

# The Impact of Integrating Digital Literature Based on Local Wisdom and the "One Value, One Literary Work" Technique on the Creativity in Writing Short Stories

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**Abstract**—The majority of students still have difficulty writing creative short stories. Their weakness lies in the quality and creativity of the short stories. The purpose of this study was to investigate the impact of integrating digital literature and the "one value, one literary work" technique in literature learning on creative short story writing skills. A quasi-experimental method was used in this study involving 250 students. Participants were divided into two groups: the experimental group received digital literature intervention and the "one value, one literary work" technique, while the control group received manual text literary media intervention with conventional instructions. Data collection used several instruments, namely the Short Story Quality Assessment, the Torrance Creative Thinking Test (TTCT), and interviews. The data analysis used was the t-test and descriptive analysis. Research findings indicate that the integration of a digital literary platform based on local wisdom and the "one value, one literary work" technique can improve the quality of short story writing and creativity. Improved short story quality is evident in the appropriateness of theme to content, the completeness of intrinsic elements, the cohesion of intrinsic elements, the complexity of the story, and the flexibility of language. Improved creativity is evident in the dimensions of fluency, flexibility, originality, elaboration, and sensitivity. This research implies that the use of digital literature media and the "one value, one literary work" technique is more optimal in improving the quality of short story writing and short story creativity.

**Index Terms**—digital literature, local wisdom, creative writing, "one value, one literary work" technique

## I. INTRODUCTION

Creative writing is the ability to express imagination and creative ideas through innovative and artistic writing (Effe, 2025; Zhao et al., 2025). Creative writing skills are needed by students to meet the academic demands of higher education. One medium that can be used to practice creative writing skills is writing short stories. The majority of students at the higher education level still struggle to write creative short stories. The majority of students struggle to develop aspects of originality of ideas, creativity, and internalization of local wisdom values in their short stories (Elias et al., 2025; He et al., 2025). This is caused by learning methods that have not been able to optimize imagination and exploration of local wisdom values in their short stories. This problem explains that the potential of local wisdom values has not been optimized in creative short story writing. To overcome these limitations, it is necessary to use digital literature technology, internalization of local wisdom values, and appropriate techniques to facilitate the ability to write literary works and internalize local wisdom values (Dixon & Cox, 2025; Ratri et al., 2025). The use of digital literature can effectively improve writing skills due to access to resources and ease of obtaining alternative ideas. Integration of local wisdom values in literature teaching is very important because it is considered capable of preserving cultural values and producing original and creative short story writing products (Padil et al., 2024; Zhang et al., 2023). This is reinforced by several previous studies showing that integrating local wisdom values and the use of digital literary technology can enrich ideas and creativity in short story writing (Calafato, 2024; Sun, 2023). Furthermore, the integration of local wisdom values can also promote and preserve local wisdom values among students.

The teaching technique that is considered appropriate for bridging local wisdom values with creative writing is the "one value, one literary work" technique. This literary teaching technique is not only able to improve creative short story writing skills, but also able to internalize local wisdom values in short story writing (Levin et al., 2025; Thomas et al., 2025). The use of digital literary media makes it easier for students to access reference sources to enrich ideas, while "one value, one literary work" is able to facilitate students in observing, experiencing, and exploring one local wisdom value (for example, reciprocal cooperation, deliberation, etc.) (Cheng & Zhang, 2025; Elias et al., 2025). This literary teaching technique can train students in analyzing local wisdom values and internalizing them in the literary works they create. In addition, the "one value, one literary work" technique functions as a contextual creativity driver. The success of this technique lies in its ability to make local wisdom values not only as a background, but also as a strength in creating intrinsic elements of creative short stories. This study was conducted to provide empirical evidence on the

causal impact of the "One value, one literary work" technique on improving creative writing skills. The urgency of this study lies in the need to develop more culturally sensitive and context-based literature teaching techniques, which are currently lacking.

Several previous studies have demonstrated the importance of contextual literature and the benefits of structured interventions in teaching creative writing (Waltz, 2025; Wintersparv, 2022). However, no experimental research has explicitly tested the effectiveness of the "one value, one literary work" literary writing technique in internalizing local wisdom values. Previous research has shown that the integration of local wisdom values significantly contributes to the originality of students' creative writing ideas (Prendergast, 2024; Wendimu & Gebremariam, 2024). Furthermore, other research has shown that the integration of local wisdom values also contributes to the recognition and preservation of local wisdom through creative writing instruction (Syam et al., 2024; Zebracki et al., 2025). Furthermore, previous studies have also revealed the contribution of the use of digital literature to creative writing skills (Dixon & Cox, 2025; Ratri et al., 2025). Previous research has revealed that the use of digital literacy technology can enhance creativity in literary writing (Alberti et al., 2022; Kirca & Baktir, 2024). This study differs from previous studies. Its novelty lies in the design and implementation of the "one value, one literary work" technique as a pedagogical model that explicitly aims to bridge the richness of local customary values with creative writing practices. Apart from that, the novelty of this research is the use of digital literature and the integration of local wisdom values in teaching short story writing. Based on this explanation, the researcher formulated the following research questions:

- a) How does the integration of digital literature based on local wisdom and the "one value, one literary work" technique impact the quality of short story writing?
- b) How does the integration of digital literature based on local wisdom and the "one value, one literary work" technique impact the creativity of short story writing?

## II. LITERATURE REVIEW

### A. Digital Literature Learning

Current technological developments have impacted the implementation of language and literature learning in Indonesia. This technological development has contributed to a shift in the direction of the language teaching process, from a traditional to a digital one (Celik, 2025; Waltz, 2025). The use of technology has emerged in pedagogical practices to achieve learning objectives and increase learning motivation. The use of technology can make language and literature learning more flexible and effective. This is supported by several previous studies showing that digital-based language teaching can increase motivation and be more effective than conventional teaching (Healey, 2025; O'Sullivan, 2025). Furthermore, the use of technology in literature learning can enhance learners' self-regulation skills because through technology, learners can manage their learning process independently. Digital media technology in language and literature teaching includes various types, such as the use of GenAI technology, web media, digital text, audio-video, and other platforms that can facilitate students' language and literature learning without being bound by space and time (Gerkens, 2024; He et al., 2025). Digital literature learning is the study of literary works using digital media. The use of digital media in instructional design has attracted the attention of practitioners and teachers to optimize teaching.

The use of digital media significantly impacts access to material resources, learning methods, learning processes, learning time, assignments, and learning objectives. The difference between digital-based and traditional literature learning lies in the focus of the learning (Li, 2025; Luchini et al., 2025). Digital-based literature learning focuses on flexibility, accessibility, and learner convenience, while traditional literature learning focuses on adapting to the practical operational needs of learners in the classroom (Connell Pensky et al., 2025; Janebi Enayat, 2025). The use of digital literature in the learning process is expected to stimulate critical, creative, and social thinking in learners. Examples of digital literature platforms that provide various references to short stories and novels in digital form include Wattpad, Storial, Noveltoon, Penana, and KaryaKarsa. These platforms offer a wide range of short story references, both classic and modern (Zhang & Zhang, 2025; Zhao et al., 2025). Furthermore, these platforms facilitate learners' writing and publishing short stories to generate income. This digital-based literature learning not only facilitates learners' improvement of creative writing skills but also enables them to utilize their creative writing skills to earn income. The use of digital literature is also believed to enhance students' creativity in short story writing. This is supported by several previous findings. Digital literature can serve as a medium for elevating local wisdom values in creative writing lessons (Shen & Chen, 2025; Kiziltaş & Kultas, 2025). This aims to ensure that literature learning focuses not only on the beauty of writing and creativity but also on introducing and preserving local wisdom values.

### B. The "One Value, One Literary Work" Technique and Local Wisdom Values

The "one value, one literary work" technique is a literature learning method that aims to train creative short story writing skills while introducing local wisdom values through short story writing (Effe, 2025; Gnerre & Biassoni, 2025). Instilling local wisdom values in short stories aims to encourage learners' creativity in producing short stories while equipping them with the ability to analyze and incorporate local wisdom values into their writing. The one value, one literary work technique also trains students in understanding the dominant local wisdom values within the work, thus

making it easier for them to determine the message of a short story (Castano et al., 2025; Nigar, 2025). Several previous studies confirm that the one value, one literary work technique not only contributes to short story writing skills but also contributes to short story writing creativity (Celik, 2025; Fraver, 2025). This technique stimulates students' creative ideas in designing a creative short story outline, making it easier for them to write a creative short story (Shen & Chen, 2025; Kiziltaş & Kultas, 2025). Local wisdom values are a set of local knowledge, culture, customs, and beliefs. These local wisdom values are derived from the good habits of the local community and serve as a community identity (Alberti et al., 2022; Ratri et al., 2025). Furthermore, local wisdom values are also used as guidelines for life actions to avoid conflict with local societal norms.

Indonesia possesses numerous local wisdom values that must be preserved because they protect society from negative influences and improve public welfare. Local wisdom values are part of the character education curriculum. This is supported by previous studies, which revealed that local wisdom-based literature learning can develop positive character through introducing students to local culture (Padil et al., 2024; Syam et al., 2024). Furthermore, the benefit of internalizing local culture is that it can stimulate learners' creativity in writing short stories. Indonesia has diverse languages, ethnicities, beliefs, and customs. This encourages literature teaching to develop learners with strong cultural literacy. Knowledge of local cultural characteristics contained in literary works provides learners with opportunities to see universal values (Kirca & Baktir, 2024; Sun, 2024). Teaching literature based on local wisdom also facilitates learners' development of cultural understanding, knowledge, and awareness, which contribute to their communication skills. Several previous studies have revealed that local wisdom-based literature teaching designs contribute significantly to several aspects, including literary writing skills and students' understanding of local cultural values (Talbot, 2022; Zebracki et al., 2025). Another study found that WebQuest-assisted literature learning improved narrative writing skills and local wisdom knowledge (Waltz, 2025; Wendimu & Gebremariam, 2024). The use of local wisdom in language learning can also stimulate learners' interest and motivation, especially in second language learning.

### *C. Creative Writing and Creative Thinking Skills Development*

Writing is a complex cognitive skill that develops through four iterative stages (brainstorming, planning, composing, and revising). These stages involve not only language proficiency but also higher-order thinking skills, such as problem-solving, critical thinking, and student creativity (Sun, 2024; Zebracki et al., 2025). Several components can enhance the quality of short stories, including the development of novel ideas, the organization of ideas, the use of rich and complex vocabulary, and the ability to stimulate the reader's imagination (Blikstad-balas et al., 2018; Kirca & Baktir, 2024). The process of generating and organizing ideas reflects individual creativity. Composition in various forms of writing is an expressive approach that students can use to communicate their imaginations to others. In the writing process, individuals use divergent thinking skills to explore new ideas, then convergent thinking to select appropriate ideas and develop these ideas into creative writing (Crystal et al., 2024; Hrastinski, 2025). Teaching creativity and teaching writing share similarities, focusing on the use of scaffolding and active participation to produce creative writing. The combination of language, experience, textual context, and the writer's imagination can produce creative short stories (Calafato, 2024; Sun, 2023). Teaching short story writing is a practical approach to developing language skills, self-regulation, and creative thinking.

This occurs because certain criteria or requirements for writing are required to achieve high scores. Furthermore, writing issues are often predetermined, preventing students from expressing their creative thinking. This learning environment limits students' creative thinking and reduces motivation to write. Furthermore, teachers' workload in allocating time hinders the development of creative writing. Based on these conditions, there is an urgent need to change traditional teaching practices. Revitalizing writing instruction is necessary to increase motivation and provide opportunities for students to freely express their imaginations. This requires a practical and effective teaching approach in writing classes. Teachers play a crucial role in facilitating students' creative thinking, imagination, and motivation to write short stories (Arjomand, 2024; Patterson et al., 2025). Several strategies within a writing learning environment that can enhance creative thinking include recognizing skills, creating interaction, and gathering ideas before writing a short story. Short story writing is the most appropriate writing assignment for improving creative writing skills (Li, 2025; Luchini et al., 2025). Short story writing also provides a task that integrates several of these strategies, providing space for students to develop storylines, use their imagination, and be creative. Currently, teaching literary writing, including short stories, has not received optimal attention in educational practice, so it needs to be explored in the current study. Short story writing assignments consist of standardized and non-standardized stories (Elias et al., 2025; O'Sullivan, 2025). Standardized short stories have several aspects, including characters, events, and timelines. To improve creative writing skills and creative thinking, media are needed that facilitate learners' exposure to various forms of short story writing to stimulate their creativity.

## III. METHODOLOGY

### *A. Design and Participants*

This study used a quantitative approach with a quasi-experimental method to investigate the impact of integrating digital literature based on local wisdom and the "one value, one literary work" technique on enhancing short story

writing creativity. This study involved 250 language education students aged 16-19 years and currently studying in semesters two to seven. The gender composition of the students was 55% female and 45% male. The sample was randomly selected, dividing the participants into two equal groups of 125. The experimental group received an intervention involving the integration of digital literature media based on local wisdom and the "one value, one literary work" technique. The control group received an intervention involving manual print media and conventional teaching. All participants participated voluntarily. Participants received a detailed explanation and completed a consent form prior to participating.

### B. Intervention Procedure

The integration of digital literature based on local wisdom and the "one value, one literary work" technique was used in the short story writing instructional design. The integration of these two components was evident in the stages of teaching creative short story writing. The learning stages are designed to enhance short story writing, foster creativity, and foster understanding and internalization of the local wisdom contained within each story. Detailed stages of the short story writing instructional design, integrated with digital literary media and the "one value, one literary work" technique, are shown in Table 1.

TABLE 1  
STAGES OF THE SHORT STORY WRITING INSTRUCTIONAL DESIGN

| Steps | Detailed Explanation                                                                                                                                                                                                                                                                                                                                   |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | In the first phase, students were given material on writing short stories and various types of short stories with varying themes using various digital literary media (Wattpad, Storial, Noveltoon, Penana, KaryaKarsa). The material covered the structure, intrinsic components of short stories, and the local wisdom values contained within them. |
| 2     | Students were grouped and asked to analyze three types of short stories each on each platform: Storial, Noveltoon, Penana, and KaryaKarsa. The analysis included the structure, intrinsic components, and local wisdom values contained within the short stories.                                                                                      |
| 3     | The instructor and students discussed to strengthen their understanding of short story writing, including understanding the structure and intrinsic elements of short stories, and agreed within the group to determine the most dominant local wisdom value in each short story using the "one value, one literary work" technique.                   |
| 4     | Students were given the task of determining the outline of their short stories. This outline included the title, intrinsic elements, and the local wisdom values to be included in the short stories. At this stage, students can discuss with their group mates to exchange ideas.                                                                    |
| 5     | Students are given the opportunity to write short stories based on the framework created in the previous stage, taking into account the creativity of intrinsic elements and the local wisdom values that must emerge.                                                                                                                                 |
| 6     | Students can incorporate more than one local wisdom value in their writing, but one must be the most dominant.                                                                                                                                                                                                                                         |
| 7     | Students' short stories are uploaded to digital platforms (Wattpad, Storial, Noveltoon, Penana, KaryaKarsa). Other students can assess their peers and upload their feedback in an online discussion forum. This feedback is intended to improve the quality of their short stories.                                                                   |
| 8     | Students revise their short stories if the feedback is acceptable and re-upload their writings to digital literary platforms, where they can sell their short stories.                                                                                                                                                                                 |

Data collection was conducted using procedures including a pretest to determine initial short story writing skills. After ensuring that all participants in both groups had similar initial skills, all participants in the experimental and control groups received interventions for one semester, or six months. The experimental group received a short story writing instructional design intervention using digital literature integration and the "one value, one literary work" technique, while the control group received a printed or manual literary media intervention combined with conventional teaching. The instructions received by the control group were the same as the experimental group, only the media used were different, namely printed or manual literary media with conventional teaching. After receiving the intervention, all students took a posttest to determine their short story writing skills. Short story writing skills were assessed based on their creativity.

### C. Research Instruments

Data collection used several instruments, namely the Short Story Quality Assessment, Torrance Creative Thinking Test (TTCT), and interviews. The assessment of the quality of short stories was carried out using a short story assessment rubric adapted from Hrastinski (2025). A short story is considered good if it meets the following criteria: the theme is reflected in its relevance to the story content, the completeness of intrinsic elements, the coherence of intrinsic elements, the complexity of the story, and the use of sufficiently flexible language. Assessment uses a Likert scale ranging from 1 to 4, with scores ranging from "poor" to "very good" based on the completeness of the components. This short story assessment was conducted to assess the impact of the intervention of integrating digital literary media and the "one value, one literary work" technique in teaching design.

The level of creativity in short story writing was assessed using the Torrance Creative Thinking Test (TTCT), adapted from Effe (2025). This test uses a creativity scale encompassing several indicators to assess creativity, including fluency, flexibility, originality, elaboration, and sensitivity. Fluency is assessed based on the coherence between paragraphs, including the absence of discordant sentences and paragraphs. Flexibility is assessed by the variety of vocabulary and the perspective used in the short story, ensuring it is not rigid. Originality is the novelty of ideas in each intrinsic element of the short story. Elaboration is the depth and quality of the narrative, which has a complex plot and character. Furthermore, the short story uses a combination of varied vocabulary and novel idioms in each story. Sensitivity is the appropriateness of the short story's ideas to the content and the development of an appropriate story.

framework. To ensure inter-evaluator agreement in evaluating short story creativity, a Spearman coefficient analysis was conducted. The Spearman correlation coefficient analysis showed that the  $r^2$  for the pretest phase was 0.738 ( $p < 0.05$ ) and the  $r^2$  for the posttest was 0.815 ( $p < 0.05$ ). These values indicate that both assessors had consistent agreement on all aspects of short story creativity.

Interviews focused on the experimental group to investigate the impact of the intervention of integrating local wisdom-based digital literature and the "one value, one literary work" technique on short story writing ability and short story creativity levels. Approximately fifty participants were selected as representatives of the experimental group to reveal their perceptions and attitudes toward the intervention. The interview questions encouraged learners to feel more confident in expressing their experiences and perspectives during the learning process. These interviews also provided an opportunity for open discussion among students. The questions used each highlighted the strengths of the learning design, its features, and challenges during the learning process. Examples of questions used in the interviews included, "What is the difference between the current creative writing learning experience and the previous learning process?" and "What are the features of the creative writing teaching design using local wisdom-based digital literature and the "one value, one literary work" technique?" "Was the intervention able to increase your creativity in writing short stories?", and "Was the intervention able to encourage you to express your creative ideas?"

#### D. Data Analysis

Data analysis employed several types of analysis, including normality and homogeneity tests to ensure that the creative writing skills of both groups were equal. Next, a paired sample t-test was used to determine the impact of the intervention on the quality of the short stories they produced. More specific analysis of the creative composition of the short stories was conducted using a paired t-test on the creativity scale. Data normality was tested using the Shapiro-Wilk test with a decision-making level of  $\alpha = 0.05$ , provided a p-value greater than 0.05, indicating normally distributed data. Data homogeneity was tested using the Levene's test with a significance level of  $\alpha = 0.05$ , provided a p-value greater than 0.05. Next, qualitative data analysis was conducted using thematic analysis based on key topics from the interviews. Quantitative and qualitative data analysis were conducted separately and then integrated for interpretation. The triangulated data complemented each other to generate data from multiple perspectives, resulting in robust and comprehensive conclusions.

### IV. RESULTS

#### A. Impact of the Intervention on Short Story Quality

Normality and homogeneity tests were conducted as prerequisite tests. The results of the normality test showed a significance value of 0.70 in the pretest phase and 0.34 in the posttest phase. These values are greater than the 0.05 significance level. From these values, it can be concluded that creative short story writing ability is normally distributed. The results of the normality test for short story writing ability are presented in Table 2. Furthermore, a homogeneity test was conducted using Levene's test with a significance level of  $\alpha = 0.05$  to ensure homogeneous data before further analysis. The analysis results showed that students' short story writing ability had a significance value of 0.56. This value indicates that the p-value is greater than 0.05, thus concluding that the participants came from a homogeneous population and possessed homogeneous creative short story writing ability. The results of the homogeneity test are presented in Table 3.

TABLE 2  
RESULTS OF THE NORMALITY TEST FOR CREATIVE SHORT STORY WRITING ABILITY

|                | Pretest | Posttest |
|----------------|---------|----------|
| Df             | 249     | 249      |
| Mean           | 86.463  | 86.572   |
| Median         | 87.245  | 87.357   |
| Minimum        | 81.04   | 81.10    |
| Maximum        | 96.04   | 96.05    |
| Std. Deviation | 4.325   | 4.475    |
| Sig.           | .072    | .250     |

TABLE 3  
RESULTS OF THE HOMOGENEITY TEST OF CREATIVE SHORT STORY WRITING SKILLS

|                                      | Levene Statistic | df1 | df2   | Sig. |
|--------------------------------------|------------------|-----|-------|------|
| Based on Mean                        | .586             | 1   | 53    | .456 |
| Based on Median                      | .295             | 1   | 56    | .586 |
| Based on Median and with adjusted df | .296             | 1   | 50.35 | .592 |
| Based on trimmed mean                | .585             | 1   | 57    | .453 |

Descriptive statistical analysis was used to evaluate the average scores during the pretest and posttest phases of essay writing skills. A more detailed assessment was conducted on each aspect, including the appropriateness of the theme to the story content, the completeness of the intrinsic elements, the cohesiveness of the intrinsic elements, the complexity

of the story, and the use of flexible language. The results of the analysis are shown in Table 4. All aspects of short story quality in the experimental group showed better scores than the control group in the posttest phase. To investigate significant variations in the improvement of each aspect of writing skills between the experimental and control groups, a one-way ANCOVA analysis was used. After controlling for pretest scores, Table 5 presents the results of the ANCOVA analysis related to the overall short story writing skills of both groups. The analysis revealed a significant difference between the posttest results of the two groups. The experimental group's score [ $F(1, 65) = 81.63, p < 0.00, \eta^2 = 0.52$ ] indicates that they are better writers than the control group.

TABLE 4  
RESULTS OF DESCRIPTIVE STATISTICAL ANALYSIS OF THE PRETEST AND POSTTEST PHASES

| Writing Aspect                          | Group      | N   | Mean | Std. deviation | Std. error mean |
|-----------------------------------------|------------|-----|------|----------------|-----------------|
| Pre-matching the theme to the content   | Experiment | 125 | 5.65 | 0.59           | 0.17            |
|                                         | Control    | 125 | 5.63 | 0.68           | 0.18            |
| Post- theme suitability with content    | Experiment | 125 | 8.42 | 1.15           | 0.25            |
|                                         | Control    | 125 | 6.74 | 1.24           | 0.24            |
| Pre-completeness of intrinsic elements  | Experiment | 125 | 6.25 | 0.68           | 0.17            |
|                                         | Control    | 125 | 6.14 | 0.82           | 0.19            |
| Post-completeness of intrinsic elements | Experiment | 125 | 8.46 | 0.84           | 0.16            |
|                                         | Control    | 125 | 6.78 | 1.08           | 0.28            |
| Pre-integration of intrinsic elements   | Experiment | 125 | 5.48 | 1.12           | 0.31            |
|                                         | Control    | 125 | 5.74 | 1.24           | 0.30            |
| Post-integration of intrinsic elements  | Experiment | 125 | 8.47 | 1.08           | 0.24            |
|                                         | Control    | 125 | 6.46 | 1.36           | 0.28            |
| Pre-complexity of the story             | Experiment | 125 | 5.38 | 0.69           | 0.16            |
|                                         | Control    | 125 | 5.46 | 0.93           | 0.20            |
| Post-complexity of the story            | Experiment | 125 | 7.46 | 1.36           | 0.27            |
|                                         | Control    | 125 | 6.35 | 1.52           | 0.24            |
| Pre- Local wisdom values                | Experiment | 125 | 5.38 | 0.69           | 0.16            |
|                                         | Control    | 125 | 5.46 | 0.93           | 0.20            |
| Post- Local wisdom values               | Experiment | 125 | 8.46 | 1.40           | 0.34            |
|                                         | Control    | 125 | 6.35 | 1.62           | 0.26            |
| Pre-Language flexibility                | Experiment | 125 | 5.86 | 0.68           | 0.15            |
|                                         | Control    | 125 | 5.75 | 0.85           | 0.20            |
| Post-language flexibility               | Experiment | 125 | 8.48 | 1.35           | 0.26            |
|                                         | Control    | 125 | 6.37 | 1.57           | 0.24            |

TABLE 5  
RESULTS OF ANCOVA ANALYSIS OF DIFFERENCES IN WRITING ABILITY OF THE TWO GROUPS

| Source                               | Type III sum of squares | df | Mean square | F      | Sig. | Partial Eta squared |
|--------------------------------------|-------------------------|----|-------------|--------|------|---------------------|
| Pre-writing performance (Covariates) | 53.24                   | 1  | 53.24       | 184.42 | 0.00 | 0.94                |
| Groups                               | 16.53                   | 1  | 16.53       | 78.52  | 0.00 | 0.51                |

### B. Impact of Intervention on Short Story Creativity

The next analysis was the compositional creativity analysis of students' short stories as a result of the intervention of integrating local wisdom-based digital literature and the "one value, one literary work" technique. The results of the short story compositional creativity analysis are presented in Table 6. The analysis showed that overall short story writing creativity in the experimental group showed a significant increase from the pretest phase with a score of ( $M = 21.54, SD = 4.36$ ) to the posttest with a score of ( $M = 26.86, SD = 5.36$ ),  $t(26) = 5.78, p = 0.000^{***}$ . In detail, each dimension of creativity also showed significant improvement. The fluency dimension experienced a significant increase with pretest scores:  $M = 4.86, SD = 0.98$ ; posttest:  $M = 6.84, SD = 0.98$ ;  $t = 5.86, p = 0.000^{***}$ ). The increase in the fluency dimension is seen in the use of smooth, coherent, and cohesive sentences and paragraphs. Furthermore, the flexibility dimension also increased significantly with a value (Pretest:  $M = 4.68, SD = 0.75$ ; Posttest:  $M = 6.78, SD = 0.94$ ;  $t = 5.72, p = 0.000^{***}$ ). The increase in the flexibility dimension is seen in the use of more varied language, the use of flexible local wisdom values in each story. The increase in the originality dimension is seen in creative and unpredictable story ideas, resulting in a complex and creative storyline. The increase in the originality dimension shows a value (Pretest:  $M = 4.58, SD = 0.68$ ; Posttest:  $M = 6.84, SD = 0.98$ ;  $t = 6.58, p = 0.000^{***}$ ). The elaboration dimension also showed a significant increase (Pretest:  $M = 4.74, SD = 0.75$ ; Posttest:  $M = 7.45, SD = 0.92$ ;  $t = 6.85, p = 0.000^{***}$ ). The increase in the elaboration dimension was evident in the ability to express ideas using complex language and the complexity of each story sequel. The sensitivity dimension also increased (Pretest:  $M = 4.76, SD = 0.74$ ; Posttest:  $M = 6.74, SD = 0.88$ ;  $t = 5.62, p = 0.000^{***}$ ). The increase in the sensitivity dimension was evident in the adjustment of local wisdom values to the short story theme. From the analysis of each creativity dimension, it can be concluded that the integration of local wisdom-based digital literature and the one value per work technique significantly increased short story creativity.

TABLE 6  
RESULTS OF THE PAIRED T-TEST FOR SHORT STORY COMPOSITION CREATIVITY

|             | N   | Pretest |      | Posttest |      | t     | df  | p       | ES   |
|-------------|-----|---------|------|----------|------|-------|-----|---------|------|
|             |     | M       | SD   | M        | SD   |       |     |         |      |
| Fluency     | 250 | 4.64    | .92  | 6.84     | .98  | -5.86 | 249 | .000*** | .92  |
| Flexibility | 250 | 4.68    | .75  | 6.78     | .94  | -5.72 | 249 | .000*** | .99  |
| Originality | 250 | 4.58    | .68  | 6.84     | .98  | -6.58 | 249 | .000*** | 1.20 |
| Elaboration | 250 | 4.74    | .75  | 7.45     | .93  | -6.85 | 249 | .000*** | 1.12 |
| Sensitivity | 250 | 4.76    | .74  | 5.86     | .88  | -6.74 | 249 | .000*** | .99  |
| Total       | 250 | 21.54   | 4.36 | 26.86    | 5.36 | -5.78 | 249 | .000*** | 1.12 |

### C. Students' Perspectives on the Creative Short Story Writing Instructional Design

The previous quantitative analysis demonstrated that the intervention improved the quality of short story writing and creativity. A qualitative analysis was then conducted to strengthen the quantitative findings. The qualitative analysis was conducted thematically, focusing on the intervention's contribution, the intervention's instructional design features, the intervention's constraints, and the experiences that differed from previous instruction. Interview analysis findings indicated that the intervention significantly contributed to the quality of short story writing and creativity. Further findings revealed that the creative short story writing instructional design possessed several features that students perceived as significantly contributing to their short story writing skills. Furthermore, interviews revealed challenges during the intervention process. Several students also shared varying experiences while participating in the digital literature intervention based on local wisdom and the "one value, one literary work" technique. For more details, the following is a detailed explanation of the following interview excerpts based on the aspects revealed above.

The first aspect is the contribution of the creative short story writing instructional design using digital literature based on local wisdom and the "one value, one literary work" technique. Students felt the intervention contributed to improving their creative thinking skills, understanding the local wisdom values contained in short stories, designing short story outlines, and writing them. Below are some excerpts from student interviews that illustrate the contributions they experienced.

*"Digital literature based on local wisdom and the one-value-one-work technique encouraged me to think creatively in designing the intrinsic elements of short stories. For example, I got ideas for characters and plots that were difficult to predict from digital literature".*

*"I learned many lessons about local wisdom values from various short stories I found on digital literature platforms such as Storial, Noveltoon, Penana, and KaryaKarsa. These local wisdom values broadened my knowledge and gave me the skills to incorporate these values into the short stories I wrote".*

*"Teaching literature using the one value, one literary work technique also gave me the ability to analyze and determine the local wisdom values contained in short stories. Furthermore, this technique helped me understand various local wisdom values and empowered me to instill them in the short stories I produced".*

The next aspect is an analysis of the intervention features of the creative short story writing instructional design using digital literature and the "one value, one literary work" technique. Several students revealed several features that significantly contributed to the quality of their short story writing and creativity. Here are some student quotes that reveal the benefits of the instructional design features.

*"Digital literature features, such as online discussions and feedback, gave me various creative ideas I hadn't previously considered, which I can use to improve the quality of my short stories".*

*"The 'one value, one literary work' technique, which provides students with the opportunity to analyze local wisdom values, enables me to analyze local wisdom values in short stories, differentiate local wisdom values, and embed these local wisdom values into the intrinsic elements of my short stories".*

*"Another very important feature of several digital literature platforms is the literary sales feature, which gives students the opportunity to sell their writing through the platform while simultaneously utilizing their writing skills for entrepreneurship. This feature makes me more enthusiastic about writing short stories and improves the quality of my short stories".*

The next analysis focuses on intervention barriers based on interviews with the experimental group. Several students revealed several challenges during the process of teaching creative writing short stories using digital literature and the "one value, one literary work" technique, namely signal issues and a lack of thorough understanding of platform operations. The following are excerpts from student opinions that reveal challenges during the creative writing teaching process:

*"I sometimes have difficulty accessing the digital literature platform because the signal strength is weak, so I have to try again when opening the platform".*

*"My uploaded writing sometimes changes format because I forget to save it. Using the digital literature platform requires me to be meticulous and remember to save my writing on the platform".*

Further analysis was conducted on students' perspectives on the different experiences they had during the intervention process compared to previous teaching sessions. Several students revealed several new learning experiences during the intervention. The following are excerpts from student interviews that reveal their learning

experiences during the intervention. "I gained a new experience from teaching creative writing using a digital literature platform. The instructor gave students the opportunity to sell their writing on one of these platforms and learn entrepreneurship through short story writing".

*"The experience of analyzing local wisdom values and distinguishing them was a new experience for me in learning creative short story writing. Through this experience, I learned that each short story has local wisdom values and how to integrate them into short story writing".*

*"The design of the short story outline made it easier and more creative for me to develop my short story writing. The instructor guided me in designing the outline based on intrinsic elements and facilitated access to the digital literature platform".*

Overall, student responses to the creative writing intervention using the digital literature platform and the one value, one literary work technique were positive. This creative short story writing instructional design significantly contributed to the quality of students' short story writing and creativity. Furthermore, they were given the opportunity to optimize their short story writing skills in the field of digital entrepreneurship. So, it can be concluded that the results of the qualitative analysis complement the quantitative findings which confirm that this creative writing teaching design intervention is able not only to improve the quality of short story writing, but also to increase the creativity of short story writing.

## V. DISCUSSION

The purpose of this study was to investigate the impact of integrating a digital literature platform based on local wisdom and the "one value, one literary work" technique on the quality of short story writing and creativity. The findings indicate that this intervention improved the quality of short story writing. This improvement occurred because the instructional design, which integrated digital literature based on local wisdom and the "one value, one literary work" technique, facilitated students' understanding of good short story writing. Through several literary platforms, students were given the opportunity to become familiar with various types of short stories with diverse local wisdom values. Through this introduction, students also gained an understanding of the structure and structure of short story outlines. The improvement in short story quality was evident in several indicators, including the appropriateness of the theme to the content, the completeness of the intrinsic elements, the cohesion of the intrinsic elements, the complexity of the story, and the flexibility of the language. This finding supports previous studies that demonstrated that digital literature learning facilitates students' understanding of various types of literary works, thus enhancing their knowledge in short story writing (Gerkens, 2024; Healey, 2025). This finding also aligns with literary learning theory, which suggests that students' understanding of literature can be enhanced through the presentation of various types of literary works and hands-on practice in creating them (Celik, 2025; Sun, 2024).

The next finding is the integration of the one value, one literary work technique in the teaching design provides a significant contribution to the ability to analyze local wisdom values and the ability to instill local wisdom values in short stories. The one value, one literary work technique promotes the introduction of local wisdom values through creative short story writing. The ability to analyze local wisdom values on the platform and instill local wisdom values in the short stories they produce in students increases because the one value, one literary work technique encourages students to find the most dominant values. Students are given the opportunity to analyze local wisdom values that intensively appear in short stories. This finding is in accordance with the theory that the one value, one literary work technique is considered effective in introducing local wisdom values to students through creative writing (Iyamuremye et al., 2024; Wendimu & Gebremariam, 2024). Knowledge of local wisdom values also encourages creative thinking skills in producing short story writing. Determining local wisdom values influences the intrinsic elements in it, for example the plot, character traits, and settings of the short story, this is what drives students' creative ideas in writing short stories (Sun, 2024; Zebracki et al., 2025). This finding is further supported by a previous study, which showed that instilling local wisdom values in short story writing lessons can stimulate students' creative thinking, leading to the production of creative short stories (Kirca & Baktir, 2024; Nursalam et al., 2024). Furthermore, instilling creative values in short stories can also improve the quality of short story writing, leading to more meaningful messages.

The next finding is that the creative writing instructional design integrated with digital literature platforms and the value of one value for one literary work can improve short story creativity. This increase in short story creativity is due to several features in the creative writing instructional design, including easy and unlimited access to resources with various types of short stories through various digital literature platforms and the "one value, one literary work" technique that encourages students to discover the values of local wisdom contained in short stories. The increase in short story creativity is evident in all dimensions of creativity, namely the dimensions of Fluency, Flexibility, Originality, Elaboration, and Sensitivity. The increase in the fluency dimension is evident in the use of sentences and paragraphs that are smooth, coherent, and cohesive. The increase in the flexibility dimension is evident in the use of more varied language, the flexible use of local wisdom values in each story. The increase in the originality dimension is evident in creative and unpredictable story ideas that produce complex and creative storylines. The increase in the elaboration dimension is evident in the ability to express ideas with complex language and the complexity of each story sequel. The increase in the sensitivity dimension is evident in the adjustment of local wisdom values to the short story theme. This finding is supported by the theory of literary learning that digital literary platform technology can not only

improve the quality of short story writing but also enhance short story creativity (Jing, 2023; Zhang et al., 2023). This finding is reinforced by a previous study, which showed that digital literary platform technology can enhance students' literary writing creativity (Hollis, 2023; Hrastinski, 2025). Furthermore, another study also confirmed that the "one value, one literary work" technique can improve the ability to analyze local wisdom values and instill these values in literary writing (Calafato, 2024; Crystal et al., 2024).

The qualitative findings revealed several important aspects, including the first aspect, the contribution of the creative short story writing instructional design using local wisdom-based digital literature and the "one value, one literary work" technique. Students perceived the intervention's contribution to improving their creative thinking skills, understanding local wisdom values contained in short stories, designing short story outlines, and writing them. The next aspect involved an analysis of the intervention features of the creative short story writing instructional design using digital literature and the "one value, one literary work" technique. Several students identified features that significantly contributed to short story writing quality and creativity. Further analysis focused on the barriers to the intervention, derived from interviews with the experimental group. Further analysis was conducted on students' perspectives on the different experiences gained during the intervention process compared to previous teaching. These different experiences included digital entrepreneurship through a digital literature platform, analyzing local wisdom values, distinguishing and integrating them into short story writing, and designing a short story framework that made things easier for me. These findings are supported by previous studies showing that the integration of digital literature platform technology and literature learning techniques can optimize students' literary writing potential through a supportive learning environment (Barwasser et al., 2025; Dixon & Cox, 2025). The digital learning environment's most significant contribution to the learning process, learning experience, and outcomes was deemed more optimal and effective (Shen & Chen, 2025; Kiziltaş & Kultas, 2025). The combination of conventional learning techniques and digital technology in literature learning can encourage the emergence of creative ideas, enabling students to think creatively in producing creative and high-quality short stories.

## VI. CONCLUSION

The integration of a local wisdom-based digital literature platform and the "one value, one literary work" technique in literature teaching can improve the quality of short story writing and creativity. Improved short story quality is evident in several aspects, including the appropriateness of the theme to the content, the completeness of the intrinsic elements, the cohesion of the intrinsic elements, the complexity of the story, and the flexibility of the language. Improved short story writing creativity is evident across all dimensions: fluency, flexibility, originality, elaboration, and sensitivity. Improved fluency is evident in the use of fluent, coherent, and cohesive sentences and paragraphs. Improved flexibility is evident in the use of more varied language and the flexible use of local wisdom values in each story. Improved originality is evident in creative and unpredictable story ideas, resulting in complex and creative storylines. Improved elaboration is evident in the ability to express ideas using complex language and the complexity of each story's sequel. Improved sensitivity is evident in the alignment of local wisdom values with short story themes. Thus, it can be concluded that the integration of the use of digital literary platforms and the one value, one literary work technique is not only able to improve the quality of short stories, but also able to increase the creativity of short stories. In addition, this intervention is also able to improve the ability to analyze local wisdom values in short stories. This study implies that the use of technology and conventional methods in teaching literature can optimize students' creative writing skills. Competence improvement is not only in the quality of the writing but also in the creativity of the writing results. This study has several limitations, including the use of technology focused on the type of digital literary platform, the literary works used are only one type, namely short stories, the measurement of creative writing competency is only focused on quality and creativity, only involved samples at the tertiary level, the analysis has not considered gender variables. Based on these limitations, the researcher recommends several suggestions for further studies, including the technology used can be combined between GenAI and platforms or with Web-based, the literary works that are targeted need to be tried on other types, such as poetry, the measurement of creative writing competency needs to be expanded in terms of indicators, the samples involved must be more varied, for example involving high school and college levels, and gender variables need to be considered which may influence creative writing competency.

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