Implementation of Knowledge Sharing in Learning to Write Essay Through Genre Based Approach

Rina Rosdiana*, Tri Mahajani
Faculty of Teacher Training and Education, Universitas Pakuan, Bogor, Indonesia
rinarosdiana0170@gmail.com*; trimahayani68@yahoo.co.id
*Corresponding author

Article Info

ABSTRACT

The aim of this research is to obtain an overview of improving essay-writing skills through implementing knowledge sharing in the genre pedagogy approach (Genre Based Approach) in The Indonesian Language and Literature Education Study Program at higher education. The research design uses quantitative methods (pretest posttest design) and qualitative data in the form of student responses to applied knowledge sharing. The research sample consisted of 20 students who took part in writing lessons. The data obtained is in the form of essay texts based on the stages of guided construction, independent construction in the form of average scores on the pretest and posttest. The results of the research are test scores with an average of 75.1 and at posttest 85.3. The results of the second research are the percentage of responses via Google Form (as a form of implementation of the socialization of 'tacit knowledge' to externalization' resulting in construction products, both joint and independent construction. Through the application of knowledge sharing and genre pedagogy, it appears that the student response is that knowledge sharing can stimulate critical thinking, sharing knowledge creates learning outcomes products, accommodating the implementation of joint construction as part of the genre-based approach stage, with a high response.

Introduction

Even today, the company is still experiencing change and further development. Science and technology are changing and developing rapidly in the age of the Industrial Revolution 4.0, including in the field of education. In order to be able to cope with the era of the Industrial Revolution 4.0, it is necessary to have access to education capable of training creative, innovative and competitive learning skills. One way to do this is to optimize the use of technology as an educational tool that is designed to lead to better outcomes. Indonesia also needs to improve the quality of university graduates, according to the world of work and the requirements of digital technology (Suwandi, 2020; Yilmaz, 2021) logical reasons, support and organize ideas. Therefore, one of the requirements for language students' writing lessons is the use of techniques and strategies that can improve thinking skills (Rashtchi, 2019)

Language learners face significant challenges in mastering written skills. One of the causes of the problem is the inefficiency or ineffectiveness of students in expressing themselves. In general, language students don't know how to express ideas verbally, organize their thoughts, and write about a topic. In writing lessons, students must not only be trained in the mechanics of writing, but also learn how to use their thinking skills. A person must be able to organize their thoughts in the development of their writing and make them accessible to others (Rashtchi, 2019). Writing skills are productive writing activities. Writing activities are developed by expressing ideas and feelings in the mind in writing. This activity requires continuous practice to produce good written products. Since writing is a complex skill, it takes effort to practice it, as this skill is usually not easy.

The University strives to create a curriculum within the framework of a higher education institution that meets the requirements of the MBKM program, learning must provide challenges and opportunities to develop students' creativity, skills, personality, and needs, as well as develop independence in research and knowledge discovery through the realities and dynamics of the field, such as the requirements of skills, real problems, social interaction, collaboration, self-management, performance requirements, goals, and achievements. The curriculum may also include dynamic experiential learning programs. By applying 21st century skills that include critical thinking, collaboration, creativity, and communication. There is a need to develop learning models that can implement these expectations.

In addition to the requirements of 21st Century Skills, changes in learning approaches related to gender-specific texts are also a problem. The four text-based steps (Emilia, 2012) include contextualization (building terrain knowledge), modeling, compiling text (co-construction), and compiling independent text (self-constructing); Ministry of Education and Culture (2014). In a learning that uses language for social functions with these four steps, novelty is required not only in the form of material but also in the form of technology in the learning process to support the implementation of innovative learning. The application of cooperation is worrying. In the concept of 21st century competences, collaborative skills are in line with the application of shared construction or text/gender learning pedagogy. Join construction is the implementation of collaboration in learning, both in learning that requires strategies in implementation. There are many platforms that can be used to implement collaborative activities in learning, especially in online learning, but presentations are still little used in learning. Multiple forms of blended learning collaboration.

This collaborative activity can be implemented in (Indonesian) language learning, i.e. in the second phase of gender education, i.e. in the phase of co-construction or co-construction of texts. The implementation takes place in groups as part of class discussions. Proper organization or management is necessary to ensure that the work on the production of a common text is fair, equitable and effective. This is important because the activities of the group discussion. They often do not adapt equally and constructively to the ideas of the group. This requires the understanding and application of knowledge sharing. Knowledge sharing is the process of exchanging information in a trusting framework between group members and reusing that information. Through this shared understanding, students can access a variety of learning resources and create a collaborative learning environment. Knowledge sharing can be applied in language learning, especially in the co-building phase in the application of gender pedagogical learning. That's what's revealed in this study.

The aim of this research is to gain insight into the implementation of the implementation of the knowledge sharing approach in the pedagogical genre-based approach in learning how to write essays for curriculum students in Indonesian language and literature, teaching and idea development in writing essays for students as a product of knowledge sharing in the

genre pedagogical approach. The benefits of this research are as follows: 1) obtaining an applied model of knowledge exchange in a gender education approach, especially when writing essays as part of the Indonesian language and literature teaching curriculum, 2) the results of this research can contribute to the learning of writing skills. Develop product documents by learning essay writing skills, both products in the co-composing (co-construction) and independent composing stages based on blended learning.

The application of 21st century learning skills in language teaching requires teachers and students to learn and adapt new knowledge and approaches during the teaching and learning process. 21st century skills are not about getting students to remember the knowledge taught by teachers, but about training students to create and construct knowledge, with teachers acting as facilitators (Muhamad & Seng, 2022). The application of this genre approach is important because in the *Kurikulum Merdeka* it is clearly stated that the approach in learning to write, as one of the elements of language learning, is expected to use a genre pedagogical approach "The main model used in Indonesian learning is genre pedagogy. This model has four stages, namely: explaining, building the context, modelling, joint construction, and independent construction. In addition to genre pedagogy, Indonesian learning can be developed with other models according to certain learning achievement". The term model in this concept represents the name of the approach used. This reference should be used because PBSI students are prospective Indonesian teachers at the high school level who will apply and train students using this genre pedagogical approach as the approach that should be used.

The statement in the *Kurikulum Merdeka* also hints at the application of the approach by developing other approaches. In this study, the stage that corresponds to the stage of genre pedagogy is knowledge sharing. In genre pedagogy, there are stages of joint construction, which in its implementation also uses steps in the application of tacit knowledge. Tacit knowledge occurs through the elaboration of understanding from individuals to other individuals. In technical implementation in learning to write essays, students construct a thesis statement paragraph, for example, by arranging it together with a group of 4 people. This is a guide in 21st Century proficiency.

The novelty in this study is the development of knowledge sharing in the application of genre pedagogy in writing learning. In the existing references, it has never been researched. In the development of writing skills, the expected results are not only in the development of the approach, but the reality. This is included in learning writing skills. Learning to write is not only about memorizing it, but also about mastering this skill. Writing is strongly influenced by culture and is a process of reflection. This activity is not only about connecting words with words or phrases with sentences and using punctuation marks, but in addition, it is not easy to convey information and ideas clearly, find ideas, make sense and write them down. Like other language skills, writing requires perseverance and a lot of practice.

Model Knowledge sharing

In knowledge management there is a model of knowledge creation that can be applied to become useful knowledge for organizations, including classroom organizations (in learning). In knowledge management, the term knowledge sharing is known. Knowledge sharing refers to the task of helping others with knowledge and collaborating with others to solve problems, develop new ideas, or implement process (Abualoush et al., 2022).

Nonaka and Takeuci's knowledge model are a spiral knowledge model known as the SECI model (Socialization, Externalization, Combination, and Internalization). In knowledge there are two dimensions. The two dimensions are tacit and explicit knowledge.

The following is a depiction of the SECI Model developed by Nonaka and Takeuchi (Rukmana & Widhianto, 2023).

The knowledge creation process begins with a process of tacit knowledge, socialization, facilitation of experience, and capacity between individuals is needed. It happens regularly through meeting notes, that modeling how to work by repeating tasks makes others learn by example. It supports Externalization which shows all activities grouped and aimed at capturing, organizing, structuring, representing, encoding, etc. knowledge to facilitate management by changing the tacit to explicit knowledge mode. When different pieces of existing explicit knowledge are combined to create new explicit knowledge, the process of Combination of explicit knowledge into new explicit knowledge occurs which is stored using a repository that facilitates their access. The fourth process is Internalization which is carried out by practicing what has been learned from explicit knowledge. Below is presented the SECI model concept from Nonaka and Takeuci as revealed by Tung (2018)
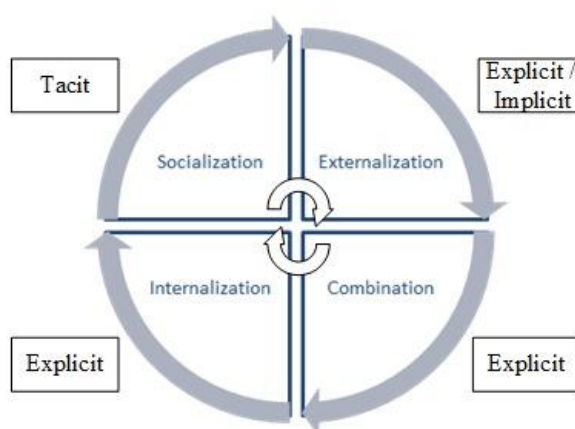
Figure 1. Effects of selecting different switching under dynamic condition

In the learning process, only two stages are applied, namely: 1) Tacit knowledge stage, and 2) Explicit stage. This tacit knowledge stage is the socialization stage. The activity carried out is brainstorming (discussion activities in groups), while the externalization stage is creating documents based on brainstorming. In the learning process, only two stages are applied, namely: 1) Tacit knowledge stage, and 2) Explicit stage. This tacit knowledge stage is the socialization stage. The activity carried out is brainstorming (discussion activities in groups), while the externalization stage is creating documents based on brainstorming. In stage 2, the product produced is in the form of a document.

Knowledge stated at the socialization stage (Tacit to Tacit), it was stated that at this stage it was in the form of social interaction, including sharing experiences sharing (Andhara *et al*, 2018). This process is usually found in meetings or brainstorming. It was further revealed that there are several ways to brainstorm. At this stage, all participants (in the group) can accommodate each other's ideas or ideas from other members by considering all existing ideas to be good. The activity of transferring tacit knowledge to tacit knowledge is carried out through a socialization process, namely by sharing experiences, answering, imitating, brain storming. The form of socialization is sharing knowledge using the face-to-face method (observation, imitation, practice)

If it is connected to learning with a genre pedagogical approach, then this knowledge sharing activity occurs during modeling (modeling the text) and constructing the text together (join construction). Because modeling involves teacher and student activities, and

there is teacher dominance at this stage, while knowledge sharing between students has not occurred. For this reason, only the group construction stage is discussed in this article.

Activities in joint construction are as follows. In this step, students begin to practice writing activities. At this stage the learner modifies and changes the given text. In this step, students are still guided before they become independent writers of the genre of text being studied. There are three practical steps for constructing text together (join construction) that can be developed and implemented. One of the students' activities in constructing independently includes: 1) Learners reconstruct the given text. In this case, students can revise and paraphrase the use of vocabulary, linguistic aspects and text structure if necessary; 2) Teachers continuously guide students to discuss and give instructions to students to remember that students understand well the type of text given (Dirgeyasa, 2018; Kitajroonchai *et al*., 2022; Safavi *et al*., 2022; Feez 1988; Herman *et al*., 2020; Pacheco-Costa & Guzmán-Simón, 2021; Tungka, 2018)) stipulates that the genre pedagogy approach stage includes five stages: building context (building knowledge of the field), modeling and deconstructing text (modeling and deconstructing text), co-constructing text (joint construction of the text), independent construction of the text, and linking related texts. The five phases are shown in the following figure. Some theories only reveal three stages, namely: (1) deconstruction; (2) joint text construction; and (3) independent text construction. (Zhang & Zhang, 2021)

It is further presented on the roles of teachers and learners in the pedagogical stages of this genre. However, this article only wants to reveal two stages of the five stages. So, the stages revealed are in joint construction activities and independent construction. Another reason co-construction is the most powerful part of the learning cycle. The next stage is to construct independently. On co-constructing: (1) Students continue to contribute to the creation of complete text examples. (2) The instructor progressively reduces his role in text construction as students get closer to managing text types individually. In independent constructing Students will write separately to create a document. (2) Student success will be used as a measure of achievement. Each stage of the cycle has different activities according to its orientation to different goals or focuses. This begins with the dominant role of teacher intervention in the first stage and is less visible in the subsequent stages, until no intervention towards students occurs in the final stage. The following is a visualization (Herman *et.al*., 2023).

If there is a connection between knowledge sharing and pedagogical learning activities, there is an activity linkage. Sharing knowledge occurs in joint construction activities. Another term is also often called collaborative. The collaborative writing process is known as joint construction. (Kartika-Ningsih & Rose, 2021), it is the process and depiction as well as the product of students' writing that is then studied in this paper.
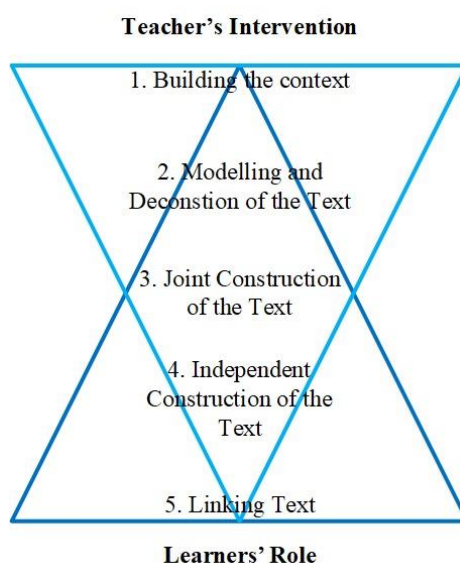
Teacher's Intervention

1. Building the context

2. Modelling and Deconstion of the Text

3. Joint Construction of the Text

4. Independent Construction of the Text

5. Linking Text

Learners' Role

Figure 2. Role of teachers and learners

Essay

An essay is a group of paragraphs written about a single topic and main main idea. It should have at least three paragraphs, but a five-paragraph essay is a common assignment for academic writing. An essay is a piece of writing that describes the author's opinion about a particular subject that he is trying to assess (Mallahi, 2024). An essay is an attempt to present a view on a topic in a short form and in the best possible way of narrating, the most important thing in an essay is not what is discussed, but how to talk about it. (Abdulhay & Ahmadian, 2024; Sodiq & Rokib, 2024)

Essays have different characteristics: 1) they are prose, 2) they are short, they can be read casually in two hours, 3) they have a distinctive style. A good essay writer will bring distinctive characteristics and style, which differentiates his writing from other writers; 4) always incomplete, meaning that the writer chooses important and interesting aspects of the object and subject he wants to write about; 5) fulfill the integrity of the writing (introduction, development and ending); 6) have a personal tone. The personal characteristic of essay writing is the author's own disclosure of his views, attitudes, thoughts.

Essay Structure 1) Introduction, this is the first paragraph of the essay, it explains the topic with general ideas. It also has a thesis statement. This is a sentence that provides the main idea. Usually comes at or near the end of a paragraph; 2) Content, there is a paragraph that explains and supports the thesis statement and is between the introduction and conclusion. There should be one or more body paragraphs in an essay: Conclusion, this is the last paragraph of an essay. It summarizes or restates the essay's thesis and supporting ideas.

A thesis statement is a sentence that tells the main idea of an essay. This can be compared to a topic sentence, which provides the main idea of the paragraph. A thesis statement can express an opinion Travel is an effective way to bring people from different cultures together and learn about each other. It may also state an argument or fact to be defended or explained. There are several ways technology has made classroom teaching more effective. Typically, it comes at or near the end of the introductory paragraph. In assessing essays, an assessment rubric is required. There are at least five components of essay assessment. The following are revealed from several experts which will then be

synthesised as criteria used in this study. aspects of writing such as content, organization, and task completion (Deveci & Ayish, 2021)

Method

This research uses quantitative and qualitative research designs because, as mentioned earlier, it aims to explore applied forms of knowledge sharing from guided construction to independent construction phases. How Indonesian language students create texts based on text modelling and demonstrate the development of ideas in the construction and self-construction phase of argumentative essay texts based on text modelling from essay texts in newspapers as a reference source for authentic learning material. Types of authentic material include audio, image, and print materials, while other forms include factual news in newspapers. (Setyowati & Sukmawan, 2021) In this study, authentic material from essay texts from print and online newspaper publications (*Republika*) is selected. In addition, we consider the development of ideas in the text, both in guided and independent construction, which is in line with the example of the text model as an application of the genre pedagogical approach.

The data from this research comes in the form of knowledge sharing activities in the application of guided construction in essay writing for students in the 4th semester of the Writing Skills course. Data in the form of knowledge exchange processes in the creation of essay texts and student texts, 10 pieces of essay text data resulting from the exchange of knowledge (in the learning process) and 20 pieces of essay text data in independent construction. The analysis is based on the accuracy of the essay writing and the development of the ideas according to the text model. The research flow diagram is as follows.
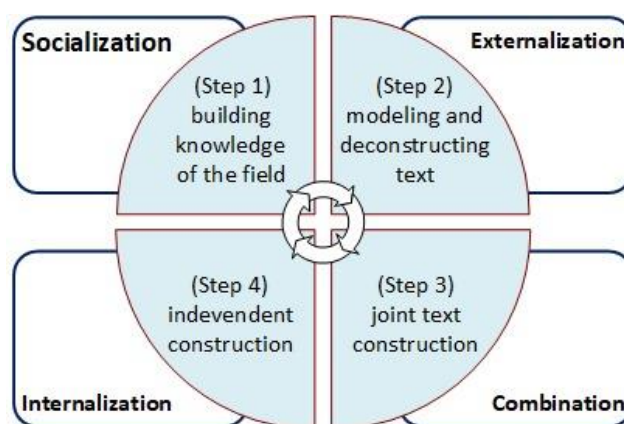

Figure 3. Research flow diagram

The combination of the four steps of knowledge sharing and the four steps of the genre pedagogical approach in learning to write essays is the main step in the application of essay writing learning. In detail, the implementation steps are as follows. 1) Learning planning, in the form of learning tool documents used for essay writing classes, 2) Implementation of essay writing learning, in the form of applied activities of knowledge sharing and genre pedagogy, data in the form of pretest-posttest results. The score data on essay writing skills obtained by students in both the pretest and posttest are then presented with the achievement of each assessment rubric item to obtain an overview of the achievement of their writing ability. 3) Data from questionnaires through google forms. The data is obtained and then presented and describe. Data processing using qualitative descriptive analysis. The number of respondents was 20 students who contracted writing skills courses.

Results and Discussion

In accordance with the research objectives, the research results and discussion will discuss: 1) To obtain an overview of the application of the knowledge sharing model in learning to write essays based on the Genre Based Approach, 2) To obtain an overview of student responses in applying the KS model to learning to write essays based on the Genre Based Approach.

To apply the knowledge sharing model in learning to write essays based on the Genre Based Approach. Data was obtained from calculating the scores of students who carried out the learning process using knowledge sharing at the genre pedagogy stage. The study was carried out 2 times by taking pre-test and post-test data. Learning 1 comes from the joint construction process regarding header type essays by identifying the structure of the essay and the second lesson is writing the header essay independently. Below is presented an illustration of learning data.

Table 1. Essay Writing pretest and posttest scores

Score	Lowest score	Highest score	Average
Pre-test	70	85	75.1
Post-test	75	90	85,3

There was an increase in the learning outcomes of writing skills with an average pretest score of 75.1 and posttest of 85.3. To see the ability to write by identifying writing skills that are assessed according to the assessment rubric with assessment criteria on content, essay structure, idea development, sentence, and mechanic. Shown in Figure 4.
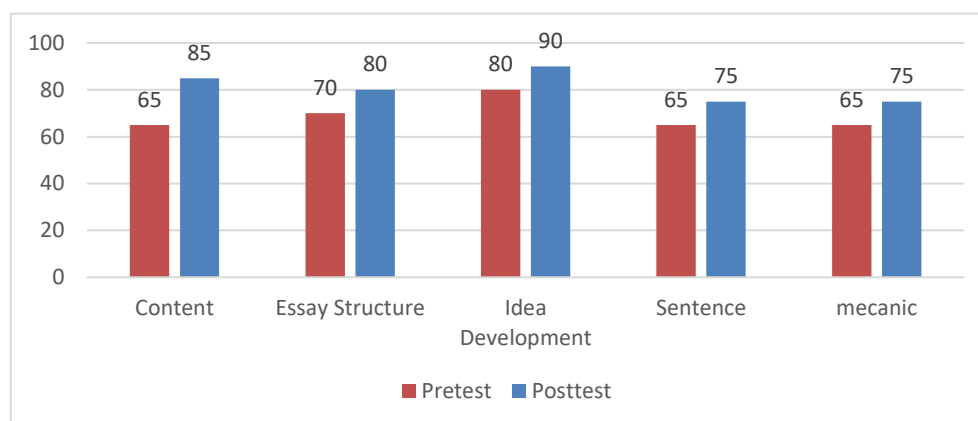

Figure 4. Student pretest and posttest essay writing scores

In the second research question, data was obtained based on student responses using Google forms. There are 20 questions related to the application of the Knowledge Sharing model, but here only an excerpt appears for the graph. Then data and discussion regarding student responses regarding the implementation of knowledge sharing and the implementation of genre-based approach (GBA) steps. Based on the questionnaire, it appears that the use of the knowledge sharing model was responded positively by the majority of students. The description of the graphic below is sequentially 1) essay text model (as step two of modeling on GBA, that the model used in learning provides stimulus in students' mastery of essay writing (90.3% agree). Two data from voters who strongly agree and agree are grouped into those who agree as a form of synthesis. Shown in Figure 5
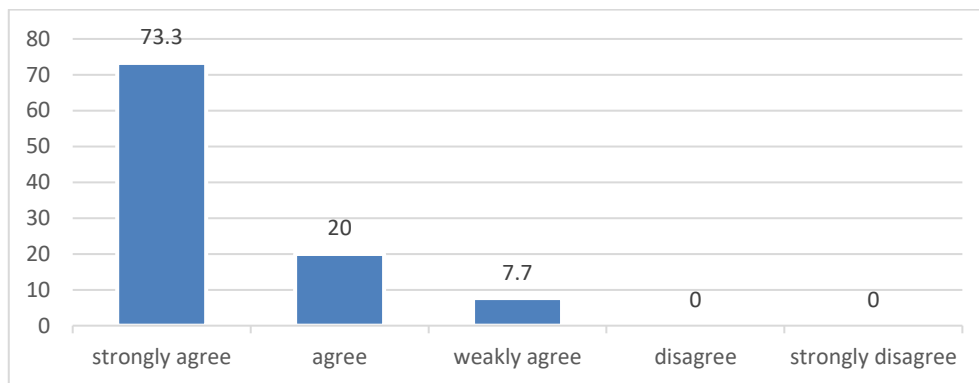
Figure 5. Using Text Model

In response to whether joint construction activities (step 3 GBA) are a means of contributing to conveying knowledge, 93.3% of students responded in the affirmative. Shown in Figure 6. Students' responses regarding their newly acquired knowledge in the form of working papers were worthy of being documented as new knowledge and were answered in the affirmative by 100% of students. Shown in Figure 7.
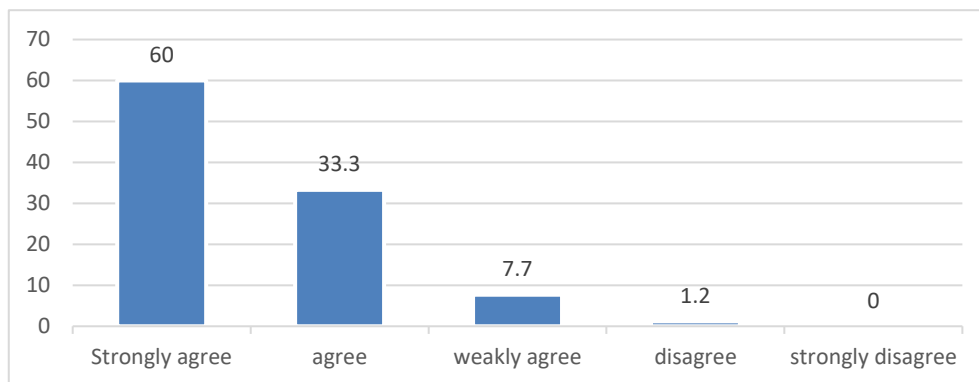

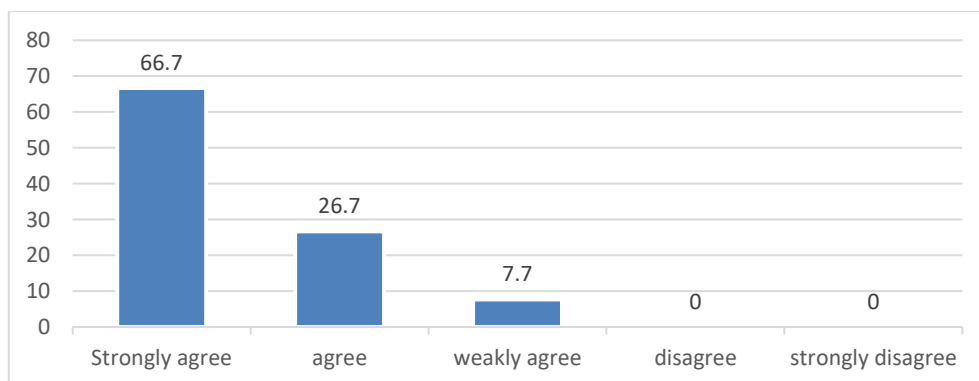Figure 6. Joint construction activities

Figure 7. Acceptance of Knowledge

Responses about sharing knowledge among friends in a group increasing understanding of the concept of writing essays were answered in the affirmative by 93.3% of students. Shown in Figure 8.
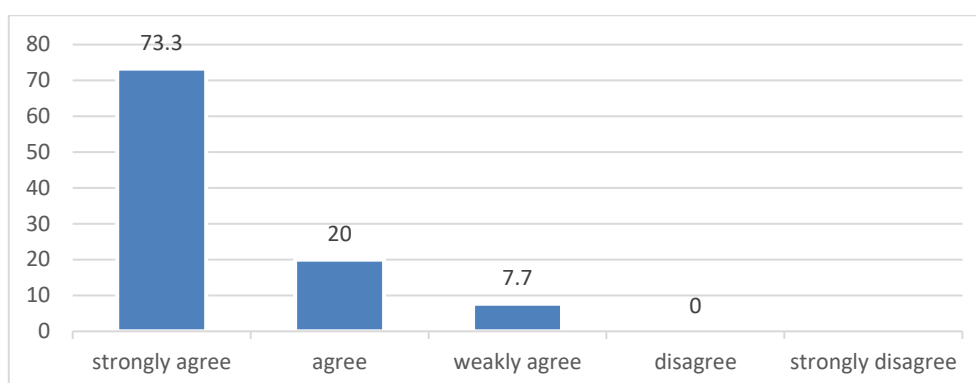
Figure 8. Knowledge sharing use to understand essay writing

Accommodating knowledge sharing activities is important in their activities was answered in the affirmative by 100% of students. Shown in Figure 9.
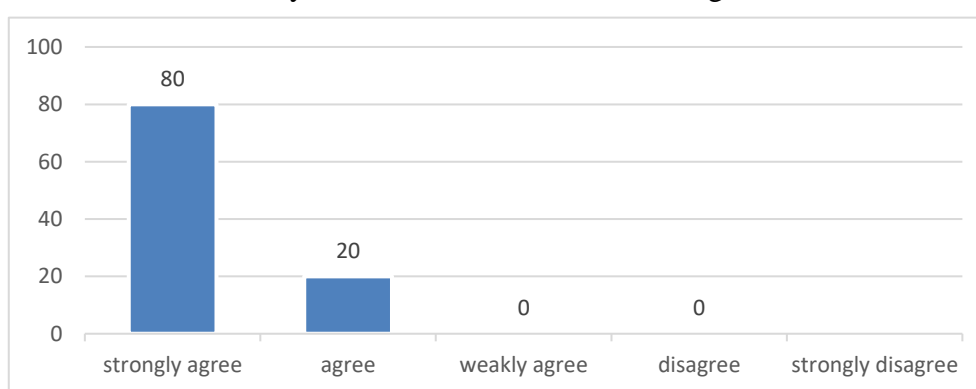

Figure 8. The Importance of Sharing Knowledge in Learning

Based on the graphic excerpt above, it appears that the percentage regarding the application of knowledge sharing is generally disapproved in mastery of learning to write essays. As explained earlier, the learning process of knowledge sharing is in the phase of implicit knowledge. In this phase, the following activities will be carried out: 1) Students will interpret the concept of essays from different literatures (print, audiovisual (You Tube) and print media from the *Republika* newspaper as a model text and student worksheets as a guide for knowledge sharing; 2) Students brainstorm ideas on model texts related to the theory they understand through essays; 3) The students deconstruct the text based on their ideas and idea development techniques and document their findings in the LKM. At this time, the exchange of knowledge takes place. This activity takes place in the guided construction phase. This is in line with the guided construction phase (joint construction) as indicated by Dirgeyasa (2018). In this step, students begin to practice writing activities; Modify and change the given text. In this step, students are guided before they become independent writers.

Then the students expressed their opinion in groups of 4; 4) Write the main idea according to the text of the template with a different topic. 5) Express their knowledge of the new topic and write down their ideas according to the previous text template; 7) develop the text into paragraphs according to the ideas developed; 8) Giving presentations in class to get feedback from other groups as part of knowledge sharing; 9) Once students understand the concept of the essay in the group and develop a new essay text based on the group, the gender education phase is to construct the text on their own. Students are tasked with writing essays based on references from a variety of sources. The essay created is an argumentative essay

The next process of knowledge sharing is the explicit step. In step 2, the manufactured product is available in the form of a document. The basic theory is that of Tung (2018: 60). The transfer from explicit-to-explicit knowledge occurs through a process of combining with the activities of sorting, adding, categorizing, and selecting categories of best practices. The pupils independently create texts in the stages of gender education. The product consists of essay texts by twenty students in printed form. After this phase, the knowledge sharing phase moves from the explicit to the tacit phase. Tung (2018:60) further showed that the transfer from explicit knowledge to implicit knowledge occurs through the process of knowledge internalization. This internalization should take place in the new knowledge of the students.

Based on the concept of knowledge sharing, knowledge begins with the implicit knowledge that is present in the individual. This knowledge is shared in joint construction activities. The third level of gender education. The concept of knowledge exchange ranges from the (tacit) socialization of knowledge to the level of externalization (explicit knowledge). This knowledge has become a document or a work product written in a document based on implicit knowledge in the group.

Conclusion

Current learning requires the implementation of collaborative learning activities. The collaborative form is concretized in the concept of expressing ideas through the exchange of knowledge between the members of the group in applied language learning (writing essays), namely in the phases of modeling and deconstruction of texts, the construction of texts in groups (as a form of implementation from the socialization of "implicit knowledge" to outsourcing "for the production of construction products, which are both common and independent"). By applying knowledge sharing and gender education, students can practice the process and results of essay writing. As in the concept of gender pedagogy, the text model that becomes an example can be developed in the new writing of the students in order to express their ideas. It is a form of affirmation in the application of knowledge exchange and gender education with its phases of language learning.

Acknowledgment

References

Abdulhay, H., & Ahmadian, M. (2024). Factor analysis study of the achievement goal framework in the domain-specific task of EFL writing. *REFLections*, *31*(2), 739–765.

Abualoush, S., Obeidat, A. M., Aljawarneh, N. M., Al-Qudah, S., & Bataineh, K. (2022). The effect of knowledge sharing on the relationship between empowerment, service innovative behavior and entrepreneurship. *International Journal of Data and Network Science*, *6*(2), 419–428.

Andhara, Bobby Andre, Faiza Ratna Umaro, C. H. T. L. (2018). *Knowledge Management: Strategi mengelola pengetahuan agar Unggul di Era Disrupsi*. Gramedia Pustaka Utama.

Deveci, T., & Ayish, N. (2021). Qualitative adjectives in EFL students' reflective writing essays. *Journal of Language and Education*, 7(1), 64-77.

Dirgeyasa, I. W. (2018). *Colledge academic Writing: A Genre-Based Persfective*. Prenada Media Group.

Emilia, E. (2012). *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru.* Rizki Press.

Herman, Purba, R., Van Thao, N., & Purba, A. (2020). Using genre-based approach to overcome students' difficulties in writing. *Journal of Education and E-Learning Research*, 7(4), 464–470.

Herman, H., Rafiek, M., Agustina, T., Saddhono, K., Malabar, S., Saputra, N., & Purba, R. (2023). Exploring the metafunctions to improve EFL learners' writing ability in the perspective of systemic functional linguistics. *Journal in Advanced Humanities*, 4, 2.

Kartika-Ningsih, H., & Rose, D. (2021). Intermodality and multilingual re-instantiation: joint construction in bilingual genre pedagogy. *Ikala*, *26*(1), 185–205.

Kitajroonchai, N., Kitjaroonchai, T., & Sanitchai, P. (2022). The effects of process genre-based writing and process writing approaches on asian EFL pre-university students' writing performance. *Journal of Language Teaching and Research*, *13*(4), 860–871.

Mallahi, O. (2024). Exploring the status of argumentative essay writing strategies and problems of Iranian EFL learners. *Asian-Pacific Journal of Second and Foreign Language Education*, *9*(1), 1–26.

Muhamad, M., & Seng, G. H. (2022). Issues in the implementation of 21st century learning skills in Malaysian ESL classrooms. *Asian Journal of University Education*, *18*(4), 1093–1104.

Pacheco-Costa, A., & Guzmán-Simón, F. (2021). Correction: Pacheco-Costa, A.; Guzmán-Simón, F. developing multimodal narrative genres in childhood: An analysis of pupils' written texts based on systemic functional linguistics theory. *Education Sciences*, *11*(2), 55.

Rashtchi, M. (2019). Scaffolding argumentative essay writing via reader-response approach: A case study. *Asian-Pacific Journal of Second and Foreign Language Education*, *4*(1), 12.

Rukmana, A., & Widhianto, C. W. (2023). Knowledge management system's implementation in private universities through SECI model. *Indonesian Journal of Multidisciplinary Science*, *3*(1), 64-69.

Safavi, M., Sadighi, F., Bagheri, M. S., & Zamanian, M. (2022). A single or separate entities? a genre-based investigation into the correspondence between l1 and l2 writing skills. *Theory and Practice in Language Studies*, *12*(7), 1320–1331.

Setyowati, L., & Sukmawan, S. (2021). News as authentic materials to improve essay writing in a hybrid learning setting. *Studies in English Language and Education*, *8*(3), 1194–1208.

Sodiq, S., & Rokib, M. (2024). Indonesian students' use of chat generative pre-trained transformer in essay writing practices. *International Journal of Evaluation and Research in Education*, *13*(4), 2698–2706.

Suwandi, S. (2020). Pengembangan kurikulum program studi pendidikan bahasa (dan sastra) indonesia yang responsif terhadap kebijakan merdeka belajar-kampus merdeka dan kebutuhan pembelajaran abad ke-21. *Seminar Nasional Pendidikan Bahasa Dan Sastra*, *1*(1), 1–12.

Tung, K. Y. (2017). *Memahami knowledge management*. PT Indeks.

Tungka, N. F. (2018). Guided literacy instruction: Helping students read multimodal English-medium texts. *Indonesian Journal of Applied Linguistics*, *8*(2), 345–357.

Yilmaz, A. (2021). The effect of technology integration in education on prospective teachers' critical and creative thinking, multidimensional 21st century skills and academic achievements. *Participatory Educational Research*, *8*(2), 163–199.

Zhang, T., & Zhang, L. J. (2021). Taking stock of a genre-based pedagogy: sustaining the development of efl students' knowledge of the elements in argumentation and writing improvement. *Sustainability*, *13*(21), 11616.