Jurnal Ilmiah Lingua Idea
Vol 16, No 1 (2025): 63-75.
DOI: https://doi.org/10.20884/1.jli.2025.16.1.13733
ISSN 2580-1066 (online); 2086-1877 (printed)

Needs Analysis of Content-Differentiated Digital Teaching Materials in Learning Negotiation Text Writing

Laili Ivana[1*] , Didin Widyantono[1], Imam Agus Basuki[1], Kusubakti Andajani[1]

Universitas Negeri Malang, Malang, Indonesia[1]

ivacho2024@gmail.com*; didin.fs@um.ac.id; imamagus@um.ac.id; roekhan.fs@um.ac.id; kusubakti.andajani.fs@um.ac.id

*Correspondence author

Abstract: This study explores the necessity for content-differentiated digital teaching materials in the context of learning to write negotiation texts. The research focuses on conducting a comprehensive needs analysis that considers the demands of the independent curriculum, reviews of prior research literature, classroom learning dynamics, and the specific needs of teachers and students. Employing a qualitative methodological framework, this study integrates quantitative methods as a supplementary approach to analyze data gathered through questionnaires targeting teachers and students. The findings highlight that, based on an in-depth needs analysis encompassing curriculum requirements, prior research, direct classroom observations, and insights from teacher and student perspectives, developing content-differentiated digital teaching materials emerges as a critical necessity. These teaching materials are pivotal for enhancing inclusivity and addressing diverse learning styles and abilities, thereby aligning with contemporary educational priorities. The study underscores the urgency of integrating differentiated digital resources into teaching negotiation text writing to foster more effective and personalized learning experiences

Keywords: content differentiation, digital teaching materials, negotiation texts

Submitted: 18 Nov 2024; Received in revised form: 23 Jun 2025; Accepted: 24 Jun 2025; Published regularly: 30 Jun 2025

Copyright © 2024 Jurnal Ilmiah Lingua Idea

This is an open access article under the terms and conditions of the Creative Commons Attribution License (CC BY-SA 4.0)

To cite this article (APA Style):
Ivana, L., Widyantono, D., Basuki, I.A., Andajani, K. (2025). Needs Analysis of Content-Differentiated Digital Teaching Materials in Learning Negotiation Text Writing. *Jurnal Ilmiah Lingua Idea*, *16*(1), 63-75. https://doi.org/10.20884/1.jli.2025.16.1.13733

Introduction

The development of digital technology in education provides an excellent opportunity to create more effective and inclusive learning experiences. One innovative approach that can take advantage of these advances is the development of digital teaching materials, especially in Indonesian language learning (Sawitri et al., 2021). However, the facts on the ground show that the available digital teaching materials still need to be improved in quantity and quality. Digital teaching materials often only cover superficial and temporary material, so they cannot meet in-depth learning needs. In the rapidly growing digital era, the need for digital teaching materials focusing on writing negotiation texts is increasingly becoming a primary concern in education. However, the facts on the ground show that digital teaching materials currently have several challenges that must be overcome (Christin et al., 2021). First, they are limited in number, often covering only simple and temporary materials. Secondly, the available digital teaching materials need to be improved in terms of content differentiation, making them less able to accommodate students' diverse needs and learning styles (Kromidha et al., 2021). Technology has opened up tremendous opportunities to create interactive and flexible digital teaching materials (Darmayanti et al., 2022). However, in reality, there are still many obstacles in its development, especially in accommodating the diverse needs of students. One of the materials that require special attention is writing negotiation texts, which demands language mastery and critical thinking, as well as analytical and persuasive communication skills (Rahmawati & Latifah, 2020).

In order to overcome these problems, this research wants to find out more deeply about the need for content-differentiated digital teaching materials in learning to write negotiation texts. This is important because teaching materials that suit the needs and characteristics of students can increase the effectiveness of learning (Muslim & Sumarni, 2023). In addition, the importance of differentiated digital teaching materials in writing negotiation texts needs to be considered. With differentiation, teaching materials can be tailored to different levels of students' abilities, interests, and learning styles, thus enabling a more inclusive and effective learning experience (Jupri, 2022).

The Merdeka Curriculum underscores the urgency of differentiated learning, an approach tailored to the diversity in students' abilities, interests and learning styles (Hidayati et al., 2022). This approach is not a luxury, but a necessity to create a more personalized and relevant learning experience for each individual, enabling students to reach their full potential (Mustikaningrum et al., 2020). However, the reality on the ground shows that available digital teaching materials still need to fulfil these principles of differentiation. Most digital teaching materials used in schools tend to be generic, offering uniform content without regard to variations in difficulty levels, students' backgrounds or their specific needs (Assidik, 2018).

The lack of differentiation in digital teaching materials not only makes learning less engaging but also hampers the effectiveness of achieving educational goals. Higher-ability students often feel unchallenged, while those who need additional support may struggle to grasp the material (Zamzamy, 2021). This widening learning gap not only hinders the full potential of digital technology as a learning tool but also affects the students' learning experience and

outcomes. In addition, the need for more differentiation in digital teaching materials often makes learning less inclusive (Ibrahim & Hassan, 2023). For example, students with visual, auditory or kinesthetic learning styles do not always get a learning experience that suits their needs (Adi, 2020). This contradicts the essence of the Merdeka Curriculum, which aims to provide freedom and opportunities for students to learn according to their individual characteristics (Supriyadi et al., 2022). In other words, the need for differentiated digital teaching materials is not only important, but also urgent to support the achievement of equitable and meaningful learning for all students. This is not just a matter of education, but a matter of social justice (Rohani et al., 2021).

In the context of learning to write negotiation texts, this challenge becomes more complex. Negotiation texts require language mastery, critical thinking, and analytical and persuasive communication skills. Without teaching materials to address students' needs, learning negotiation texts risks becoming rigid and less relevant to students' real lives (Jojor & Sihotang, 2022). Therefore, developing digital teaching materials that can accommodate variations in difficulty levels, learning styles, and student interests is a priority that must be realized immediately. The Merdeka Curriculum emphasizes the importance of differentiated learning, an approach that respects each student's diversity of abilities, interests and learning styles (Vhalery et al., 2022). Differentiated learning aims to create a more personalized and inclusive learning experience, so every student can achieve their best potential. However, the current digital teaching materials still face many obstacles. Most digital teaching materials are generic and have not been able to adjust to differences in ability levels or specific needs of students. This results in the material being less in-depth and unable to reach the entire spectrum of student abilities, making the learning process less effective.

Previous research relevant to this study was conducted by (Batubara et al., 2023) the research produced differentiated teaching materials that are feasible to facilitate students in learning with various learning styles. (Anandari et al., 2019) produced research in the form of Implementation of Indonesian Teaching Materials based on Virtual Tour to Improve Digital Literacy of High School Students (Suprayogi & Pranoto, 2020). In the context of previous research, there has been no research that specifically focuses on content-differentiated digital teaching materials in learning to write negotiation texts (Dini et al., 2023). By conducting literature studies, interviews, observations, and surveys, this study succeeded in clearly illustrating the need and importance of content-differentiated digital teaching materials in learning to write negotiation texts. In addition, the characteristics of teaching materials that suit the needs of teachers and students were also successfully identified through these methods.

The importance of differentiated digital teaching materials in learning to write negotiation texts is not only related to cognitive aspects but also supports a more inclusive learning experience. With teaching materials adapted to students' abilities, interests, and learning styles, the learning process can run more effectively, and students can achieve optimal learning outcomes (Rivanti & Sukmayadi, 2021). In addition, integrating digital teaching materials into learning is also in line with efforts to improve students' digital literacy, which is an essential skill in the modern era. Departing from these needs, this research explores students'

and teachers' needs for content-differentiated digital teaching materials in learning to write negotiation texts (Suprihatin et al., 2021). This research also aims to identify the characteristics of suitable teaching materials, as well as provide practical recommendations for the development of innovative teaching materials that are responsive to learners' needs in the digital era (Wardana et al., 2022).

Thus, the results of this study will not only provide a deeper understanding of the need for differentiated digital teaching materials, but also provide practical benefits for the development of more adaptive and effective teaching materials (Aditya et al., 2022). Parties that can benefit from this research include teachers, students, teaching material developers, and researchers in the field of education. Departing from these conditions, this study seeks to explore the needs of students and teachers for content-differentiated digital teaching materials in learning to write negotiation texts. In addition, this study also aims to identify the characteristics of suitable digital teaching materials and provide recommendations for developing more effective and inclusive teaching materials.

Methods

This study adopted a mixed-method research approach with the main design using qualitative methods. The qualitative approach is used to analyze data obtained from several data collection techniques, namely needs analysis based on curriculum demands, direct observation in classroom learning, and literature studies related to previous research. Curriculum analysis aims to see how much the existing curriculum supports learning to write negotiation texts and developing differentiated teaching materials. Classroom observation is conducted to gain a direct understanding of the challenges teachers and students face in the learning process, as well as how existing teaching materials play a role in supporting the achievement of learning objectives. In addition, this study also used quantitative methods to support qualitative analysis. Quantitative data was collected through questionnaires given to teachers and students of SMA Negeri 7 Malang class X. This questionnaire was designed to explore their perceptions, experiences, and expectations regarding digital teaching materials in learning to write negotiation texts. The data collected from the questionnaire was then analyzed using descriptive statistics to provide a clear picture of the needs and expectations of students and teachers for more relevant and differentiated teaching materials. This combination of qualitative and quantitative methods allows this study to provide a more comprehensive understanding of the need for developing content-differentiated digital teaching materials. With this approach, this research can not only identify existing needs based on previous theories and literature but also match them with the reality that occurs in the field, both from the perspective of the curriculum, teachers, and students.

Results

Needs Analysis of Differentiated Digital Teaching Materials for Negotiation Text Writing based on Curriculum Demand Analysis

The development of differentiated digital teaching materials for learning to write negotiation texts is needed now. This is considering its suitability with the demands of the Independent Curriculum. The following are some of the principles in the independent curriculum and their suitability for developing digital teaching materials for writing negotiation texts with differentiated content for writing negotiation texts.

The Merdeka Curriculum emphasizes that literacy and writing skills are the foundation of all fields of study and social goals. Literacy includes language, literacy, and thinking skills for lifelong work and learning. In this context, the ability to write negotiation texts is an integral part of the literacy needed to communicate effectively in social and professional life. The independent curriculum states that literacy skills are developed into listening, reading and viewing, writing, speaking, and presenting learning for various genre-based purposes related to language use in life.

The Merdeka Curriculum uses genre pedagogy as the primary model for learning Indonesian (Anandari et al., 2019). This model consists of four stages: explanation to build context, modelling, mentoring, and independence. This approach supports various types of text and multimodal text (oral, written, visual, audio, audiovisual), which is relevant to developing digital teaching materials. The independent curriculum states that genre pedagogy is the primary model used in Indonesian language learning. This model has four stages: explanation to build context, modelling, guidance, and independence.

In order to accommodate the different ability levels of students, differentiation in teaching materials is essential. Digital teaching materials allow the provision of modules with varying levels of difficulty so that they can meet students' individual needs. This approach is based on the objectives of the Merdeka Curriculum, which emphasizes the development of independent and creative student competencies (Monalisa, 2023). The independent curriculum states that Indonesian subjects are taught to improve students' life skills in managing themselves and the environment and students' awareness and concern for the natural, social and cultural environment. The Merdeka Curriculum emphasizes the importance of digital literacy as part of Indonesian language learning. Using digital teaching materials that include a variety of multimodal resources will teach students critical digital skills and make learning more exciting and compelling. Indonesian subjects foster and develop literacy knowledge and abilities in all communication events that support success in education and the world of work (Baharuddin, 2021).

The development of digital teaching materials should support strengthening Pancasila characteristics, which include critical and creative thinking, independence, and cooperation. Interactive and collaborative teaching materials will help students develop these abilities. The independent curriculum states that fostering and developing Indonesian language skills will form Pancasila personalities who think critically, are independent and creative, work together, and have global diversity.

Based on the analysis above, developing differentiated digital teaching materials for learning to write negotiation texts is urgently needed. This is to the demands of the Merdeka

Curriculum, which emphasizes literacy, the genre pedagogy approach, differentiated learning, digital literacy, and strengthening the character of Pancasila. Developing appropriate digital teaching materials will help students achieve the competencies expected in this curriculum and prepare them to face challenges in the real world.

The Need for Development of Content-Differentiated Digital Teaching Materials for Writing Negotiation Texts Based on Analysis of Literature Studies and Previous Researches

Based on the literature study and previous research, there are several significant scientific findings related to the need for content-differentiated digital teaching materials in learning to write negotiation texts. Firstly, the main findings indicate an urgent need for digital teaching materials that can be adapted to the needs and learning styles of students. This is consistent with the findings of a number of previous researchers (Ghafara et al., 2023)who emphasised the importance of content differentiation in digital teaching materials to accommodate the diverse needs of students. This finding is scientifically supported by learning differentiation theory (Hidaya, 2020) which emphasises the importance of recognising students' individual differences in the learning process. In addition, the survey results also show that technology integration in digital teaching materials is considered important by respondents, which is in line with recent research trends that highlight the role of technology in improving student engagement and learning outcomes (Iskandar et al., 2020).

Secondly, the findings of this study also highlighted some challenges in the development of content-differentiated digital teaching materials, such as limited resources and technological skills. This is in line with previous research (Ediana et al., 2023) which identified similar constraints in the development of digital teaching materials. This finding suggests the need for greater support in terms of technology training for teachers and adequate resource allocation for the development of quality digital teaching materials. Scientifically, this finding can be explained by the theory of innovation adoption in education (Pratiwi et al., 2020), which highlights the importance of organisational support and individual ability in adopting new technologies.

Overall, the literature review found that research on the development of digital teaching materials for writing negotiation texts is needed in the field to make important contributions to the development of more effective and inclusive teaching materials according to students' needs and preferences. In addition, this finding also contributes to the development of digital learning theory and practice in the field of education.

The Need for Development of Digital Teaching Materials Differentiated Content Writing Negotiation Text Based on Demands in the Classroom

Based on direct observation of the learning process of writing negotiation texts in an SMA Negeri 7 Malang class, several findings illustrate the need for content-differentiated digital teaching materials. One of the main findings is that most students need more-than-optimal engagement during learning. This is evident from the need for more active student interaction in class discussions and minimal participation in writing activities. Evidence of this observation is that during class discussion sessions, only a tiny percentage of students speak or ask the

teacher questions. Most students are more likely to be passive and sit more still, showing a lack of interest or engagement in the learning material.

In addition, observations of interactions between teachers and students reveal a gap between the content of the teaching materials delivered by teachers and the student's level of understanding. Teachers tend to deliver materials conventionally, such as lectures, without paying attention to students' different needs and interests. Students' response to this unvaried teaching method is also evident in their low level of attention and lack of participation in learning activities.

Another finding is that the teaching methods used by teachers still rely heavily on conventional approaches, such as lectures and direct delivery of materials, without providing opportunities for students to be actively involved in the learning process. Despite attempts to explain the material in detail, this approach has yet to attract most students' attention. Students with different learning styles tend to need more variation in teaching methods. The gap between the content offered and students' understanding is even more pronounced, as there is no effort to adjust the material to a difficulty level that suits individual students' abilities.

Based on these findings, there is a significant need to develop digital teaching materials that are more interesting, interactive, and able to meet students' different needs and learning styles. Differentiated digital teaching materials can provide solutions to increase student engagement by offering materials tailored to their ability levels and interests. Using technology, these teaching materials can present more varied content, use multimedia, and provide opportunities for students to learn independently and interactively. Features such as learning videos, interactive quizzes, and online discussion forums can provide students with a more enjoyable learning experience and encourage them to be more active in learning.

The observation also shows a need for more intensive training for teachers in using learning technology and applying the principle of differentiation in preparing teaching materials. Teachers need to be given more in-depth training on integrating technology into learning and designing digital teaching materials that suit the various needs of students. In addition, schools need to provide adequate technological devices, such as computers and mobile devices, and fast and stable internet access to support the digital-based learning process. With sufficient technological support, the development of effective digital teaching materials will be expanded.

Furthermore, the development of differentiated digital teaching materials aims to increase student engagement and create an inclusive learning experience. Teaching materials tailored to students' needs can help them to understand the material in a way that suits their learning style, be it visual, auditory, or kinesthetic. Thus, students with different abilities and interests can learn optimally without feeling burdened by inappropriate teaching methods.

Overall, the results of this observation provide deep insight into the challenges and needs of learning to write negotiation texts at SMA Negeri 7 Malang. Developing content-differentiated digital teaching materials is crucial to improving learning quality, encouraging active student engagement, and creating a more inclusive and enjoyable learning environment.

Proper support for teachers and students regarding technology training and providing adequate resources will be very influential in realizing more effective and student-needs-based learning.

From these findings, there is an urgent need for digital teaching materials that are more engaging, interactive, and tailored to students' needs and interests. Digital teaching materials that focus on content differentiation can be a solution to increase student's engagement in learning to write negotiation texts. By presenting relevant and exciting content and utilising various interactive and multimedia features, digital teaching materials can increase students' interest and motivation in learning.

The classroom observation results also point to the need for training and support for teachers in developing and implementing quality digital teaching materials. Teachers need to be provided with training on the use of technology in learning and content differentiation strategies to meet individual student needs. In addition, schools need to provide adequate resources, such as access to technology devices and varied digital teaching materials content, to support effective learning implementation.

The results of this observation make an essential contribution to understanding the needs and challenges in developing content-differentiated digital teaching materials for writing negotiation texts. Appropriate support for teachers and students using technology and content differentiation can improve learning effectiveness and help create a more inclusive and competitive learning experience.

Needs for Development of Digital Teaching Materials Differentiated Content Writing Negotiation Text Based on Student Needs

Based on the questionnaire survey of teachers, several findings can be explained as follows. The majority of teachers (87.5%) use government-issued textbooks as the primary teaching materials, followed by non-government-issued textbooks (62.5%), modules (62.5%), and Learner Worksheets (LKPD) (43.8%). This shows that government textbooks are still the leading choice in classroom learning. Government textbooks can be a reference and input for developing digital teaching materials with differentiated content for writing negotiation texts. Most teachers (62.5%) use digital teaching materials with frequent frequency. This shows that using technology to learn to write negotiation texts has become a significant part of the learning process. Most teachers (87.5%) have taught negotiation text writing, and most (87.5%) know students' learning styles. However, most of them (68.8%) felt that the teaching materials they used did not fulfil students' learning needs in terms of differentiation. Almost all teachers (93%) felt that teachers need to facilitate students with teaching materials that suit their learning styles, and most (93%) also agreed that teaching materials that suit students' interests can affect students' interest and enthusiasm for learning.

Findings from the questionnaire survey show that most teachers use textbooks as the primary teaching material. However, the need to use digital teaching materials is also quite significant. Despite this, most teachers feel that their digital teaching materials do not fully fulfil students' learning needs regarding content differentiation. This suggests developing more

adaptive and diverse digital teaching materials to accommodate various learning styles and student interests.

In addition, this finding also highlights the importance of teachers' understanding of students' learning styles and the role of teaching materials that match students' interests in increasing students' interest and enthusiasm for learning. Therefore, developing content-differentiated digital teaching materials adapted to students' various needs and preferences is essential in improving the effectiveness of learning to write negotiation texts in the classroom.

Based on interviews with Indonesian language teachers and practitioners of content-differentiated digital teaching materials development, several findings illustrate the needs and expectations for developing digital teaching materials for writing negotiation texts. Findings from interviews with teachers include (1) most teachers stated that they are currently experiencing challenges in presenting negotiation text writing materials excitingly and diversely, (2) one teacher mentioned that the need for differentiated digital teaching materials is critical to accommodate various levels of student abilities and interests, and (3) some teachers also highlighted the importance of using technology in learning as a way to increase student engagement. Findings from interviews with students include (1) the students interviewed revealed that they are more interested in learning using interactive and engaging digital teaching materials, (2) most students also stated that they feel more motivated when learning materials are presented in different forms, such as videos, games, or simulations, and (3) some students highlighted that they want teaching materials that are more tailored to their learning styles so that they can learn more effectively.

These findings show a strong consensus between teachers and students regarding the importance of developing differentiated digital teaching materials for learning to write negotiation texts. Both parties agree that teaching materials that are interesting, interactive, and tailored to students' needs and preferences can improve learning effectiveness. The findings also highlight the importance of collaboration between teachers and materials developers in designing materials that meet curriculum standards and respond to each student's unique needs. By taking into account input from teachers and students, the resulting digital teaching materials will be more responsive to the dynamics of learning in the classroom. They can improve the overall quality of education.

Conclusion

The above discussion concludes that developing digital teaching materials with differentiated content in learning to write negotiation texts is an urgent need in education. It can be concluded from the needs analysis results based on curriculum demands, needs-based analysis based on direct observation, analysis of literature studies and previous research, and analysis of teacher and student needs. The four results of the needs analysis based on the research focus above all show an urgent need for digital teaching materials that can be adapted

to students' needs and learning styles. This includes different levels of ability, interests and individualised learning preferences.

The findings also emphasise the importance of technology integration in digital teaching materials to improve student engagement and learning outcomes. Using artificial intelligence-based, multimedia and interactive technologies can improve learning effectiveness. Developing digital teaching materials also identified challenges like limited resources and technology skills. Therefore, support regarding teacher technology training and adequate resource allocation is essential. The importance of collaboration between teachers and digital teaching materials developers was emphasized as key to designing teaching materials responsive to students' needs and preferences. Thus, developing content-differentiated digital teaching materials for writing negotiation texts should consider these characteristics. Doing this is expected to create a more effective, inclusive and competitive learning experience for students. The above research results can be the basis for further research on developing content-differentiated digital teaching materials for writing negotiation texts. Digital teaching materials are developed to fill the niche of digital teaching materials that still need to be created and are urgently needed. Developing digital teaching materials is recommended to design and test a learning model that integrates content-differentiated digital teaching materials for writing negotiation texts in a classroom context. This model may include learning strategies specifically designed to utilise the potential of digital teaching materials. In developing the above digital teaching materials, it is also necessary to pay attention to existing barriers, such as limited funds, hardware, software, and technological infrastructure, which may be an obstacle in developing and implementing content-differentiated digital teaching materials. Lack of technological knowledge and skills among teachers may also hinder the effective use of digital teaching materials. Therefore, further research should consider strategies to provide teachers with adequate training and technological support.

Author Contribution Statement

Author 1: Conceptualization and Research Design; Data Curation and Investigation; Methodology; Project Administration; Writing - Original Draft; Writing - Review & Editing**. Author 2:** Methodology; Writing - Review & Editing; Validation. **Author 3:** Formal Analysis and Visualization; Writing - Review & Editing. **Author 4:** Validation, Visualization; Writing - Review & Editing.

REFERENCES

Adi, P. N. (2020). Pengembangan Media Audiovisual Dalam Menerapkan Audiotory Verbal Therapy (AVT) Pada Anak Tunarungu Di Sekolah Inklusi PAUD Situbondo. *SPEED Journal : Journal of Special Education*, *4*(1), 37–42. https://doi.org/10.31537/speed.v4i1.324

Aditya, M., Wardana, W., Febriana, N., Karina, Y. K., Mulyono, S., Aditya, M., Wardana, W., & Karina, Y.

K. (2022). Pengembangan Media Pembelajaran Pull Out Photo Box Sebagai Upaya Peningkatan Pemerolehan dan Pembelajaran Bahasa Bagi Anak Berkebutuhan Khusus (ABK) Pada Sekolah Inklusi Tingkat Dasar. *Jurnal Improvement*, *9*(1), 42–54. https://journal.unj.ac.id/unj/index.php/improvement/article/view/27330

Anandari, Q. S., Feri Kurniawati, E., Marlina, Okta Piyana, S., Gusti Melinda, L., Meidiawati, R., & Rizky Fajar, M. (2019). Development of Electronic Module: Student Learning Motivation Using The Application of Ethnoconstructivism-Based Flipbook Kvisoft. *Jurnal Pedagogik*, *6*(2), 417–436. https://ejournal.unuja.ac.id/index.php/pedagogik

Assidik, G. K. (2018). Pemanfaatan Media Sosial Sebagai Alternatif Media Pembelajaran Berbasis Literasi Digital yang Interaktif dan Kekinian. *Seminar Nasional SAGA Universitas Ahmad Dahlan*, *1*(1), 242–246.

Baharuddin, M. R. (2021). Adaptasi Kurikulum Merdeka Belajar Kampus Merdeka (Fokus : Model MBKM Program Studi). *Jurnal Studi Guru Dan Pembelajaran*, *4*(1), 195–205. https://www.e-journal.my.id/jsgp/article/view/591/451

Batubara, J., Syarifudin, A., Syathroh, I. L., Yasaviyevna, D. S., & Al-Awawdeh, N. (2023). Challenges of Translating Slang Expressions in American Song Lyrics of the 21st Century into the Arabic Language. *International Journal of Membrane Science and Technology*, *10*(2), 131–139. https://doi.org/10.15379/ijmst.v10i2.1162

Christin, M., Hidayat, D., & Rachmiatie, A. (2021). Construction of Social Reality for Physical Distancing During the COVID-19 Pandemic. *Jurnal Komunikasi*, *13*(1), 1. https://doi.org/10.24912/jk.v13i1.9612

Darmayanti, R., Sugianto, R., Baiduri, B., Choirudin, C., & Wawan, W. (2022). Digital Comic Learning Media Based on Character Values on Student's Critical Thingking in Solving Matjematical Problems in Terms of Learning Styles. *Al-Jabar: Jurnal Pendidikan Matematika*, *13*(1), 49–66. https://doi.org/10.24042/ajpm.v13i1.11680

Dini, S. F., Wibowo, E. P., Iqbal, M., Bahar, Y. N., & Alfiandy, A. (2023). Applying Deep Learning and Convolutional Neural Network System to Identity Historic Buildings: The "Little China" Building in Central Java, Indonesia. *ISVS E-Journal*, *10*(2), 187–200. https://isvshome.com/e-journal_10-2.php

Ediana, D., Andriani, N., Ilmi, A. R. M., & Zulfikhar, R. (2023). Pembelajaran Berbasis Proyek Melalui Aplikasi dan Platform Web: Kajian Literatur Terhadap Pengembangan Keterampilan Holistik Siswa. *Jurnal Review Pendidikan Dan Pengajaran*, *6*(3), 860–866. https://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/19498

Ghafara, S. T., Jalinus, N., Ambiyar, A., Waskito, W., & Rizal, F. (2023). Pembelajaran Menggunakan TIK dapat Meningkatkan Literasi Peserta Didik Generasi Z pada Kurikulum Merdeka. *Jurnal SAINTIKOM (Jurnal Sains Manajemen Informatika Dan Komputer)*, *22*(2), 241. https://doi.org/10.53513/jis.v22i2.8503

Hidaya, N. (2020). Pendidikan Karakter Anak Usia Dini sebagai Upaya Peningkatan Karakter Bangsa. *Jurnal Studi Pengarus Utamaan Gender Dan Anak*, *1*(1), 11–22. https://ejournal.iainbengkulu.ac.id/index.php/hawa/article/view/2793/2628

Hidayati, N., Hidayati, D., Hani Saputro, Z., & Lestari, T. (2022). Implementasi Pembelajaran Projek pada Sekolah Penggerak di Era Digital. *Journal of Education and Teaching (JET)*, *4*(1), 68–82. https://doi.org/10.51454/jet.v4i1.200

Ibrahim, H. K., & Hassan, S. A. (2023). Design Strategies Employed to Achieve Thermal Comfort in Traditional Religious Buildings in Iraq. *ISVS E-Journal*, *10*(2), 123–135.

https://isvshome.com/e-journal_10-2.php

Iskandar, I., Patak, A. A., & Azis, A. (2020). the Development of Culturally-Embedded Materials in the Teaching of Indonesian for Foreign Speakers (BIPA) at Universitas Negeri Makassar. *Proceeding of The International Conference on Science and Advanced Technology (ICSAT)*, 90–98. https://ojs.unm.ac.id/icsat/article/download/17574/9597

Jojor, A., & Sihotang, H. (2022). Analisis Kurikulum Merdeka dalam Mengatasi Learning Loss di Masa Pandemi Covid-19 (Analisis Studi Kasus Kebijakan Pendidikan). *Edukatif : Jurnal Ilmu Pendidikan*, *4*(4), 5150–5161. https://doi.org/10.31004/edukatif.v4i4.3106

Jupri. (2022). Penerapan Strategi Pembelajaran TTW (Think, Talk And Write) Berbantuan Canva dalam Meningkatkan Keterampilan Membuat Kartu Ucapan Selamat Siswa Kelas X IPA 3 SMAN 1 Pringgarata. *Jurnal Inovasi Tenaga Pendidik Dan Kependidikan*, *2*(1), 97–105. https://www.jurnalp4i.com/index.php/educator/article/view/1094/1098

Kromidha, E., Gannon, M., & Taheri, B. (2021). A Profile-Based Approach to Understanding Social Exchange: Authentic Tour-Guiding in the Sharing Economy. *Journal of Travel Research*, *62*(2), 324–344. https://doi.org/10.1177/00472875211062616

Monalisa. (2023). Pengaruh Game Based Learning Mata Pelajaran Informatika Kurikulum Merdeka Terhadap Motivasi Dan Prestasi Belajar. *Padma Sari: Jurnal Ilmu Pendidikan*, *3*(01), 19–29. https://doi.org/10.53977/ps.v3i01.908

Muslim, M. A., & Sumarni, S. (2023). A Review on the Design and Characteristics of English Language Learning and Teaching in a Standard-Based Curriculum: Kurikulum Merdeka. *English Language & Literature International Conference*, *6*(1), 504–515. https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/12564/7146

Mustikaningrum, G., Pramusinta, L., Ayu, S., & Umar, M. (2020). The Implementation of Character Education Integrated To Curriculum and Learning Methods During Covid-19 Pandemic. *AULADUNA: Jurnal Pendidikan Dasar Islam*, *7*(2), 154–164. https://journal.uin-alauddin.ac.id/index.php/auladuna/article/view/17627

Pratiwi, G., Akhdinirwanto, R. W., & Nurhidayati, N. (2020). Pengembangan E-UKBM Dengan Aplikasi Kvisoft Flipbook Maker dalam Pembelajaran Fisika untuk Meningkatkan Kemampuan Problem Solving Peserta Didik. *JIPFRI (Jurnal Inovasi Pendidikan Fisika Dan Riset Ilmiah)*, *4*(2), 46–55. https://doi.org/10.30599/jipfri.v4i2.697

Rahmawati, M., & Latifah, M. (2020). Gadget Usage, Mother-Child Interaction, and Social-Emotional Development among Preschool Children. *Jurnal Ilmu Keluarga Dan Konsumen*, *13*(1), 75–86. https://doi.org/10.24156/jikk.2020.13.1.75

Rivanti, A. N., & Sukmayadi, V. (2021). Cross-Cultural Teaching Construction in Textbook for Foreign Language Learning. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, *546*(Conaplin 2020), 38–43. https://doi.org/10.2991/assehr.k.210427.006

Rohani, A., Nurhalizah, Wandini, R. R., & Ritonga, S. (2021). Pengaruh Metode Joyfull Learning Terhadap Hasil Belajar Ilmu Sengetahuan Sosial Peserta Didik Kelas V Sekolah Dasar. *MUKADIMAH: Jurnal Pendidikan Sejarah, Dan Ilmu-Ilmu Sosial*, *5*(2), 208–215. https://jurnal.uisu.ac.id/index.php/mkd/article/view/3906/3906

Sawitri, S., Rahayu, N. T., Fatmawati, E., Zaelani, M., Elihami, E., & Arif, M. (2021). Implementation of Java Cultural Education in Elementary School in Yogyakarta. *Linguistics and Culture Review*, *5*(S3), 1285–1298. https://doi.org/10.21744/lingcure.v5ns3.1905

Suprayogi, S., & Pranoto, B. E. (2020). Virtual Tourism Exhibition Activity in English for Tourism Class: Students' Perspectives. *Celtic: A Journal of Culture, English Language Teaching,*

Literature and Linguistics, *7*(2), 199–207. https://doi.org/10.22219/celtic.v7i2.14064

Suprihatin, D., Winarni, R., Saddhono, K., & Eko Wardani, N. (2021). Local Wisdom-Based Scientific Writing Skills in Indonesian Language General Course in Higher Education. *ACM International Conference Proceeding Series*, 3516895. https://doi.org/10.1145/3516875.3516895

Supriyadi, S., Lia, R. M., Rusilowati, A., Isnaeni, W., Susilaningsih, E., & Suraji, S. (2022). Penyusunan Instrumen Asesmen Diagnostik untuk Persiapan Kurikulum Merdeka. *Journal of Community Empowerment*, *2*(2), 67–73. https://doi.org/10.15294/jce.v2i2.61886

Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Kurikulum Merdeka Belajar Kampus Merdeka: Sebuah Kajian Literatur. *Research and Development Journal of Education*, *8*(1), 185. https://doi.org/10.30998/rdje.v8i1.11718

Wardana, M. A. W., Sumarwati, S., & Setiawan, B. (2022). Implications of The Minimum Competency Assessment (AKM) on The Literature Motivation Of Students Of SMP PGRI 2 Wates, Blitar Regency. *Kolokium Jurnal Pendidikan Luar Sekolah*, *10*(2), 92–111. https://doi.org/10.24036/kolokium.v10i2.531

Zamzamy, D. A. (2021). Development of Multimodal Language Teaching Materials for Indonesian Language For Foreign Sepakers (BIPA) During Pandemic Time. *English Language and Literature International Conference (ELLiC)*, *4*(1), 21–31. https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/7384/5465