

SCIENTIFIC APPROACH USING WATTPAD IN SHORT STORY ANALYSIS LEARNING

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ABSTRACT

This study was motivated by the low level of students' interest and participation in Indonesian language learning, particularly in activities related to analyzing the intrinsic elements of short stories. The learning process tended to be monotonous and lacked the use of digital media that is relevant to students' daily lives. The purpose of this research is to describe the learning activities involved in analyzing the intrinsic elements of short stories through the application of a scientific approach using Wattpad as a medium, as well as to examine its effectiveness in improving students' analytical abilities. The research employed a quantitative method with a quasi-experimental approach, utilizing a Nonequivalent Control Group Design. The population consisted of all eleventh-grade students of SMA Negeri 1 Sukagumiwang in the 2024/2025 academic year, with two classes selected as samples: class XI-9 as the experimental group (scientific approach + Wattpad) and class XI-8 as the control group (conventional discussion). Data collection techniques included observation and testing (pretest-posttest). The findings revealed that teacher and student activities in the experimental class were categorized as very good, with an average active participation rate of 78.8%. The mean posttest score of the experimental class (85.26) was higher than that of the control class (76.83). The t-test result showed $t_{hit} = 4.845$ with a significance value of $0.00 < 0.05$, indicating that the implementation of the scientific approach using Wattpad was effective in enhancing students' ability to analyze the intrinsic elements of short stories.

Keywords: Scientific Approach, Wattpad Media, Short Story Analysis, Indonesian Language Learning

INTRODUCTION

Language plays a vital role in human life as it serves as the primary medium for communication, thought, and the expression of ideas. Through language, humans are able to interact and build civilization. In the context of education, language functions not only as a means of communication but also as a tool for the development of knowledge, values, and national culture (Anzhar & Madradillah, 2017). Therefore, language learning, particularly Indonesian language instruction, holds a strategic position in shaping students' literacy competencies so that they can comprehend and express ideas critically, logically, and creatively.

Indonesian language learning encompasses four core skills: listening, speaking, reading, and writing. These skills are closely interrelated and form the foundation of language learning (Dewi et al., 2019). Among them, reading and writing skills, especially in the context of literary analysis, play an essential role in training students to think critically and reflectively. One form of learning that requires analytical thinking skills is the analysis of intrinsic elements in short stories. Through this activity, students are trained to understand the structure, meaning, and moral values contained in literary texts, thereby developing their appreciation and reasoning skills toward literature (Maryanti et al., 2019).

However, preliminary observations conducted at SMA Negeri 1 Sukagumiwang indicate that Indonesian language learning, particularly in the area of short story analysis, remains conventional. The learning process is dominated by lectures and textbook assignments, with minimal innovation in the use of digital media. As a result, students tend to be passive, less enthusiastic, and struggle to identify intrinsic elements such as theme, character, and plot. According to the Indonesian language teacher, most students merely memorize literary theories without truly understanding their application in texts (Imron, 2020). This situation highlights the need for a more contextual, engaging, and interactive learning strategy.

One alternative to address this issue is the implementation of the scientific approach, which emphasizes active student engagement through the stages of observing, questioning, experimenting, reasoning, and communicating (Hosnan, 2014). This approach directs students to acquire knowledge in a scientific and reflective manner rather than passively receiving information from the teacher. The scientific approach aligns with the principles of the Merdeka Curriculum, which promotes experiential learning and the development of higher-order thinking skills (Hananingsih et al., 2020). For instance, research published in *Jurnal Algebra* demonstrated that the application of the scientific approach through the Problem-Based Learning model effectively improved fourth-grade students' mathematics learning outcomes (Putri, 2021).

For the scientific approach to be implemented effectively, it requires the support of learning media that align with the characteristics of 21st-century learners. In this regard, Wattpad emerges as a promising technology-based learning medium. Wattpad is a digital literacy platform that enables users to read and write various literary works online. It can be utilized as an engaging learning resource that resonates with today's digitally oriented students (Putri, 2019). By using Wattpad, students can interact directly with literary texts, discuss story meanings, and creatively express their responses in writing.

Previous studies have shown that the use of Wattpad in learning can enhance students' motivation and literacy skills. Aulia, Triyadi, and Setiawan (2021) found that the use of Wattpad effectively improved middle school students' ability to write drama texts due to its interactive and easily accessible features. Similarly, Imron (2020) demonstrated that Wattpad increased vocational students' ability to read short stories by enhancing their reading interest and comprehension. Furthermore, research published in *Jurnal Algebra* has also developed learning materials based on the scientific approach, such as the construction of scientifically validated constructivist-based student worksheets (Azzahra, Nurmawati, & Rakhmawati, 2021). The combination of the scientific approach and digital media such as Wattpad is believed to foster an active, collaborative, and contextual learning environment.

Based on the aforementioned discussion, it can be concluded that the application of a scientific approach assisted by Wattpad media holds significant potential for improving students' ability to analyze intrinsic elements of short stories. This combination allows learning to focus not only on cognitive aspects but also on affective and psychomotor dimensions. Therefore, this study aims to: (1) describe the learning activities of analyzing short story intrinsic elements through the scientific approach assisted by Wattpad, and (2) examine the effectiveness of this approach in enhancing the analytical abilities of eleventh-grade students at SMA Negeri 1 Sukagumiwang during the 2024/2025 academic year.

RESEARCH METHODS

This study employed a quantitative approach with a quasi-experimental design, as it aimed to examine the effectiveness of implementing the scientific approach using Wattpad media in learning to analyze the intrinsic elements of short stories. The quantitative approach was chosen to obtain empirical numerical data that could be statistically processed to determine differences in learning outcomes between the experimental and control classes (Sugiyono, 2019).

The research design adopted was a Nonequivalent Control Group Design, involving two pre-existing groups. Class XI-9 was designated as the experimental group, which received treatment through the implementation of the scientific approach assisted by Wattpad media, while Class XI-8 served as the control group, which was taught using conventional learning methods. This design was selected because it allows for the comparison of learning outcomes between groups without full randomization (Hidayat, 2020).

The population of the study consisted of all eleventh-grade students of SMA Negeri 1 Sukagumiwang in the 2024/2025 academic year, totaling 216 students. The sampling technique used was purposive sampling, considering the equivalence of students' abilities and digital access facilities. The selected sample consisted of 54 students, with 27 students assigned to the experimental class and 27 students to the control class.

The research instruments included observation sheets for teacher and student activities and a learning achievement test administered as both a pretest and posttest. The test items were developed based on indicators of students' ability to analyze the intrinsic elements of short stories, while the observation sheets were used to assess students' activeness during the learning process. The content validity of the instruments was reviewed by experts in language education, and their reliability was tested using Cronbach's Alpha formula (>0.70), indicating that the instruments were reliable (Arikunto, 2020).

Data were analyzed using descriptive and inferential statistics with the assistance of SPSS version 25. Descriptive analysis was applied to describe learning activities, whereas inferential analysis employed the independent samples t-test to determine the difference in learning outcomes between the two groups and the N-Gain test to assess the level of improvement in students' abilities. The significance level was set at 0.05, where a result of $\text{sig.} < 0.05$ indicated a statistically significant difference (Putri, 2021; Azzahra et al., 2021).

RESULTS AND DISCUSSION

This section presents the research findings obtained through classroom observation and students' learning achievement tests. The analyzed data include the activities of teachers and students during the implementation of the scientific approach assisted by Wattpad, as well as the improvement of students' ability to analyze the intrinsic elements that construct a short story.

Result

Observation Results of Teacher Activities

Observation of teacher activities was conducted to assess the extent to which the stages of the scientific approach were implemented during the learning process in the experimental class. The observation was carried out over four meetings, with indicators covering the introductory, core, and closing activities of the lesson.

Table 1. Observation Result of Teacher Activities

Observed Aspect	1	2	3	4	5	6	7	8	9	10	Total Score	Value (%)	Category
Score	5	5	5	5	5	5	5	5	4	4	48	96	Excellent

Table 1 presents the results of observations on teacher activities during the implementation of the scientific approach using Wattpad media in the experimental class. Ten aspects were observed, including the ability to open the lesson, deliver learning objectives, manage the classroom, present materials, use instructional media, provide motivation, manage discussions, give feedback, offer reinforcement, and close the lesson. Across all these aspects, the teacher achieved a total score of 48 with a percentage of 96%, which falls into the "Excellent" category.

This score indicates that the teacher successfully implemented all stages of the scientific learning approach effectively and consistently. The teacher demonstrated proficiency in carrying out

the five stages of the scientific approach — observing, questioning, experimenting, reasoning, and communicating — ensuring that the learning process was interactive and well-structured. For instance, in the “observing” stage, the teacher guided students to read short stories via Wattpad; while in the “reasoning” and “communicating” stages, the teacher facilitated analytical discussions on intrinsic elements and encouraged students to present their findings. The high level of implementation shows that the teacher effectively fulfilled the role of a facilitator (Hosnan, 2014).

Overall, the observation results emphasize that the success of the scientific approach largely depends on the teacher’s preparedness and competence in designing and managing learning activities. Teachers who are active, communicative, and innovative in integrating digital media can create engaging learning environments that foster student participation. These findings are consistent with Hasyim et al. (2019), who argue that teachers with strong classroom management skills enhance the effectiveness of scientific approach implementation. Therefore, the 96% score reflects that the teacher not only implemented the scientific approach effectively but also adapted instructional strategies to meet 21st-century learning needs through the use of Wattpad media.

Observation Results of Student Activities

The observation of student activities was conducted to assess their engagement during the learning process of analyzing the intrinsic elements of short stories through the implementation of a scientific approach supported by Wattpad media. The observation was carried out by Abdul Malik as the observer, using a Likert scale-based assessment sheet (1–5) for all students in the experimental class. The five main aspects observed corresponded to the stages of the scientific approach: observing, questioning, collecting information, processing information, and communicating. The following is a recap of the observation results of student activities in the experimental class.

Table 2. Observation Results of Student Activities in the Experimental Class

No	Aspek Aktivitas	Jumlah Siswa				Rata-rata (%)	Kategori
		Skor 5	Skor 4	Skor 3	Skor 2-1		
1	Mengamati	18	8	3	1	85%	Sangat Baik
2	Menanya	8	7	6	9	76%	Baik
3	Mengumpulkan Informasi	16	10	1	3	84%	Sangat Baik
4	Mengolah Informasi	14	8	6	2	80%	Baik
5	Mengomunikasikan	6	9	7	8	72%	Cukup Baik
Rata-rata Keseluruhan		–	–	–	–	79%	Sangat Baik

Overall, student activity during the learning process using the scientific approach supported by Wattpad media showed excellent results, with an average score of 79%. The most dominant activities were observed during the “observing” and “collecting information” stages, while the “communicating” stage still required improvement, particularly in enhancing students’ confidence to speak in front of the class. These results indicate that Wattpad media effectively increased students’ participation and learning motivation, consistent with the findings of Aulia, Triyadi, and Setiawan (2021), who stated that the use of digital platforms in literature learning promotes active student engagement in text analysis activities.

Students’ Learning Achievement Test Results

Students’ ability to analyze the intrinsic elements of short stories was measured through tests consisting of a pretest and posttest administered to both the experimental and control classes. These data were used to assess the improvement in learning outcomes and the effectiveness of implementing the scientific approach assisted by Wattpad.

Table 3. Average Pretest and Posttest Scores

Class	Average Pretest	Average Posttest	Difference (Δ)
Experimental	72.11	85.26	+13.15
Control	71.74	76.83	+5.09

The table above shows a comparison of the average pretest and posttest scores between the experimental and control classes. Before the treatment, both groups had relatively balanced initial abilities, with the experimental class scoring an average pretest of 72.11 and the control class 71.74, a difference of only 0.37 points. This equality in initial scores indicates that both groups had comparable baseline abilities in analyzing the intrinsic elements of short stories, so any difference in

the results after the treatment can be attributed to the application of different learning approaches (Sugiyono, 2019).

After the treatment, the average posttest score of the experimental class increased to 85.26, while the control class only reached 76.83. This means there was an increase of 13.15 points in the experimental class, much higher than the 5.09-point increase in the control class. These results indicate that implementing the scientific approach assisted by Wattpad media had a positive impact on students' ability to analyze the intrinsic elements of short stories. Students in the experimental class were more active in reading, discussing, and interpreting the stories in depth, following the scientific stages: observing, questioning, experimenting, reasoning, and communicating (Hosnan, 2014).

The greater score improvement in the experimental class also reflects the effectiveness of Wattpad as a contextual and engaging digital medium. By reading literary texts through Wattpad, students experienced a more interactive learning process aligned with their interest in technology. This finding is consistent with studies by Putri (2019) and Aulia et al. (2021), which state that digital media such as Wattpad can enhance learning motivation and deepen understanding of literary texts. Thus, the data in Table 3 reinforce the finding that integrating the scientific approach with Wattpad media creates meaningful, innovative, and effective learning that improves students' learning outcomes.

Normality and Homogeneity Tests

Before conducting the hypothesis test, the data were first subjected to normality and homogeneity tests to ensure that the data distribution met the assumptions for parametric statistical analysis.

Table 4. Normality Test Results (Shapiro-Wilk)

Class	Sig. Pretest	Sig. Posttest	Description
Experimental	0,071	0. 109	Normally Distributed
Control	0. 074	0. 109	Normally Distributed

Based on the output of the Shapiro–Wilk normality test in Table 4.8, the significance (Sig.) value of the pretest data for the experimental class was 0.071 and for the control class was 0.074. This means that the pretest significance values for both classes were greater than 0.05. Furthermore, the Sig. value for the posttest of both the experimental and control classes was 0.109, which is also greater than 0.05. Therefore, it can be concluded that the data obtained from the pretest and posttest are normally distributed.

Table 5. Results of Pretest Homogeneity Test (Levene's Test)

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	,007	1	58	0,932

Based on the output shown in the table above, the Sig. value Based on Mean of the pretest data for analyzing the intrinsic elements of short stories was $0.93 > 0.05$. This indicates that the pretest data on students' ability to analyze the intrinsic elements of short stories in both the experimental and control classes are homogeneous. The following is the homogeneity test for the posttest results of the experimental and control classes.

Table 6. Results of Posttest Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	3,834	1	58	,055

Based on the output shown in the table above, the Sig. value Based on Mean of the posttest data for analyzing the intrinsic elements of short stories was $0.055 > 0.05$. This means that the posttest data on students' ability to analyze the intrinsic elements of short stories in both the experimental and control classes are homogeneous.

Hypothesis Testing (Independent Sample T-Test)

The Independent Sample T-Test is a statistical test used to measure the difference in test results between two samples (the experimental class and the control class). This test is necessary to

determine which hypothesis is accepted in this study. The hypotheses formulated in this research are as follows:

H_1 : The implementation of the scientific approach using Wattpad media in learning to analyze the intrinsic elements of short stories among grade XI students of SMAN 1 Sukagumiwang in the 2024/2025 academic year is effective.

H_0 : The implementation of the scientific approach using Wattpad media in learning to analyze the intrinsic elements of short stories among grade XI students of SMAN 1 Sukagumiwang in the 2024/2025 academic year is not effective.

The results of the Independent Sample T-Test can be seen in the table below.

Table 7. Independent Samples t-test Results

Groups Compared	t-value	df	Sig. (2-tailed)	Description
Experimental & Control	4.845	58	0.000	Significant

Decision Criteria

- 1) If the Sig. value < 0.05 , the data are considered significant and H_0 is rejected.
- 2) If the Sig. value > 0.05 , the data are considered not significant and H_0 is accepted.

Based on the statistical calculation results using the independent sample t-test on the posttest data, the obtained t value is 4.845 with a Sig. (2-tailed) value of $0.00 < 0.05$, indicating that the data are significant. This shows that H_1 is accepted. Therefore, the null hypothesis (H_0), which states that the application of the scientific approach using Wattpad media is not effective in learning to analyze the intrinsic elements of short stories among grade XI students of SMAN 1 Sukagumiwang in the 2024/2025 academic year, is rejected.

Thus, H_1 is accepted, and the researcher concludes that the application of the scientific approach using Wattpad media in learning to analyze the intrinsic elements of short stories among grade XI students of SMAN 1 Sukagumiwang in the 2024/2025 academic year is effective. Based on the test results, there is a significant difference in students' abilities. The students in the experimental class achieved an average score of 85.26, which is higher than the control class, which did not use the scientific approach with Wattpad media and only achieved an average score of 76.83.

Discussion

Effectiveness of the Learning Process

Based on the results of observation and analysis of the learning process, the implementation of the scientific approach assisted by Wattpad media proved to be more effective than conventional learning using the group discussion method. This effectiveness was evident from the active engagement of students during learning activities, particularly in scientific stages such as observing, questioning, collecting information, processing information, and communicating analytical results. Students could access short story texts through the Wattpad application using their personal devices, making the learning process more independent and contextual. This finding reinforces Wahyuni's (2022:6) argument that the scientific approach positions students as the center of learning activities and encourages their active participation in scientific thinking and action.

In addition, the ease of access and flexibility of Wattpad allowed students to select stories according to their interests, which enhanced motivation and engagement in learning. This finding aligns with Khoirani (2023:39), who stated that Wattpad is a user-friendly digital literacy medium offering a wide variety of reading materials, enabling students to learn according to their preferences. However, the use of Wattpad also presents limitations, such as the presence of advertisements or age-inappropriate content. Therefore, teachers must curate and supervise content during the learning process.

Conversely, the control class that used the group discussion method with printed books also showed some advantages, such as fostering collaboration and the ability to express opinions. However, the limited variety of texts and the dominance of certain students led to unequal participation. In comparison, Wattpad-based learning better facilitated independent thinking and the development of individual analytical skills, while the group discussion method tended to emphasize cooperation without deeply exploring intrinsic elements of the text.

Comparison of Initial Ability (Pretest)

The pretest results showed that the initial abilities of students in the experimental and control classes were relatively balanced. The average pretest score of the experimental class was 75.36 (good category), while that of the control class was 73.43 (fair category). This small difference indicates that both groups had nearly the same initial ability before the treatment. Therefore, the improvement in

learning outcomes after the treatment can be considered a direct effect of applying the scientific approach using Wattpad media rather than differences in students' prior abilities.

Most students in the experimental class fell into the good to excellent categories, with 66.7% scoring above 74. This result indicates that, even at the beginning of the learning process, students already had a basic understanding of the intrinsic elements of short stories. Such readiness supports the smooth implementation of the scientific approach because students already possessed sufficient learning preparedness.

Improvement in Learning Outcomes (Posttest)

The posttest results revealed a significant improvement in the experimental class after applying the scientific approach assisted by Wattpad. The students' average score increased to 85.26 (excellent category), with 80% of students achieving an excellent category and none falling into the poor category. In contrast, the control class using the group discussion method reached an average score of only 76.83 (good category), with 23.3% of students still in the fair to poor categories.

This difference shows that using Wattpad media successfully improved students' understanding of the intrinsic elements of short stories, as the learning process became more contextual and engaging. Wattpad allowed students to interact directly with digital literary texts that were closer to their everyday experiences. This finding aligns with Putri's (2021) study in *Jurnal Algebra*, which emphasized that integrating digital media into the scientific learning model can enhance students' learning outcomes by providing an interactive and relevant learning experience.

The improvement in learning outcomes also indicates that the scientific approach fosters students' critical and analytical thinking skills. During the "reasoning" and "communicating" stages, students were required to interpret the intrinsic elements of the story in depth and present their analyses argumentatively. This finding is consistent with Noripansyah's (2021:1594) view that the scientific approach helps students construct knowledge through systematic and reflective thinking processes, although it requires intensive teacher supervision, especially in large classes.

Overall Interpretation and Implications

Overall, this study demonstrates that the scientific approach assisted by Wattpad has a significant positive effect on students' learning outcomes. The average score increase of +9.1 points between the experimental and control classes, along with the significant t-test result (sig. 0.000 < 0.05), confirms the effectiveness of this learning method. This proves that digital technology-based learning, such as Wattpad, can be effectively integrated into Indonesian language learning to enhance students' literary literacy skills.

From a pedagogical perspective, these findings imply the need for a transformation of literature learning from conventional methods to digital-interactive models. Teachers should utilize digital media to create more engaging learning experiences suited to the characteristics of the digital generation. Furthermore, the use of the scientific approach strengthens students' critical, collaborative, and communicative thinking skills.

Synthesis with Previous Findings

The findings of this study are consistent with those of Azzahra, Nurmawati, and Rakhmawati (2021) in *Jurnal Algebra*, who reported that a combination of constructivist and scientific models can enhance students' independence and analytical thinking skills. Similarly, Hananingsih et al. (2020) found that the stages of the scientific approach promote active interaction and increase students' learning motivation through scientific reasoning processes. Thus, this study confirms that implementing the scientific approach supported by Wattpad media is effective not only in improving learning outcomes but also in shaping active, reflective, and creative learning patterns among students.

CONCLUSIONS

The learning of analyzing intrinsic elements of short stories using the scientific approach assisted by Wattpad media has proven effective in improving students' abilities to understand and elaborate on the intrinsic elements of short stories, such as theme, moral message, characters, characterization, point of view, plot, setting, and language style. This is evident from the posttest scores of the experimental class, which were higher than those of the control class. The comparison of learning outcomes between the experimental and control classes shows a significant difference. The posttest results of students in the experimental class, who received the scientific approach assisted by

Wattpad, had an average score of 85.26, while the control class using the group discussion model only achieved an average score of 76.83. During the learning process, students in the experimental class appeared more active and engaged in learning activities, such as observing short stories, asking questions, gathering information from Wattpad texts, analyzing, and collaboratively presenting their discussion results. The teacher also played an active role as a facilitator, guiding students through each stage of the scientific approach. These activities contributed to creating a learning environment that was both engaging and meaningful.

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