



ANALYSIS OF LANGUAGE ATTITUDES TOWARDS INDONESIAN LANGUAGE IN GRADE VIII STUDENTS OF SMP NEGERI 3 SUNGGUMINASA

ANALISIS SIKAP BERBAHASA TERHADAP BAHASA INDONESIA PADA SISWA KELAS VIII SMP NEGERI 3 SUNGGUMINASA

Sudirman^{1*}, Andi Syukri Syamsuri², Abdul Munir³

¹*University of Muhammadiyah Makassar, Email: sudirman53@guru.smp.belajar.id

²University of Muhammadiyah Makassar, Email: sukri.syamsuri@uin-alauddin.ac.id

³University of Muhammadiyah Makassar, Email: abdulmunirkondongan@unismuh.ac.id

*email koresponden: sudirman53@guru.smp.belajar.id

DOI: <https://doi.org/10.62567/micjo.v3i1.1963>

Abstract

This study aims to analyze the language attitudes of grade VIII students of SMP Negeri 3 Sungguminasa and its influence on the use of Indonesian language in learning, especially listening and reading skills. This study uses a descriptive qualitative approach with data collection techniques through interviews, observations, and documentation. Data was obtained from Indonesian teachers, homeroom teachers, and students as the main informants. The results of the study show that students' language attitudes vary, ranging from very positive to less appreciative of the use of Indonesian. Students with a positive attitude are more active in using Indonesian in learning and have better listening and reading skills. On the other hand, students with negative attitudes tend to be passive, less confident, and more dominant in using regional languages in daily communication. Environmental factors, material relevance, teaching methods, and learning experiences greatly influence the formation of students' language attitudes. This study confirms that language attitudes are an important factor in the success of Indonesian language learning. These findings are expected to be the basis for teachers and schools to design learning strategies that are more communicative, contextual, and able to foster students' positive attitudes towards the Indonesian language.

Keywords : Language Attitude, Use Of Indonesian, Language Learning, Junior High School Students, Descriptive Qualitative.

Abstrak

Penelitian ini bertujuan untuk menganalisis sikap bahasa siswa kelas VIII SMP Negeri 3 Sungguminasa serta pengaruhnya terhadap penggunaan bahasa Indonesia dalam pembelajaran, khususnya keterampilan menyimak dan membaca. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Data diperoleh dari guru bahasa Indonesia, wali kelas, dan siswa sebagai informan utama. Hasil penelitian menunjukkan bahwa sikap bahasa siswa beragam, mulai dari sangat positif hingga kurang apresiatif terhadap penggunaan bahasa Indonesia. Siswa dengan sikap positif lebih aktif menggunakan bahasa Indonesia dalam pembelajaran dan memiliki kemampuan menyimak serta membaca yang lebih baik. Sebaliknya, siswa dengan sikap negatif cenderung pasif, kurang percaya diri, dan lebih dominan menggunakan bahasa daerah dalam komunikasi sehari-hari. Faktor lingkungan, relevansi materi, metode pengajaran,



serta pengalaman belajar sangat memengaruhi pembentukan sikap bahasa siswa. Penelitian ini menegaskan bahwa sikap bahasa merupakan faktor penting dalam keberhasilan pembelajaran bahasa Indonesia. Temuan ini diharapkan dapat menjadi dasar bagi guru dan sekolah dalam merancang strategi pembelajaran yang lebih komunikatif, kontekstual, dan mampu menumbuhkan sikap positif siswa terhadap bahasa Indonesia.

Kata Kunci : Sikap Bahasa, Penggunaan Bahasa Indonesia, Pembelajaran Bahasa, Siswa SMP, Kualitatif Deskriptif.

1. INTRODUCTION

Language is the main means of communicating, thinking, and expressing feelings. In the world of education, the role of language is very important because it not only functions as a subject, but also as a medium for character formation and the development of students' academic abilities. Indonesian as a national language and a state language has a strategic position in shaping the nation's identity and identity through the education process.

As a national language, Indonesian functions as a symbol of national pride, national identity, unifier of various tribes, and a means of communication between regions. Meanwhile, as the state language, Indonesian plays a role as the official language of the state, the language of instruction in formal education, a means of communication for development, and a tool for cultural preservation and development. These functions affirm that the good and correct use of Indonesian is a fundamental need, especially in the context of education.

However, the reality of the use of Indonesian among students still shows deviations and inconsistencies with the applicable language rules. In the junior high school environment, there is often the use of a variety of non-standard languages, improper diction selection, and a mixture of regional and Indonesian languages in daily communication. This phenomenon indicates that students' language attitudes towards the Indonesian language still need more attention and study.

Language attitudes are an important factor in determining the quality of language use. This attitude describes the acceptance, pride, and awareness of students in using the Indonesian language. However, some students showed a more positive tendency towards regional languages than Indonesian as a formal language of instruction. This condition is common in students who grow up in a bilingual society, including students of SMP Negeri 3 Sungguminasa who use the regional language as their mother tongue.

The social environment in which students interact also has a significant influence on their language attitudes. Although information technology provides a variety of content in Indonesian, students' habit of returning to using the local language when outside of school shows the strong mother tongue environment. As a result, the use of Indonesian is more limited to formal learning situations, while outside of that, students are more comfortable using regional dialects.

In the context of Indonesian learning, students' language attitudes are an important aspect because they can determine the success of learning. A positive attitude will encourage students'



motivation, willingness, and involvement in the language learning process. On the other hand, negative attitudes can hinder the achievement of language competence, especially related to listening, speaking, reading, and writing skills. Therefore, a comprehensive understanding of language attitudes needs to be further identified.

Self-attitude is understood as feeling happy or unhappy, agreeing or disagreeing with an object (Rudianto & Nurjaya, 2023). Attitudes include affective, cognitive, and conative aspects that affect a person's actions. In the context of language learning, students' language attitudes are closely related to learning achievement because positive attitudes can foster internal motivation to use language properly and correctly. The phenomenon of language use by SMP Negeri 3 Sungguminasa students, such as code switching and code mixing, shows that there are problems with language attitudes that need to be examined based on a sociolinguistic approach (Holmes, 2021).

This study uses a descriptive qualitative approach to describe in detail students' language attitudes and their influence on Indonesian language practices in daily life. Through interviews, observations, and documentation, this study seeks to explore the meanings, motivations, and social factors that influence students' tendency to choose certain languages when communicating. This approach allows researchers to understand phenomena naturally and contextually.

The urgency of this research lies in the importance of strengthening the quality of the use of Indonesian in the school environment. A less positive attitude of language can have an impact on the quality of language skills and learning outcomes. Therefore, this study is also expected to provide an overview of the Indonesian learning process in the classroom and the extent to which students' attitudes affect learning effectiveness.

Based on this background, the focus of this research is directed to examine how the language attitude of grade VIII students of SMP Negeri 3 Sungguminasa affects the use of Indonesian in the context of learning. This study not only aims to describe the form and tendency of students' language attitudes, but also to describe how the implementation of Indonesian learning takes place in the classroom and the extent to which these attitudes have an impact on students' language skills, especially on listening and reading skills. Through this analysis, the research is expected to be able to contribute to formulating Indonesian learning strategies that are more communicative, effective, and in accordance with the socio-linguistic context of students at school.

Thus, this research is important as a basis for teachers, schools, and policy makers in designing learning strategies that are able to increase positive attitudes towards the Indonesian language. The findings of this research can be the basis for strengthening PBI (Indonesian Language Learning) to be more adaptive to students' socio-linguistic conditions, as suggested by Chaer and Agustina (2020). In the end, improving language attitudes is expected to support the achievement of the goals of learning Indonesian language and literature optimally.



2. RESEARCH METHOD

This study uses a descriptive qualitative approach because it aims to describe in depth the phenomenon of language attitudes of grade VIII students of SMP Negeri 3 Sungguminasa. This approach was chosen because it is able to capture social and linguistic realities naturally, including how students view the Indonesian language and how this attitude is manifested in everyday language practice. Qualitative research allows researchers to understand the meaning behind students' behavior and language choices through direct observation in the actual context.

The subject of this study is a grade VIII student of SMP Negeri 3 Sungguminasa who is a bilingual speaker, namely a regional language speaker as well as an Indonesian language user. The informants in the study were determined purposively, i.e. selected based on certain considerations, such as the level of involvement in communication in the classroom, openness in the interview, and the ability to provide relevant information about attitudes and language use. In addition to students, Indonesian teachers are also used as informants to obtain a more complete picture of the implementation of learning and the influence of students' attitudes on learning outcomes.

Research data was obtained through three main techniques, namely observation, interviews, and documentation. Observations were made to see firsthand the practice of using students' language both inside and outside the classroom, including interaction patterns, code selection, and language suitability. In-depth interviews were conducted with students and teachers to explore students' attitudes, perceptions, and reasons for using certain languages. Meanwhile, documentation is used to collect data in the form of lesson plans, teacher notes, student assignment results, and other relevant documents.

The main instrument in this study is the researcher himself who acts as a data collector as well as an analyst. The researcher also used supporting instruments such as observation guidelines, semi-structured interview guidelines, and documentation analysis formats. The guidelines are compiled based on indicators of language attitudes according to sociolinguistic theory, especially cognitive, affective, and conative dimensions, as well as language competence which includes listening and reading.

The collected data is analyzed through the stages of data reduction, data presentation, and conclusion drawn. At the data reduction stage, the researcher selects and simplifies the raw data according to the focus of the research. Furthermore, the presentation of data was carried out in the form of narrative descriptions and matrices that describe the pattern of language attitudes, the implementation of learning, and the influence of both on students' language skills. The last stage, namely drawing conclusions, is carried out on an ongoing basis to ensure that the interpretation of the data remains consistent with the facts on the ground.

To maintain the validity of the data, this study uses source triangulation techniques and triangulation techniques. Source triangulation is carried out by comparing information from students, teachers, and learning documents, while technical triangulation is carried out by combining observation, interviews, and documentation results. The use of triangulation aims to ensure that research findings are valid, accurate, and scientifically accountable. Thus, this



research method is expected to be able to produce a comprehensive picture of students' language attitudes and its influence on Indonesian language skills.

3. RESULT AND DISCUSSION

Before entering the presentation of the research results, this section provides an initial overview of the direction and scope of the analysis carried out. This study is focused on examining how the language attitude of grade VIII students of SMP Negeri 3 Sungguminasa affects the use of Indonesian in the context of learning. Therefore, the entire data collection process—through observation, interviews, and documentation—is concentrated on understanding students' language attitudes and how these attitudes are reflected in their language practices during teaching and learning activities.

The analysis used is qualitative descriptive, so that the findings produced not only describe the empirical conditions in the field, but also provide an interpretation of the relationship between language attitudes and students' language behavior. With this approach, the discussion is directed to understand the phenomenon of student language in depth, especially related to the frequency of Indonesian use, consistency in the use of standard language, the tendency to mix languages, and students' responses to Indonesian learning in the classroom.

The results of the research on the influence of language attitudes of grade VIII students of SMP Negeri 3 Sungguminasa were obtained mainly through interviews conducted with students, Indonesian language teachers, and homeroom teachers. Interview data showed that students' language attitudes varied, ranging from very positive to less appreciative of the use of Indonesian in school. This variation in attitude appears in the form of language habits, responses to learning, and their views on the importance of the Indonesian language as a means of communication and mastery of science.

Preliminary analysis suggests that this diversity of attitudes is natural because students are in the early stages of adolescent development, where linguistic and social identities are still developing. Positive attitudes usually appear in students with the support of the family environment which also emphasizes the importance of using the Indonesian language. On the other hand, students who show a less enthusiastic attitude tend to come from environments that are more dominant in using regional languages in daily communication.

In addition, variations in language attitudes are also influenced by different learning experiences. Students who have positive experiences while learning Indonesian, such as active involvement in discussions and successful experience of understanding the material, show a more accepting and motivated attitude. On the other hand, negative experiences such as difficulty understanding the text or the shame of making mistakes, can give rise to negative attitudes towards Indonesian learning.

Interviews with Indonesian teachers revealed that most students showed a fairly good attitude when learning took place. The teacher stated, "The children are actually able to use Indonesian well, but their interest depends on the topic being discussed." These findings show



that students' language attitudes are not only influenced by internal factors, but also by the relevance of the learning materials and the approaches used by teachers. Positive attitudes arise when students feel the material is close to their experience.

Analysis of the teacher's statement shows that the relevance aspect of the material is an important factor in building a positive attitude. When learning topics relate to students' daily lives, their interests and attitudes increase significantly. This is in line with contextual learning theory which emphasizes that learning will be more meaningful if it is associated with students' real experiences.

In addition to the relevance of the topic, the suitability of teaching methods is also a supporting factor. If teachers use interactive methods, such as discussion or role-playing, students tend to show a more positive attitude and are willing to use Indonesian actively. This data confirms that language learning does not only focus on the material, but also how teachers package learning to be engaging for students.

In addition, the teacher also revealed that there are still students who are passive and are not interested in using Indonesian optimally. In an interview, the teacher said, "Some students are more comfortable using the local language when discussing, so when asked to speak Indonesian they seem hesitant." These findings show that there is a tendency for regional language interference that affects the courage and fluency of Indonesian language students.

The analysis shows that the dominance of regional languages in daily interactions causes students to have less opportunities to practice Indonesian in the context of natural communication. This has an impact on inconfidence and the emergence of reluctance to use Indonesian during learning. Regional language interference like this is common in multilingual areas, including in Sungguminasa.

From a sociolinguistic perspective, this phenomenon suggests that language choices often follow community norms. When the communicative norms of peer groups prioritize regional languages, students who use Indonesian actually feel awkward. As a result, students' Indonesian skills are not optimally trained even though they know the good and correct form of Indonesian.

Interviews with students reinforce the data. One student said, "I like Indonesian lessons if the story is interesting, but sometimes I am embarrassed if I say it wrong." This statement illustrates that language attitudes are influenced by confidence, enjoyment of the material, and a supportive learning environment. Positive attitudes arise when students feel comfortable, while negative attitudes are triggered by the fear of making language mistakes in front of their peers.

Analysis of the students' statements showed that affective factors such as fear of being wrong and embarrassed had a major influence on language attitudes. Students with high levels of language anxiety tend to avoid using Indonesian in formal contexts, because they are worried about being ridiculed or criticized by peers. This is a psychological obstacle that needs to be considered in learning.



In addition, students' emotional responses to the subject matter greatly determine their involvement. When a text or learning activity is considered engaging, students are more motivated to participate. However, if the material is considered difficult or far from their experience, interest and positive attitudes towards the Indonesian language decrease. This emphasizes the importance of teachers in selecting relevant and fun materials.

Other students gave a different view. He said, "Indonesian is important because it is used continuously in schools. But at home and with friends, I use Makassar more often." This data suggests that language attitudes can be situational. Although students are aware of the importance of Indonesian in academic contexts, the dominance of regional languages in daily communication affects their consistency in actively using Indonesian.

The analysis shows that social situations influence students' language choices. In formal settings such as schools, they know that Indonesian is the "right" language, but in informal settings such as home and friends, regional languages are considered more socially and emotionally natural. This creates different patterns of language use depending on the context.

Linguistically, this phenomenon can be categorized as diglossia, in which two languages are spoken differently based on functions and situations. This condition does not always have a negative impact, but the lack of Indonesian language practice in the context of daily conversation makes students less familiar with the standard Indonesian structure. As a result, their formal language skills develop more slowly.

Interviews with homeroom teachers also provide important information about the relationship between language attitudes and students' language skills. The homeroom teacher said, "Children who have a positive attitude usually actively ask questions and understand reading faster. But those who don't like language lessons are usually difficult to listen to or read with focus." These findings show that language attitudes have a direct influence on listening and reading skills.

Analysis shows that positive language attitudes can increase students' cognitive motivation. When students find Indonesian important and interesting, they find it easier to concentrate, understand the text, and follow the teacher's instructions. This makes them more successful in listening and reading tasks that require full mental involvement.

On the other hand, students with negative attitudes or lack of interest in subjects tend to experience obstacles in cognitive processes. They quickly lose concentration, lack understanding of the content of the text, and are not enthusiastic in participating in listening activities. This condition indicates that language attitudes play a decisive role in the success of students' language skills.

The results of the interviews also revealed that students who have a less positive attitude towards the Indonesian language tend to find the lessons difficult and boring. For example, one student stated: "If the lesson is a long text, I get bored quickly and have difficulty understanding." This shows that negative attitudes can affect students' cognitive processes in understanding the material. Disinterest leads to low attention, which has an impact on low listening and reading skills.



The analysis shows that students' negative perception of long-text material is due to the lack of reading strategies they master. Students who don't have techniques such as speed reading, jotting down important information, or creating summaries, will feel overwhelmed when faced with long texts. This inability then gives rise to a negative attitude towards learning.

In addition, the factor of reading habits also has an effect. Students who rarely read outside of school activities will feel cognitively tired faster when asked to read long texts. The low literacy environment makes them unaccustomed to processing large amounts of information, thus having an impact on low attitudes and interest in Indonesian lessons.

Overall, the interview data showed that students' language attitudes played a big role in shaping their language behavior in the context of learning. Students with a positive attitude tend to be more active, confident, and have a better understanding of listening and reading activities. Meanwhile, students with negative attitudes show obstacles in the form of shyness, lack of interest, and the dominance of the use of regional languages in daily life.

The overall analysis indicates that language attitudes are an important factor that affects the quality of Indonesian use in schools. Factors such as confidence, interest in the material, teacher support, and social environment contribute greatly to shaping this attitude. Positive attitudes result in active participation and better understanding, while negative attitudes have an impact on low language skills.

These findings show the need for a learning strategy that is able to increase students' positive attitudes towards the Indonesian language through strengthening motivation, providing relevant materials, and supportive classroom management. Thus, language attitudes are not only an affective aspect, but also a determinant of the success of students' overall language skills.

Discussion

The discussion of this study highlights the relationship between students' language attitudes and their ability to use Indonesian in the learning environment. Based on the results of interviews conducted with teachers, students, and homeroom teachers, it can be seen that the language attitude of grade VIII students of SMP Negeri 3 Sungguminasa is influenced by a number of internal and external factors that shape their tendency to use Indonesian. These varied language attitudes are reflected in students' language behavior, both in the context of formal learning and daily interactions at school.

First, students' language attitudes are proven to be greatly influenced by the relevance factor of the learning material. Teachers state that students' interest increases when the learning topic is close to their experience. This shows that contextual learning has an important role in forming a positive attitude towards the Indonesian language. Students tend to be more motivated, active, and confident in using Indonesian if the topic being studied has a relationship with their lives. Conversely, when the material is perceived as less interesting or difficult, students show a passive attitude and are reluctant to participate. These findings confirm the importance of contextual learning approaches and the use of varied teaching strategies.



Second, this discussion identifies that language confidence has a significant influence on students' attitudes and language skills. Some students stated that they felt embarrassed and afraid of making mistakes when asked to use Indonesian verbally. Affective factors such as language anxiety become psychological barriers that affect their participation and quality of language production. Students who have low self-confidence tend to avoid using Indonesian even if they have adequate structural understanding. This condition shows that teachers need to create a learning climate that is safe, supportive, and free from ridicule so that students dare to use Indonesian without pressure.

Third, the findings of the study show that the dominance of the use of regional languages in daily life also affects the consistency of students in using Indonesian. Many students often use the Makassar language in communicating with peers and family. This phenomenon is related to diglossia, where regional languages are used in the informal realm while Indonesian is used in formal realms such as schools. Although this situation is not entirely negative, the lack of use of Indonesian in the context of everyday conversation makes students less trained verbally. As a result, when faced with the demands of using formal language in the classroom, some students seem hesitant, not fluent, or lack confidence.

Fourth, there is a clear relationship between language attitudes and students' language skills, especially in listening and reading skills. The homeroom teacher said that students who have a positive attitude towards the Indonesian language show the ability to understand reading and participate in listening activities better. On the other hand, students who are less interested in the Indonesian language tend to have difficulty concentrating and understanding the material. This shows that language attitudes are not only affective elements, but also related to students' academic competence. A positive attitude towards language encourages internal motivation that strengthens cognitive processes in listening and reading.

Fifth, students' perception of the difficulty level of the material also affects their language attitudes. Students who perceive long texts as boring and difficult to understand show negative attitudes that have an impact on their low ability to comprehend reading. The lack of reading strategies and the lack of literacy habits outside of school are factors that strengthen this perception. Thus, learning needs to integrate effective reading strategy training to improve students' understanding while improving their attitude towards reading texts.

Overall, this discussion emphasized that students' language attitudes are closely related to their language skills. A positive attitude has an effect on increasing participation, understanding of the text, and the courage to use the Indonesian language actively. Meanwhile, negative attitudes are an obstacle in the development of listening, reading, and even speaking skills. Teachers have a strategic role in shaping this attitude through the provision of relevant materials, the use of interesting methods, and the creation of a supportive learning environment. Therefore, improving language attitudes is an important step to strengthen students' Indonesian language skills at school.



4. CONCLUSION

Based on the results of research that has been conducted on the language attitude of grade VIII students of SMP Negeri 3 Sungguminasa towards the use of Indonesian in the context of learning, it can be concluded that language attitudes have an important influence on the pattern of Indonesian use and students' language skills. A positive attitude towards the Indonesian language is reflected in a high interest in learning, the courage to use Indonesian in classroom communication, and a better ability to listen and read. On the other hand, students who show a less positive attitude tend to be passive, less confident, and more dominant in using regional languages in daily interactions.

This study also revealed that the strong use of regional languages in family and peer circles causes language interference which has an impact on students' Indonesian language skills. Although students understand that Indonesian is the official language of learning, they have not consistently used it outside of the classroom context, limiting their opportunities to hone their language skills optimally.

In addition, Indonesian learning in the classroom has proven to play an important role in shaping students' attitudes and language skills. Learning methods that are relevant, interactive, and involve students' experiences are able to increase positive attitudes and active participation in listening and reading activities. Teachers are a determining factor in creating a supportive learning environment, especially by providing engaging and contextual materials.

Thus, it can be concluded that students' language attitudes are not only influenced by internal factors such as interest, motivation, and self-confidence, but also by external factors in the form of social environment, teacher support, and learning strategies used. Therefore, efforts to improve students' Indonesian language skills need to be directed at the formation of positive attitudes through strengthening motivation, habituating the use of good Indonesian, and developing communicative and contextual learning models.

5. REFERENCES

- Anggraeni, R., & Junaidi, H. (2023). The use of graphic design application-based learning media to increase students' writing creativity. *Journal of Technology and Multimodal Education*, 15(2), 75–90.
- Arief, R. (2020). *Animation of Technology Development and Its Concepts*. Bogor: Ghalia Indonesia.
- Asep, M. (2018). Beginning Reading and Writing Learning Methods in Early Grade. *Journal of Elementary School Education*, 3(1).
- Aulia, D., & Kurniawan, R. (2023). The Influence of Technology-Based Learning Media on Students' Short Story Writing Skills. *Journal of Learning Technology*, 12(2), 102–115.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). Pearson Education.
- Canva. (2021). Educational resources and templates. Canva. Accessed from <https://www.canva.com/learn/education/>



- Canva. (2024). Canva Magic: Design transformation with AI. Canva. Accessed from <https://www.canva.com>
- Dalman, D. (2016). Writing skills. Depok: PT Rajagrafindo Persada.
- Darmawaty, T., & Sahat, S. (2015). Development of Interactive Learning Media in Economics Learning. *Journal of Information and Communication Technology in Education*, 2(2).
- Danang, W. (2016). Improving Poetry Writing Skills Using Image Media in Grade V Students of SD Negeri Suryodiningratan 2. *Journal of Elementary School Teacher Education*.
- Daryanto. (2015). Learning media. Bandung: PT Sarana Tutorial Nurani Sejahtera.
- Doni, A. (2017). Quality measurement of event management information systems using ISO 9126-1 standard. *Journal Speed – Engineering Research and Education Center*, 9(1).
- Ega, R. W. (2016). A variety of learning media. Jakarta: Pena said.
- Endang, W. W. (2018). Theory and practice of quantitative research, qualitative action research and development class. Jakarta: Bumi Aksara.
- Fitriani, A., & Budi, S. (2020). Implementation of technology-based learning to improve students' writing skills. *Journal of Educational Technology and Innovation*, 8(1), 88–98.
- Haslinda. (2018). The Construction of Contextual Teaching And Learning Approaches In Language Teaching (An Evaluation Review). *Proceedings of the National Seminar on Education in the Revolutionary Era*, 513–522.
- Hasni, K., et al. (2016). Improving the ability to write simple essays for grade IV students of SDN Mire through the use of serial image media. *Tadulako Creative Journal Online*, 5(2).
- Ministry of Education and Culture. (2020). Freedom of learning: Implementation guides. Ministry of Education and Culture of the Republic of Indonesia.
- Khoerul, A. (2017). Deep Learning to Shape Students' Character as Learners. *TADRIS: Journal of Teacher Training and Tarbiyah Science*, 2.
- Mohamad, S. S. (2016). Theoretical and practical learning strategies at the primary education level. Jakarta: PT Rajagrafindo Persada.
- Nugroho, A. R., & Prasetyo, B. S. (2022). Increase writing creativity through interactive media in junior high school. *Journal of Innovative Education*, 14(1), 22–37.
- Nunuk, S., et al. (2018). Innovative learning media and its development. Bandung: PT Remaja Rosdakarya.
- Nurul, H., & Rifky, K. U. (2017). Development of Comic-Based Learning Media in Social Science Class IV MI Nurul Hidayah Roworejo Negeri Pesawaran. *SKILLSSED: Journal of Basic Education and Learning*, 4(1).
- Purnama, W., & Wijayanti, H. (2021). The application of Canva as a learning medium for writing short stories in junior high school. *Journal of Creative Education*, 9(3), 142–150.
- Prensky, M. (2010). Teaching digital natives: Partnering for real learning. Corwin Press.
- Rahman, F., & Sari, M. (2022). Increasing student creativity through the use of graphic design applications in writing learning. *Journal of Education and Technology*, 19(4), 135–145.
- Ridwan. (2018). Statistical Basics. Bandung: Alfabeta.
- Rose, K. R. (2019). Fluent in Indonesian. Yogyakarta: Ar-Ruzz Media Publisher.



- Sari, D., & Santoso, R. (2022). Canva app development to improve students' creative writing skills. *Journal of Learning Media Development*, 18(2), 105–118.
- City, R. U. (2018). Improvement of Poetry Writing Skills by Using the Think Talk Write Model through Picture and Picture Media in Grade IV Students of SD Negeri 03 Manisrejo, Madiun City. *Scientific Journal of Educational Development*, 5(1).
- Survive. (2017). *Indonesian Language and Literature Learning in Elementary and Secondary Elementary Classes*. Central Java: UNS Press.
- Sugiyono. (2015). *Research and Development Methods*. Bandung: Alfabeta.
- Sundararajan, A. (2020). The role of visual aids in enhancing student learning and creativity. *Journal of Educational Technology & Society*, 23(4), 52–61.
- Suryani, T., & Widiastuti, N. (2021). The use of technology-based interactive media to increase student motivation and learning outcomes. *Journal of Innovative Education*, 10(3), 56–67.
- Suryosubroto, B. (2009). *The teaching and learning process at school*. Jakarta: Rineka Cipta.
- Swaditya, R., & Nego, L. (2017). Development of Contextual and ICT-Based Linear Program Teaching Materials. *AXIOM: Journal of the Mathematics Education Study Program*, 5(2).
- Sinta, D. C. (2018). The Effect of the Use of Image Media on the Poetry Writing Skills of Grade V Students of SDN Candipari 1 Sidoarjo. *Journal of Elementary School Teacher Education*, 6(12).