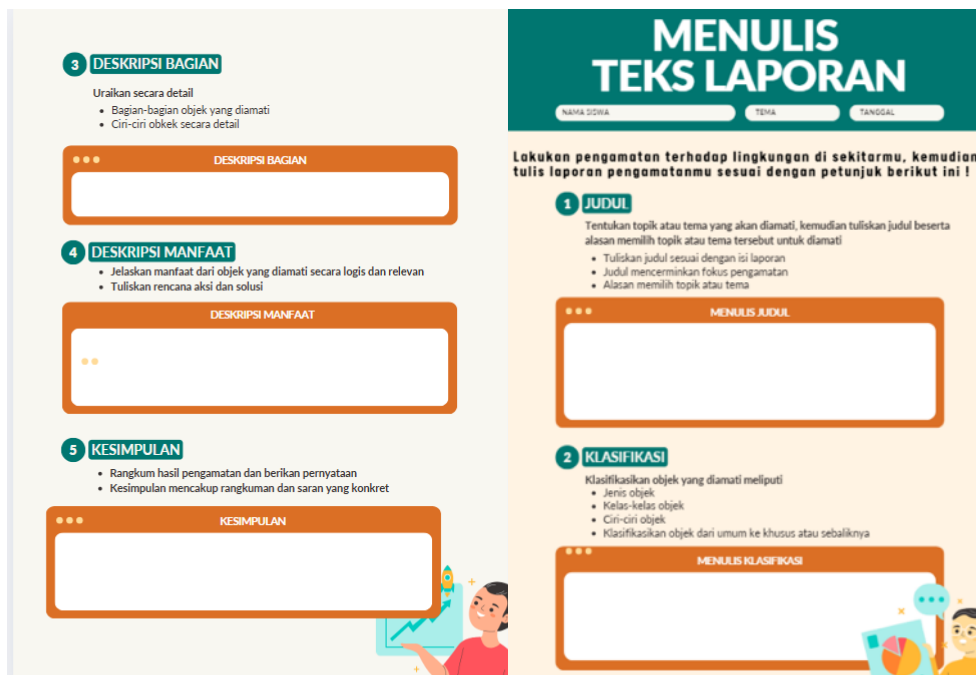


Figure 3. Design of Guided Writing Exercise Teaching Materials

### 3.3. Develop

The third stage in this research process is the development stage. At this stage, the researcher presents the teaching module to experts consisting of material experts and media experts to test the feasibility of teaching materials. Researchers also provide expert validation questionnaires to determine the feasibility of teaching materials for guided writing of observation report texts for elementary school students. After the validation process was carried out by material experts and media experts, researchers obtained an average score of 92% from material experts and a score of 90.5% from media experts. The details of the acquisition of validation results from material experts and media experts are presented in the following table.

Table 3. Report Text Guided Writing Teaching Material Expert Validation Results

No	Expert Validator	Percentage of Validation Score	Category
1	Material Expert	92 %	Very feasible
2	Media Expert	90,5 %	Very feasible

After obtaining eligibility from material experts and media experts, to determine the effectiveness of the developed teaching materials, researchers conducted a material trial for 28 grade VI elementary school students at State Elementary School 01 Wates Semarang. Researchers conducted trials with pre-test and post-test schemes and analyzed the results with non-parametric statistics using Wilcoxon. The results of testing the developed teaching materials are as follows.

Table 4. Analysis of Pretest and Posttest Results

	Pretest	Posttest
Learners	28	28
Minimum Score	50	50
Maximum Score	89	100
Average	71.96	91.46

Table 4 shows the results of the analysis for pretest and posttest scores involving 28 learners. The lowest score obtained by learners in the pretest and posttest was the same, namely 50. The maximum score for the pretest was 89, while for the posttest it increased to 100. The average pretest score was 71.96, while the average posttest score was 91.46. This increase shows that, before learning with the developed teaching materials, most learners were at a relatively low level but quite good. After learning with the developed teaching materials, although the minimum score remained the same, the difference between the maximum and average scores showed a greater variation and showed the progress of learners' scores.

**Table 5. Wilcoxon Signed Ranks Test**

	N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 <sup>a</sup>	.00
	Positive Ranks	27 <sup>b</sup>	14.00
	Ties	1 <sup>c</sup>	
	Total	28	378.00

- a. Posttest < Pretest
- b. Posttest > Pretest
- c. Posttest = Pretest

Table 5 shows that there are no learners who show lower posttest scores than pretest (negative ranks = 0). There is 1 learner who has the same posttest and pretest scores (ties = 1). Also, there are 27 learners who have higher posttest scores than pretest scores (positive ranks = 27).

**Table 6. Wilcoxon Signed Ranks Test**

	Posttest - Pretest
Z	-4.543 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Table 6 shows that the Z value for the comparison between pretest and posttest is -4.543, with a p value (Asymp. Sig.) of 0.000 ( $p < 0.05$ ). So it is stated that there is a statistically significant difference between pretest and posttest scores. All learners showed an increase in scores on the posttest compared to the pretest (positive ranks), indicating that learning to write observation report text using HOTS-based guided writing teaching materials given between the pretest and posttest had a significant effect on improving the measured results ( $p = 0.000$ ). The negative Z value (-4.543) indicates that the difference between the pretest and posttest tends to be greater on the posttest, which reinforces the finding that the posttest scores are higher than the pretest scores for all learners and indicates that the teaching materials developed are effective.

### 3.4. Dissemination

The fourth stage in this research process is the dissemination stage. At this stage, researchers will disseminate the teaching materials developed so that they can be used by elementary school teachers in teaching HOTS-based observation report writing materials with guided writing strategies. In the dissemination stage, researchers publish teaching materials through journal articles and social media. In addition, researchers also collaborated with several fellow elementary school teachers to disseminate and discuss the HOTS-based guided writing teaching materials that had been developed. According to (Purwati, 2021), the dissemination stage can also be done by briefing elementary school teachers according to their cluster through training events and workshops.

## 4. Summary

Referring to the research that has been carried out by researchers, namely through the development of HOTS-based report text writing teaching materials with guided writing strategies, it is concluded that the teaching materials were developed based on a needs analysis from the results of interviews and observations on learning Indonesian writing elements at state elementary school 01 Wates Semarang City. Researchers obtained results in the form of the need to develop HOTS-based writing teaching materials to improve critical thinking of elementary school students. The researcher chose the writing element because writing is one of the most difficult elements for elementary school students. The HOTS-based report text writing teaching materials were designed using Canva media and consisted of learning outcomes, learning objectives, and Pancasila student profiles with six material contents, namely the meaning and purpose of report texts, characteristics of report texts, report text structures, report text examples, how to write report texts, and report text writing exercises. Researchers also use guided writing strategies in report text writing exercises. The results of the expert test obtained a score of 92% for material experts and 90.5% for media experts who were included in the very feasible category. The teaching materials developed and tested on 28 elementary school students of grade VI state elementary school 01 Wates in Semarang City and obtained the results of the comparison between pretest and posttest is -4.543, with a p value (Asymp. Sig.) of 0.000 ( $p < 0.05$ ) with an effective category. The developed

teaching materials are then distributed to elementary school teachers to be used as teaching materials or references for HOTS-based report text writing materials.

## References

- Adiredja, R. K., Hartati, T., & Riyana, C. (2023). Development of Integrated Writing Materials Based on Multiliteracies and High-Order Thinking Skills. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 9(3), 882. <https://doi.org/10.33394/jk.v9i3.8757>
- Ajayi, O. S. (2024). Expository Guided Writing for Learners at Elementary Levels. *British Journal of English Language Linguistics*, 12(1), 9–22. <https://doi.org/10.37745/bjel.2013/vol12n1922>
- Arkadiantika, I., Ramansyah, W., Effindi, M. A., & Dellia, P. (2020). Pengembangan Media Pembelajaran Virtual Reality pada Materi Pengenalan Termination dan Splicing Fiber Optic. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 8(1), 29. <https://doi.org/10.24269/dpp.v0i0.2298>
- Hartati, T., Magribi, B. D., & Adiredja, R. K. (2021). The Implementation of HOTS-based ESCOTING (Relay Writing and Collaborative Writing) Model in Writing Fable at a Primary School. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, 13(1), 45. <https://doi.org/10.30595/dinamika.v13i1.8974>
- Hayati, N., & Setiawan, D. (2022). Dampak Rendahnya Kemampuan Berbahasa dan Bernalar terhadap Kemampuan Berpikir Kritis Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(5), 8517–8528. <https://doi.org/10.31004/basicedu.v6i5.3650>
- Ida Putri Rarasati, S. W., & Ida Putriani. (2024). Penerapan Strategi Menulis Terbimbing pada Mata Kuliah Bahasa dan Sastra Indonesia untuk Pembelajaran Menulis Cerita Anak Berbasis Nilai-Nilai Islam Mahasiswa Pendidikan Guru Sekolah Dasar. *Vol. 13 No. 1 (2024)*, 305–312.
- Johan, E. P. E., Rustam, R., & Sinaga, A. (2022). Pengaruh Media Pembelajaran Aplikasi Canva terhadap Hasil Menulis Iklan Poster di SMP Nasional Sariputra Jambi. *Lingua Rima: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 11(2), 137. <https://doi.org/10.31000/lgrm.v11i2.6644>
- Khairunnisa, F. (2019). Problematika Pembelajaran Menulis Teks Narasi di Sekolah Menengah Pertama. 2(1).
- Kurniawan, M. S., Wijayanti, O., & Hawanti, S. (2020). Problematika dan Strategi dalam Pembelajaran Bahasa Indonesia di Kelas Rendah Sekolah Dasar. *Jurnal Riset Pendidikan Dasar (JRPD)*, 1(1). <https://doi.org/10.30595/v1i1.7933>
- Mulia, A. (2021). Pembelajaran Menulis Naskah Drama dengan Strategi Menulis Terbimbing. *Medan Makna: Jurnal Ilmu Kebahasaan dan Kesastraan*, 19(2), 217. <https://doi.org/10.26499/mm.v19i2.4037>
- Ningsi, A., & Shaleh, S. (2024). Problematika Penerapan Asesmen Berbasis HOTS (High Order Thinking Skills) di Sekolah Dasar. *SAP (Susunan Artikel Pendidikan)*, 8(3), 447. <https://doi.org/10.30998/sap.v8i3.20998>
- Purwati, P. D., Widiyatmoko, A., Ngabiyanto, N., & Kiptiyah, S. M. (2021). Pembekalan Guru SD Gugus Sindoro Blora Melalui Workshop Asesmen Nasional Menghadapi AKM Nasional. *Journal of Community Empowerment*, 1(1), 32–40. <https://doi.org/10.15294/jce.v1i1.49671>
- Rifa Hanifa Mardhiyah, Sekar Nurul Fajriyah Aldriani, Febyana Chitta, & Muhamad Rizal Zulfikar. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40. <https://doi.org/10.31849/lectura.v12i1.5813>
- Sobari, T., Fauziya, D. S., Satrio, A., & Aryana, S. (2023). Peningkatan Kemampuan Menulis Teks Laporan Hasil Observasi dengan High Order Thinking. *Alinea: Jurnal Bahasa, Sastra, dan Pengajaran*, 12(2), 145. <https://doi.org/10.35194/alinea.v12i2.3088>
- Wicaksono, M. A., Ahmad, A. H., & Muna, W. (2023). Taṭwīr Mawād Ta'lim Mahārah al-Kalām li as-Siyāḥah fī ḍau al-Ma'āyir al-Waṭaniyyah li al-Kafāah al-Mihniyyah. *Lisania: Journal of Arabic Education and Literature*, 7(1), 62–78. <https://doi.org/10.18326/lisania.v7i1.62-78>
- Yasmar, R., Sulaikho, S., Munir, M. S., Asrori, I., & Machmudah, U. (2023). Penerapan HOTS (High Order Thinking Skills) dalam Eksplorasi Ide pada Mata Kuliah Kitabah. *An Nabighoh*, 25(2), 225. <https://doi.org/10.32332/an-nabighoh.v25i2.7171>
- Zulaeha, I., Subyantoro, Hasanudin, C., & Pristiwati, R. (2023). Developing Teaching Materials of Academic Writing Using Mobile Learning. *Ingénierie des Systèmes d'Information*, 28(2), 409–418. <https://doi.org/10.18280/isi.280216>
- Zulaeha, I., Sulisyaningrum, S., Suratno, S., Pristiwati, R., Arsanti, M., & Supriyono, A. Y. (2021). Bimtek Pengembangan Bahan Ajar Digital Bahasa Indonesia Bermuatan Multikultural bagi Guru MTs/SMP di Kota Semarang. *Journal of Community Empowerment*, 1(2), 01–06. <https://doi.org/10.15294/jce.v1i2.48993>