International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Integration of Cultural Values and Generation Z Perspectives in Short Story Writing Teaching Materials: A Learning Approach to Develop Students' Creative Literacy

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Abstract

This study examines the representation of local cultural values and Generation Z perspectives in the short story collection Warna Merdeka Kala Korona, while also developing an integrative strategy for short story writing instruction. Using a literature-based content analysis of the stories and relevant academic sources, the findings reveal that values such as empathy, mutual cooperation, tolerance, and nationalism are strongly embedded in the narratives. Generation Z perspectives are reflected through informal and expressive language, contemporary themes, and critical, reflective views on issues such as the pandemic, family relationships, mental health, and digital life. Based on these results, the study proposes a contextual teaching material model that integrates local cultural values with Gen Z's characteristic modes of expression. This strategy is recommended for implementation within the Kurikulum Merdeka framework and the Projek Penguatan Profil Pelajar Pancasila (P5) to enhance creative literacy while strengthening students' character and cultural identity.

Keywords: Short stories; Local culture; Generation Z; Creative literacy.

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INTRODUCTION

Literature in education has an essential function in shaping character, instilling human values, and building social and cultural awareness (Akbar et al., 2023). According to Tarigan (2009), literature learning should not only develop students' affective and aesthetic aspects, but also foster critical thinking and empathy through appreciation and the creation of literary works. Short stories, as one form of literary work, have the power to convey moral and cultural messages in a concise and impactful way. They are highly suitable as teaching materials due to their brevity and their ability to address themes close to students' lives. In creative writing learning, particularly short story writing, students are encouraged to express ideas and values through structured, imaginative, and meaningful narratives.

In addition, short story writing learning has strong potential to develop students' higher-order thinking skills. Through the process of designing plots, developing characters, and constructing conflicts and resolutions, students are trained to think critically, creatively, and reflectively. This activity is not only oriented toward the final written product, but also toward the process of internalizing values and experiences expressed in their stories. Thus, writing short stories can serve as an effective means to integrate literacy skills, self-expression, and character building simultaneously within meaningful learning contexts.

In the contemporary context, Generation Z as current learners possesses distinctive characteristics. According to Zis et al. (2021), Generation Z is a generation born and raised in a digital ecosystem, making them responsive to contemporary, visual, and expressive issues in conveying ideas. However, on the other hand, their intense exposure to global culture has led to increasing alienation from local cultural values. This phenomenon is reinforced by research conducted by Bardi et al. (2025), which shows that the majority of high school students in Indonesia have limited knowledge of their own local culture and feel more familiar with foreign popular culture. This condition raises concerns about the loss of cultural identity among the younger generation if not addressed through appropriate educational approaches.

The integration of local cultural values into short story writing teaching materials is a strategic step to address this challenge. Local culture encompasses not only customs, language, and arts, but also value systems that can strengthen national identity and character. According to Koentjaraningrat (2000), culture is the entire system of ideas, actions, and human works that become the shared property of a society through learning processes. Therefore, cultural values can be internalized in literary writing as part of meaningful learning efforts. In the context of writing instruction, students are not only encouraged to express imagination, but also to reflect

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on the cultural heritage that exists within their society. Research by Anastasha & Lasari (2023) shows that the implementation of local culture-based short story teaching materials improves students' writing quality, enriches their imagination, and fosters pride in their own culture.

The representation of local culture in literary works becomes more meaningful when combined with the perspectives of Generation Z, who are rich in digital experiences, critical of social issues, and open to diversity. This integration enables the creation of learning experiences that are more relevant to students' lives, allowing them not only to become consumers of global culture but also producers of works rooted in local identity. By utilizing language styles, media, and themes that are close to Generation Z, short story writing instruction can become more contextual, engaging, and participatory. Therefore, teaching materials that integrate both elements are important and relevant. This learning model not only helps students write more contextually, but also bridges the gap between tradition and modernity. The researcher expects that a literature learning approach based on local values and Generation Z thinking styles will increase student participation, strengthen cultural identity, and enhance social sensitivity.

Based on the explanation above, this study develops short story writing teaching materials that integrate representations of local cultural values and Generation Z characteristics. This research is important to meet the need for more contextual education rooted in national culture while remaining adaptive to the social dynamics of younger generations. A simultaneous approach is required by combining cultural and generational aspects within a single framework for developing applicable literary teaching materials. The results of this study are expected to serve as a reference model for teachers and curriculum developers in creating literature learning that is not only pedagogically effective, but also culturally transformative.

METHOD

This study employs a descriptive qualitative approach, focusing on the examination of local cultural values and Generation Z characteristics in the development of short story writing teaching materials. The data source is the short story collection Warna Merdeka Kala Korona, published in 2021 by a literacy community in Banyuwangi, consisting of 47 selected short stories that reflect local culture and Generation Z perspectives. The data consist of written verbal units, including vocabulary, expressions, and excerpts from the short stories.

Data analysis is conducted using content analysis techniques to identify, classify, and describe elements of local culture and Generation Z characteristics found in the texts. The analysis procedures include: (1) data inventory and selection, involving the collection and selection of

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short story texts that represent local cultural values and align with Generation Z characteristics based on criteria such as the presence of cultural elements in settings, characters, events, symbols, or dialogue, as well as the depiction of Generation Z thinking patterns, communication styles, conflicts, and aspirations relevant to learning; (2) thematic categorization, which organizes data based on local cultural values (e.g., mutual cooperation, modesty, respect for elders, tolerance, and local religiosity) and Generation Z traits (e.g., digitalization, critical perspectives, inclusivity, freedom of expression, and identity anxiety), while assessing their relevance to creative writing instruction; (3) data reduction and interpretation, by selecting key parts of the texts containing cultural messages, social conflicts, and distinctive narrative styles, followed by in-depth interpretation to uncover meanings; (4) synchronization with curriculum context, by aligning findings with the characteristics of Generation Z learners; (5) data presentation and pedagogical reflection, where findings are presented narratively to illustrate the relationship between local cultural values, Generation Z characteristics, and teaching material components; and (6) conclusion and recommendations, which highlight the potential integration of local culture and Generation Z characteristics in short story writing teaching materials as a basis for recommendations for teachers, material developers, and curriculum designers.

RESULTS AND DISCUSSION

Local Cultural Values in Short Stories

In the context of the short story collection Warna Merdeka Kala Korona, local cultural values are not merely presented as complementary elements of the narrative, but become an integral part of the story structure and character development. The short stories in this anthology demonstrate that Generation Z is not disconnected from its cultural roots. Although they employ modern language styles and perspectives, many narratives still reflect noble values such as empathy, mutual cooperation, respect for elders, social responsibility, and a spirit of independence. These values are not conveyed explicitly as moral instruction, but rather emerge contextually through characters' actions, conflict resolution, and the interpersonal relationships portrayed.

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Table 1. Cultural Values and Generation Z Representation in Short Stories

Theme/Main Idea	Local/Personal Cultural Values	Representation of Generation Z Characters	Short Story Title/ Key Quotation
Social Interaction in Society	Empathy, solidarity, mutual cooperation	Caring for others, expressing empathy through digital media	"BYM" (Page 2-3), "SB" (Page 50-51), "KA75" (Page40-43), "M" (Page209-212), "MMKA" (Page213-216), "AMMLK" (Page217-221) "BB" (Page224-229)
How to Get Along in Society	Tolerance, nationalism, adaptation	Using social media to express yourself	"MS" (Page 237-238), "BB" (Page 225-230), "HKKP" (Page18-22), "SB" (Page23-28), "ESBW"(Page128-131)
Negative Conformity	Disobedience, individualism	High ego, indifferent to rules	"MAKP" (Page 43-45), "C19" (Page 273-276), "PC" (Page 53-55)
Interaction in the Family	Family closeness, respect	*Support system, internal motivation*	"CMPC" (Page 264-267), "BC" (Page 313-314), "CKKK" (Page 56-58)
Sibling Support	Love, sacrifice	Emotional empathy in sibling relationships	"AHM" (Page 286-290), "DSJ" (Page 190-193), "HB" (Page103-108) "TBS" (Page119-122) "MAS" (Page162-167)
Personal Self Development	Perseverance, hard work	High ideals, academic dedication	"ACM" (Page 13-16), "APAH" (Page 311-315), "MMF" (168-172), "AWSB" (Page184-188), "PBC" (Page 203-208)
Social/Economic Self-Development	Independence, local creativity	Digital entrepreneurship, meaningful content production	"CBPB" (Page 113-116), "IJ" (Page 249-251), "AWASB"(Page80-83) "S"(Page84-89)

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			"PBTM"(Page 90-94) "RH"(Page 100-102)
Financial Survival Strategies	Productivity, responsibility	Online business, collaborative, digital native	"KM" (Page 6-10), "AWASB" (Page 188-190), "TMAW" (Page59-62), "DK" (Page67-71)

The short stories in Warna Merdeka Kala Korona illustrate how Generation Z expresses local cultural values through a distinctive approach that is technology-driven, expressive, and personal. In the context of social interaction, values such as empathy and solidarity are prominently depicted. Stories like BYM and SB portray main characters who are sensitive to the suffering of others and demonstrate care through emotional and reflective narratives. These expressions reflect benevolence while also highlighting that Generation Z is not indifferent to social issues. At the same time, elements of negative conformity appear in stories such as MAKP and C19, revealing another side of Generation Z characterized by a strong desire for freedom and a tendency to disregard social norms, including health protocols. This reflects a duality of values: on one hand, independence and boldness, and on the other, a tendency to challenge collective order, indicating a tension between individualism and collectivism.

In the theme of family relationships, local values such as respect for parents, affection, and emotional cooperation are strongly represented. Stories like BC and CMPC depict parents as key motivators, career guides, and facilitators of their children's creative expression, showing a harmony between traditional cultural values and modern parenting that supports self-exploration. In terms of self-development, stories such as ACM, IJ, and MMKA show that Generation Z aspires not only to personal success but also to social contribution. They embody productive cultural values such as hard work, innovation, and dedication. The use of technology, including social media and digital content, serves as a medium for self-development while remaining rooted in local traditions and values. The theme of financial survival is reflected through digitally based entrepreneurship. Characters in stories like KM and AWASB represent a shift from traditional work values toward more flexible and adaptive approaches. This demonstrates how Generation Z combines family responsibility with technological competence, while also using the pandemic as a catalyst for change.

Overall, these findings indicate that *Warna Merdeka Kala Korona* not only presents an authentic portrayal of Generation Z life but also reflects the persistence of local cultural values within contemporary narratives. Despite the use of casual language and personal storytelling

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styles, core values such as empathy, cooperation, respect for family, and hard work remain central. At the same time, the emergence of negative conformity and individualism highlights the complex and dynamic social reality faced by Generation Z. These stories do more than express the aspirations and anxieties of young people; they also represent a process of cultural adaptation in a changing era. Through storytelling, local experiences and traditional values are revitalized in forms that are more inclusive, digital, and relevant to modern readers, positioning the anthology as a bridge between cultural heritage and contemporary Generation Z expression in literacy.

Representation of Generation Z Culture

Socio-cultural values are also reflected in the themes of the stories, the language styles used in the short stories, and the issues raised as story ideas. These elements reveal how Generation Z perceives and responds to various problems in their surroundings. The following table presents data on the representation of language style, story themes, and issues portrayed by Generation Z in the short stories.

Table 2. Representation of Language Style, Story Themes, and Contemporary Issues

Aspects Studied	Representative Characteristics of Gen Z	Examples/Quotes from Short Stories
Language Style	• Casual, expressive, dialogic • Extensive use of digital and youth-based idioms • Technology-based emotional narrative	• "Mom, I'm so scared..." • "We're just video calling and crying together." • "Selling through WhatsApp and Instagram."
Story Theme	• Social solidarity and empathy • Economic independence • Family dynamics • Rebellion against norms • Academic struggles and the future	• Characters helping neighbors affected by COVID-19 • Teenagers selling online • Internal conflict with parents regarding online schooling
Current Issues	• The pandemic and its impact • Mental health • Social tolerance and diversity	• Loss of a family member due to COVID-19 • Characters feel stressed by online assignments

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	• Digital education and learning pressure • Digital/social media dependency	• Stories about non-Muslim children interacting with Muslim communities • Criticism of the "show-off" culture on social media

The language style in short stories written by Generation Z reflects their close connection to digital communication practices and the oral culture ɋաɳɋ berkembang in the era of social media. The sentences they write tend to be direct, emotionally expressive, and often incorporate youth-specific forms of address as well as popular phrases commonly used in digital platforms such as “WA,” “IG,” and “video call.” This indicates that, for Gen Z, literature is not a rigid and formal space but rather a medium of self-expression that flows in the same way they speak and interact in everyday life. Such a style is not superficial; on the contrary, it represents an authentic expression of a generation deeply connected to the digital world and engaging with reality in a personal way.

In terms of themes, their works demonstrate a strong concern for current social and psychological issues. Dominant themes such as empathy for others, financial independence, and family harmony show that Gen Z is not an individualistic or apathetic generation, as it is often stereotyped. Instead, they present themselves as a generation aware of others’ existence and eager to be part of social solutions—for instance, by helping their parents, engaging in online business, or continuing to study despite the limitations imposed by the pandemic. More confrontational themes, such as resistance to norms, are also noteworthy. Characters who reject online school regulations, question protocols, or challenge family authority reveal Gen Z’s critical stance toward systems they perceive as unresponsive to their needs. This suggests that traditional values such as absolute obedience are gradually being replaced by values of negotiation and dialogue.

The issues raised in these stories further indicate that Generation Z possesses a high level of social and existential awareness. They frequently address topics such as mental health crises, loss, academic pressure, and identity challenges amid diversity. Some stories even boldly advocate for inclusion, anti-discrimination, and respect for differences in beliefs or backgrounds. Criticism of digital lifestyles also emerges, showing that Gen Z not only uses social media but also critically reflects on it—for example, through narratives about characters who feel exhausted by the pressure to appear “perfect” online.

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The language style, themes, and issues presented by Generation Z in the short stories of *Warna Merdeka Kala Korona* form a new literary identity—one that is fluid, reflective, and highly contextual. They do not write to create grand characters or heroic plots, but to voice their anxieties and lived realities honestly and authentically. This represents a form of literature that evolves with its time, one that not only constructs stories but also builds awareness. Based on this discussion, the short stories in this anthology contain several contemporary values reflecting the social and psychological realities of Generation Z, including: (1) independence and productivity, shown through entrepreneurial spirit, digital collaboration, and persistence in education; (2) empathy and solidarity, demonstrated through quick responses to others' suffering and a desire to contribute meaningfully; (3) innovation and technological adaptation, reflected in Gen Z's use of digital media to share works, conduct business, express aspirations, and maintain social relationships; and (4) social awareness, evident in their concern for social and cultural issues, including diversity and nationalism.

These values indicate a shift from conventional learning cultures toward more participatory, reflective, and experience-based approaches. From the analyzed short stories, several distinctive perspectives of Gen Z can be identified: (1) humanistic and collaborative, emphasizing collective strength such as mutual cooperation and support from family or friends rather than individual heroism; (2) reflective and critical of social reality, capable of addressing everyday issues while narrating them through nuanced, non-binary perspectives; (3) experience-based and grounded in daily life, with stories often originating from personal experiences that expand into more universal social narratives; and (4) flexible in facing challenges, as seen in characters who adapt to change, make difficult decisions, and find new meaning in times of crisis. This aligns with Jean Twenge's (2017) characterization of Generation Z as digital natives who are critical of traditional structures and more egalitarian in social relationships.

Integration Strategy in Short Story Writing Instructional Materials

The findings from the analysis of the short story collection Warna Merdeka Kala Korona indicate that these works strongly represent local cultural values while simultaneously reflecting the distinctive characteristics of Generation Z. Values such as empathy, mutual cooperation, tolerance, nationalism, and independence function not merely as cultural backgrounds but also as foundational elements shaping the content and moral messages of the stories. These values reinforce the social and spiritual identities of the characters as they confront various life challenges.

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From a generational perspective, the short stories in this anthology exhibit a distinctive linguistic style associated with Generation Z, characterized by directness, expressiveness, and frequent influence from everyday digital communication. The themes explored are closely aligned with contemporary realities, including the pandemic, mental health, family relationships, education, and digital existence. Generation Z's critical, reflective, and adaptive worldview toward social and technological change is evident in characters who are creative, resilient, and socially aware.

Based on these findings, a strategy can be formulated to integrate local cultural values and Generation Z perspectives into instructional materials for short story writing. This instructional model is designed to foster creative thinking, enhance cultural literacy, and develop students' social awareness. The integration process is carried out through stages of cultural exploration, identification of contemporary issues, narrative planning, and technology-based publication of student work. This strategy is flexible and can be implemented within the framework of the Kurikulum Merdeka, particularly through project-based learning and the strengthening of the Profil Pelajar Pancasila.

Thus, the integration of local cultural values with Generation Z perspectives in short story writing instruction not only strengthens students' literacy skills but also serves as a medium for character development, cultural preservation, and youth empowerment in navigating contemporary challenges. This approach offers a response to the need for literary education that is relevant, meaningful, and grounded in students' lived experiences.

Operationally, this strategy is realized through the selection of instructional materials that reflect local cultural values—such as empathy, mutual cooperation, and traditional wisdom—while remaining relevant to Generation Z's lives, including themes such as the pandemic, digital relationships, and financial independence. Learning activities are developed through project-based approaches that encourage students to write short stories by integrating cultural experiences from their immediate environment with perspectives on current issues they face. The instructional design is contextual, encompassing the analysis of existing Generation Z short stories, mapping of local cultural values, guidance in developing intrinsic elements such as characters, conflicts, and settings, as well as the writing and publication of students' works. Furthermore, its implementation is aligned with the Kurikulum Merdeka through learning outcomes in short story writing, the Projek Penguatan Profil Pelajar Pancasila (P5), interdisciplinary collaboration, and authentic assessment practices.

In classroom practice, the learning process may be structured in accordance with the

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principles of creative and reflective project-based learning. The activities begin with an orientation phase, where students are introduced to selected excerpts or readings from the anthology, followed by discussions on cultural values and characters' perspectives through guiding questions that connect with students' personal experiences. Subsequently, students engage in the exploration of local cultural values by interviewing family members or community figures, identifying enduring cultural practices, and documenting meaningful personal experiences. This is followed by mapping contemporary issues faced by students, such as academic pressure, social media influence, differences in beliefs, and mental health, which are then discussed reflectively in class.

During the planning stage, students construct a narrative framework using mind maps that include characters, conflicts, cultural settings, and social issues, supported by teacher guidance on plot structure, dialogue, point of view, and language style. The writing phase involves drafting, peer review activities in which students provide feedback based on established rubrics, and revision processes informed by both peer and teacher input. Completed works are then published in the form of a class anthology, either digitally or in print, and may be presented or shared through school media platforms. As a concluding activity, students engage in reflective writing to articulate the cultural values they have learned and how they perceive their own generation through their narratives.

Assessment is conducted authentically through rubrics that encompass idea development and cultural values, narrative structure, characterization and conflict, thematic relevance, and language use. Students' reflective responses are also considered as indicators of affective learning outcomes. Through these stages, literary instruction extends beyond academic dimensions to include personal, social, and cultural aspects. This strategy provides students with opportunities to write based on real-life experiences, to recognize and reflect upon local cultural values, and to understand their worldview as members of Generation Z. Moreover, it contributes to the development of a more dynamic, inclusive, and meaningful literacy ecosystem within the school environment.

CONCLUSION

The study of the short story collection Warna Merdeka Kala Korona reveals that the works of Generation Z not only exhibit digital-native characteristics—being expressive, reflective, and critical—but also incorporate local cultural values such as empathy, mutual cooperation, nationalism, and family responsibility within contextual and relevant narratives. The use of casual

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language, everyday themes, and contemporary issues such as the pandemic, mental health, and diversity reflects this generation's strong social engagement and heightened sense of identity.

These findings provide the foundation for developing an integrative strategy in short story writing instruction, combining the exploration of local cultural values with the distinctive perspectives of Generation Z. This strategy is implemented through the selection of contextual teaching materials, project-based learning activities, and the publication of student works that reflect their lived realities. Such an approach not only enhances creative and narrative literacy skills but also strengthens character development, cultural preservation, and students' social awareness in a holistic manner.

Furthermore, this integration aligns with the principles of the Kurikulum Merdeka and the Projek Penguatan Profil Pelajar Pancasila, positioning literary learning as a means of fostering a generation that is not only proficient in writing but also capable of critical thinking, empathy, and adaptability in responding to the dynamics of the contemporary world.

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