



Writing Inspirational Stories: A Needs Analysis of Prospective Indonesian Language Teacher Students

(Menulis Cerita Inspiratif: Analisis Kebutuhan Mahasiswa Calon Guru Bahasa Indonesia)

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Abstract: The ability to write inspirational stories constitutes an essential aspect of the pedagogical competence of prospective Indonesian language teachers. However, empirical evidence indicates that this type of narrative writing has not received sufficient attention within teacher education curricula, resulting in various internal and external challenges. This study aims to provide an in-depth needs analysis by examining the barriers, opportunities, challenges, and instructional model development encountered by prospective Indonesian language teachers in writing inspirational stories. Employing a qualitative descriptive-narrative approach, data were collected through in-depth interviews, participant observation, and document analysis involving students of an Indonesian Language Education program at a public university in Indonesia. The findings reveal that the primary barriers stem from low self-efficacy, limited philosophical understanding of the concept of “inspirational,” and insufficient engagement in reflective writing practices during their academic training. Meanwhile, opportunities emerge through experience-based training, creative mentoring, and the implementation of storytelling practices in authentic contexts. The major challenge lies in the misalignment between professional practice demands and curriculum design, which tends to prioritize academic aspects over practical competencies. Therefore, the development of an instructional model for teaching writing is necessary to produce high-quality and meaningful texts. The study concludes that the most significant challenge is not merely technical, but rather rooted in prospective teachers’ limited conceptual understanding of the educational function of narratives. This study contributes theoretically to the development of a narrative framework in teacher education and offers practical implications through the integration of storytelling into the curriculum and training programs for prospective Indonesian language teachers.			
Keywords	Challenges, Inspirational Narrative Writing, Instructional model development, Learning barriers, Opportunities, Pre-service teachers		
Abstrak: Kemampuan menulis cerita inspiratif merupakan aspek penting dalam pengembangan kompetensi pedagogik calon guru Bahasa Indonesia. Namun, realitas di lapangan menunjukkan bahwa penulisan naratif jenis ini belum mendapat perhatian serius dalam kurikulum pendidikan guru, sehingga menimbulkan sejumlah hambatan baik secara internal maupun eksternal. Penelitian ini bertujuan untuk mendeskripsikan secara mendalam analisis kebutuhan mahasiswa berupa hambatan, peluang, tantangan, dan pengembangan model pembelajaran yang dihadapi oleh calon guru Bahasa Indonesia dalam menulis cerita inspiratif. Menggunakan pendekatan kualitatif deskriptif-naratif, data diperoleh melalui teknik wawancara mendalam, observasi partisipatif, dan dokumentasi tertulis terhadap mahasiswa program studi pendidikan Bahasa Indonesia di salah satu perguruan tinggi negeri di Indonesia. Temuan menunjukkan bahwa hambatan utama berasal dari rendahnya self-efficacy, kurangnya pemahaman filosofis terhadap makna “inspiratif”, serta minimnya praktik menulis reflektif selama masa perkuliahan. Sementara itu, peluang muncul melalui pelatihan berbasis pengalaman, mentoring kreatif, dan praktik storytelling dalam konteks lapangan. Tantangan utama berkaitan dengan ketidaksesuaian antara kebutuhan praktik profesional dan desain kurikulum yang cenderung mengedepankan aspek akademik. Pengembangan model pembelajaran menulis perlu dilakukan untuk menghasilkan tulisan yang baik dan berkualitas. Kesimpulan penelitian ini menunjukkan bahwa tantangan terbesar bukan hanya bersifat teknis, melainkan terletak pada kedangkalan konseptual calon guru terhadap fungsi edukatif cerita. Penelitian ini berkontribusi secara teoritis dalam pengembangan kerangka berpikir naratif dalam pendidikan guru, serta memberikan implikasi praktis berupa integrasi storytelling dalam kurikulum dan pelatihan calon guru Bahasa Indonesia.			
Kata Kunci	Tantangan, Menulis cerita inspiratif, Pengembangan model pembelajaran, Hambatan, Peluang, Calon guru		
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INTRODUCTION

In Indonesian education, prospective Indonesian language teachers face significant obstacles when writing inspirational stories. Research indicates that many lack self-efficacy in crafting motivational narratives due to weak reflective writing skills and inadequate cognitive and affective preparation for the demands of creative writing (Patty, 2024; Ahmed, 2024). This is compounded by limited exposure to storytelling practices within the formal curriculum, resulting in a reduced ability to create stories with emotional and pedagogical depth (Satriani, 2019; Ates, 2018). Additional barriers include limited vocabulary, challenges with narrative structure, and writing anxiety, issues also noted in second language teaching contexts in secondary schools (Moses & Mohamad, 2019; Behforouz & Al Ghaithi, 2025). Furthermore, unsupportive classroom environments—lacking collaboration, autonomy, and writing motivation—hinder prospective teachers from developing inspirational writing skills (Wright et al., 2023; Davison & Hasaneen, 2024). Low student motivation in writing, a frequently encountered problem in schools, further complicates the landscape (Susanti et al., 2025; Devi et al., 2025). Given these challenges, a systematic examination of the obstacles prospective Indonesian language teachers encounter when writing inspirational stories is crucial for formulating effective solutions, thus justifying the need for this research.

While existing literature discusses general academic writing challenges and strategies, it often fails to address the specific needs of prospective Indonesian language teachers aiming to write inspirational stories. Educational literature highlights the importance of collaborative writing instruction, individualized feedback, and scaffolding for developing writing skills (Patty, 2024). However, the focus is typically on elementary or university students, neglecting the specific professional context of prospective educators (Satriani, 2019). Studies on writing motivation and writing to learn (WTL) emphasize the link between supportive environments and increased motivation (Boscolo & Gelati, 2019; Wright et al., 2023), but these findings are not explicitly applied to the inspirational narrative genre within Indonesian language education. The therapeutic benefits of writing inspirational stories for relaxation and emotional well-being have been noted (Solihati et al., 2021). Similarly, while scaffolding strategies for teaching recount texts have been explored (Scaffolding Strategy Research, 2019), their application to inspirational stories written by prospective teachers remains unexamined. Therefore, a gap exists between general creative writing theory and the specific context of prospective Indonesian language teachers, indicating that existing literature has yet to comprehensively address the research problem.

This study aims to explore four key aspects related to prospective Indonesian language teachers' experiences in writing inspirational stories: obstacles, opportunities, challenges, and the need for developing effective writing learning models. The first objective is to identify obstacles, including limited skills, writing anxiety, and insufficient support from the professional environment. The second objective is to uncover opportunities arising from various sources, such as storytelling training, field practice experiences, and academic collaborations. The third objective is to describe structural challenges, such as curricula that do not explicitly incorporate inspirational narrative writing, as well as the need for targeted professional development for prospective teachers. The fourth objective is to highlight the importance of developing writing learning models to assist prospective teachers in producing high-quality writing. This analysis seeks to understand the complex interplay between internal factors (motivation, self-efficacy) and external factors (educational environment, technological support). A descriptive-narrative approach will be employed to provide a detailed account of the current conditions, potential interventions, and their relevance to developing prospective teachers' abilities. Ultimately, the research objectives are grounded in the need for a comprehensive understanding of these four dimensions.

Previous studies lack research specifically examining prospective Indonesian language teachers' experiences writing inspirational stories as part of their professional preparation. This research is novel due to its multidimensional focus—combining psychological barriers, pedagogical opportunities, and structural challenges—within the under-researched inspirational narrative genre. It also emphasizes developing a learning model with practical, easy-to-understand steps for creating such narratives. This research is particularly urgent given the rise of digital literacy and story-based learning, where prospective teachers' ability to produce inspirational stories becomes strategic for improving student literacy and contextual learning models. While previous research suggests supportive environments can improve writing skills (Wright et al., 2023; Esomonu & Uzoma, 2016), this hasn't been translated into practice for prospective Indonesian language teachers. Therefore, this study addresses this gap and offers data-driven recommendations for facilitating inspirational writing in teacher education. In sum, this research is both important and relevant based on current realities and the stated research objectives.

The main contribution of this study is to provide an empirical and theoretical overview of the obstacles, opportunities, challenges, and potential of learning models for developing Indonesian language teachers' ability to write inspirational stories. It also aims to present practical and conceptual recommendations for Indonesian language education. First, this study will provide empirical data on factors hindering or supporting the creative, inspirational writing process of prospective teachers. Second, theoretically, the results will enrich the literature on writing motivation, writing to learn (WTL), and storytelling pedagogy by adding a new context specific to prospective Indonesian language teachers (Patty, 2024; Boscolo & Gelati, 2019). Third, this study offers practical implications through a scaffolding framework, storytelling training, and collaborative strategies applicable by education faculty and practitioners. Fourth, it innovatively develops a learning model with an inspirational narrative-writing approach tailored to the teacher curriculum, along with an evaluation guide for the professional development of prospective teachers. Ultimately, these contributions render this study useful for educational stakeholders, both academics and practitioners.

METHOD

This study employed a descriptive qualitative approach, which researchers use to understand or conceptualize a research topic at a specific point in time. This method allowed the researcher to elicit a range of student responses regarding the learning of inspirational story writing. The qualitative data obtained was then described using words and sentences to form conclusions. Data was collected primarily through a questionnaire, the results of which provided an overview of the key processes and benefits students associate with writing inspirational stories. The questionnaire was administered to 47 students to gather information and identify the challenges they faced when learning to write inspirational stories.

The researcher analyzed the questionnaire data through the following stages: (1) careful examination and grouping of the questionnaire data; (2) analysis of the data based on student responses; (3) organization of the data according to the questionnaire questions; (4) description of the obtained questionnaire data; and (5) formulation of a general conclusion based on the data description. The analysis results serve as preliminary information on students' needs in learning to write inspirational stories, which will be further developed. The questionnaire, designed for prospective Indonesian language teacher students, focused on obstacles, opportunities, internal and external challenges, and the perceived importance of developing a learning model for writing inspirational stories.

Internal obstacles were assessed through student responses regarding: (1) self-confidence in writing inspirational stories; (2) difficulty in determining ideas or themes; (3) ability to construct clear and effective sentences; (4) motivation during the writing process; and (5) difficulty in connecting personal experiences to their stories. External obstacles were assessed through student responses regarding: (1) the extent to which the surrounding environment (e.g., friends, family, or campus) hindered their writing process; (2) support or guidance from lecturers; (3) focus during writing; (4) limited access to learning materials or references; and (5) the presence of relevant examples or models of inspirational stories that might hinder their writing.

Opportunities in writing inspirational stories were assessed through student responses regarding: (1)

opportunities to develop writing skills outside of class; (2) opportunities to discuss or consult with lecturers or mentors; (3) the use of technology (e.g., online writing platforms, blogs, or social media) for writing and sharing stories; (4) inspiration drawn from personal experiences or the experiences of others; and (5) opportunities to write in various formats (e.g., articles, blogs, books) to enrich their writing experiences.

Challenges in writing inspirational stories were assessed through student responses regarding: (1) difficulty in finding unique and interesting ideas; (2) difficulty in developing inspiring characters; (3) difficulty in combining emotional elements and moral messages; (4) difficulty in maintaining focus and productivity amidst distractions (e.g., homework, social media); and (5) difficulty in editing and revising their stories. Finally, the development of a learning model for writing inspirational stories was assessed through student responses regarding: (1) their interest in and understanding of existing learning models; (2) their preferred learning model; (3) their need for writing guidance; (4) their knowledge and understanding of the REKAM Model; and (5) their interest in applying the REKAM Model to writing inspirational stories.

RESULTS AND DISCUSSION

Results

Based on previous research, data regarding students' needs in learning to write inspirational stories were analyzed to inform the development of a teaching model. The following results of the needs analysis focus on the obstacles, opportunities, and challenges faced by prospective Indonesian language teacher students in learning to write inspirational stories.

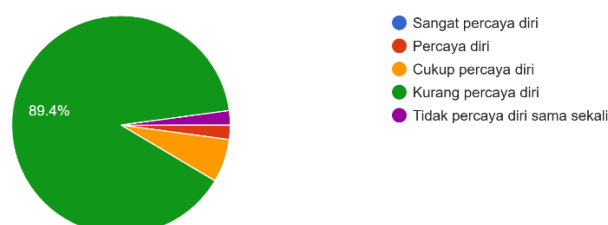
Obstacles

Internal Obstacles

The following students' responses address internal obstacles, specifically regarding their self-confidence in writing inspirational stories.

Apakah Anda merasa percaya diri dalam menulis cerita inspiratif?

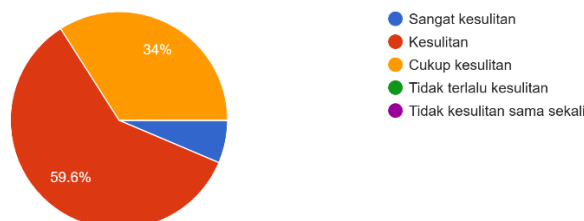
47 responses



According to the diagram above, of the 47 respondents, none (0%) answered "very confident," 1 student (2.1%) answered "confident," 3 students (6.4%) answered "quite confident," 42 students (89.4%) answered "not confident," and 1 student (2.1%) answered "not confident at all." Overall, 46 students (97.9%) lack confidence in writing inspirational stories, while 1 student (2.1%) is not yet confident.

The following section details the students' responses regarding internal obstacles, specifically the difficulty in determining ideas or themes for their inspirational stories.

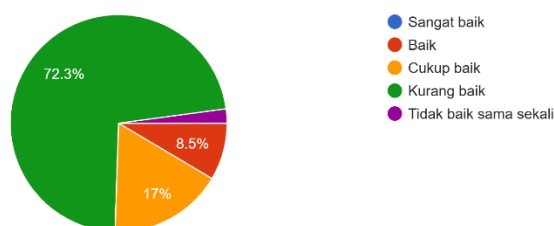
Apakah Anda merasa kesulitan dalam menentukan ide (gagasan awal) cerita inspiratif yang akan ditulis?
47 responses



Of 47 respondents, 3 students (6.4%) indicated that writing inspirational stories was "very difficult," 28 students (59.6%) found it "difficult," and 16 students (34%) considered it "quite difficult." No students reported "not too difficult" or "no difficulty at all" (0% each). Overall, 100% of the respondents experienced some level of difficulty writing inspirational stories.

The following section presents the students' responses regarding internal obstacles, specifically their ability to construct sentences that clearly convey a message in an inspirational story.

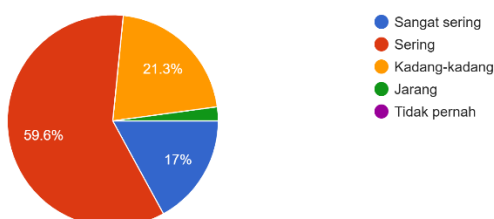
Bagaimana perasaan Anda tentang kemampuan Anda dalam merangkai kalimat yang dapat menyampaikan pesan dengan jelas dalam cerita inspiratif?
47 responses



According to the diagram above, 0 of the 47 respondents (0%) rated their ability to compose clear and effective sentences in inspirational stories as "very good." In contrast, 4 students (8.5%) chose "good," 8 students (17%) selected "quite good," 34 students (72.3%) answered "not good," and 1 student (2.1%) felt their ability was "not good at all." Overall, only 4 students (8.5%) believe they are proficient at composing sentences that clearly convey messages in inspirational stories, while the vast majority—43 students (91.4%)—indicated that they struggle with this skill.

The following section details the students' responses concerning internal obstacles, specifically focusing on loss of motivation when writing inspirational stories.

Apakah Anda merasa sering kehilangan motivasi ketika menulis cerita inspiratif?
47 responses

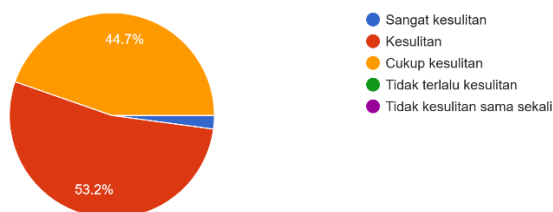


Based on the diagram, 8 out of 47 respondents (17%) answered "very often," 28 (59.6%) answered "often," 10 (21.3%) answered "sometimes," and 1 (2.1%) answered "rarely." Thus, 97.9% of students (46

respondents) often feel demotivated when writing inspirational stories, while 2.1% (1 respondent) rarely feel demotivated.

The following section details students' responses regarding internal obstacles, specifically the difficulty in connecting personal experiences with their writing.

Apakah Anda merasa kesulitan untuk menghubungkan pengalaman pribadi dengan cerita yang Anda tulis?
47 responses

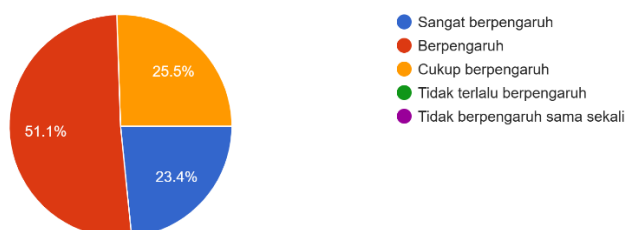


Referring to the diagram above, of the 47 respondents, 1 student (2.1%) answered "very difficult," 25 students (53.2%) answered "difficult," and 21 students (44.7%) answered "quite difficult." No students answered "not too difficult" or "no difficulty at all." Therefore, all 47 students (100%) found it difficult to connect personal experiences with the stories they wrote.

External Obstacles

The following results detail students' perceptions of external obstacles to their writing process, specifically focusing on the influence of their surrounding environment (e.g., friends, family, or campus).

Apakah Anda merasa pengaruh lingkungan sekitar (misalnya, teman, keluarga, atau kampus) dapat menghambat proses menulis?
47 responses

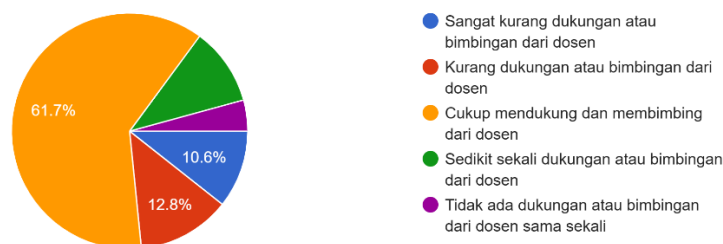


According to the diagram above, of the 47 respondents, 23.4% (11 students) indicated that their environment was "very influential," 51.1% (24 students) found it "influential," and 25.5% (12 students) considered it "quite influential." No students responded with "not very influential" or "not influential at all." In total, 100% of the students (47 respondents) felt that their surrounding environment could hinder their writing process.

The following section details students' perceptions regarding external obstacles, specifically focusing on the support and guidance received from lecturers in writing inspirational stories.

Apakah Anda merasa kurang adanya dukungan atau bimbingan dari dosen dalam membantu proses menulis cerita inspiratif?

47 responses

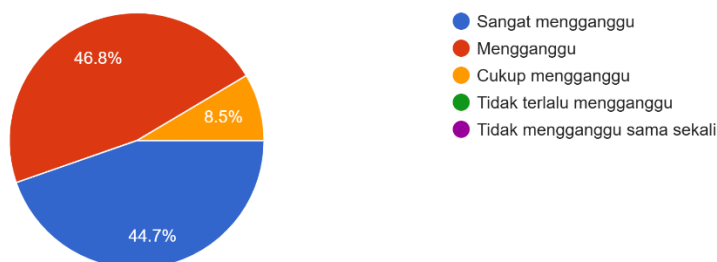


Referring to the diagram above, of the 47 respondents, 10.6% (5 students) reported "very little support or guidance from lecturers," 12.8% (6 students) reported "some support or guidance from lecturers," and 61.7% (29 students) reported "quite a bit of support and guidance from lecturers." The remaining respondents reported "very little support or guidance from lecturers" (10.6%, 5 students) or "no support or guidance from lecturers at all" (4.3%, 2 students). Overall, 76.6% of students (36 respondents) felt that support and guidance from lecturers helped them write inspirational stories, while 23.4% (11 students) felt they received very little support or guidance, which did not help them.

The following section details students' perceptions regarding external obstacles, specifically focusing on whether a heavy course load affects their ability to focus on writing inspirational stories.

Apakah waktu kuliah yang padat mengganggu waktu Anda untuk fokus menulis cerita inspiratif?

47 responses

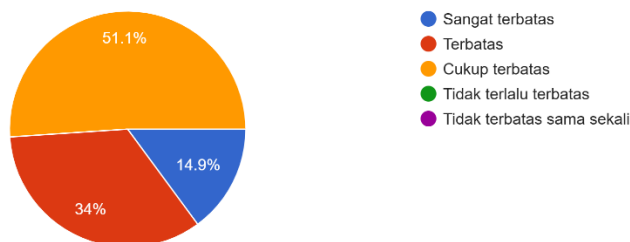


Based on the diagram above, of the 47 respondents, 44.7% (21 students) answered "very disturbing," 46.8% (22 students) answered "disturbing," and 8.5% (4 students) answered "quite disturbing." No students responded with "not too disturbing" or "not disturbing at all." This indicates that 100% of students (47 respondents) feel that a busy class schedule interferes with their ability to focus on writing inspirational stories.

The following section details students' perceptions regarding external obstacles, specifically focusing on the limited access they have to learning materials or references for writing inspirational stories.

Apakah akses Anda terhadap materi pembelajaran atau referensi terkait penulisan cerita inspiratif terbatas?

47 responses

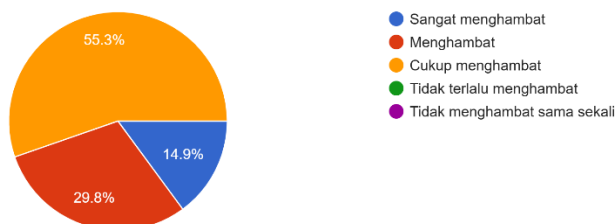


Based on the diagram above, of the 47 respondents, 14.9% (7 students) answered "very limited," 34% (16 students) answered "limited," and 51.1% (24 students) answered "quite limited." No students responded with "not too limited" or "not limited at all." This indicates that 100% of students (47 respondents) feel limited by the availability of learning materials or references related to writing inspirational stories.

The following section details students' perceptions regarding external obstacles, specifically focusing on the lack of relevant examples or models of inspirational stories around students, which hinders the writing process.

Apakah Anda merasa bahwa kurangnya contoh atau model pembelajaran menulis cerita inspiratif yang relevan di sekitar Anda sehingga menghambat proses penulisan?

47 responses



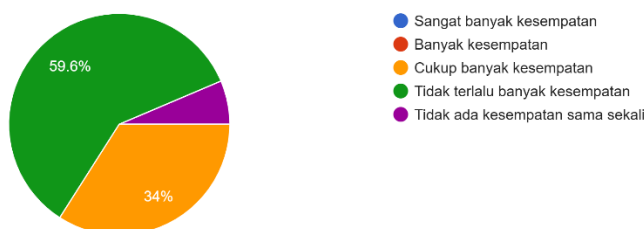
Referring to the diagram above, of the 47 respondents, 14.9% (7 students) answered "very inhibiting," 29.8% (14 students) answered "inhibiting," and 55.3% (26 students) answered "quite inhibiting." No students responded with "not too inhibiting" or "not inhibiting at all." This indicates that 100% of students (47 respondents) feel inhibited by the lack of relevant examples or models of inspirational stories.

Opportunities

Below are students' responses regarding opportunities to develop skills in writing inspirational stories outside of lectures.

Apakah Anda merasa memiliki banyak kesempatan untuk mengembangkan keterampilan menulis cerita inspiratif di luar perkuliahan?

47 responses

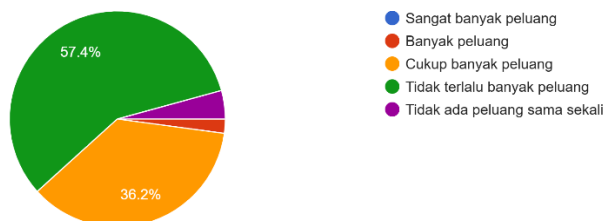


According to the diagram, of the 47 respondents, 0% reported "very many opportunities," 0% reported "many opportunities," 34% reported "quite a lot of opportunities," 59.6% reported "not too many opportunities," and 6.4% reported "no opportunities at all." This indicates that 34% of students feel they have sufficient opportunities to develop their inspirational story-writing skills outside of lectures, while 66% feel they do not.

The following data focuses on opportunities to discuss or consult with lecturers or mentors about writing inspirational stories.

Apakah Anda merasa ada banyak peluang untuk berdiskusi atau berkonsultasi dengan dosen mengenai cara menulis cerita inspiratif?

47 responses

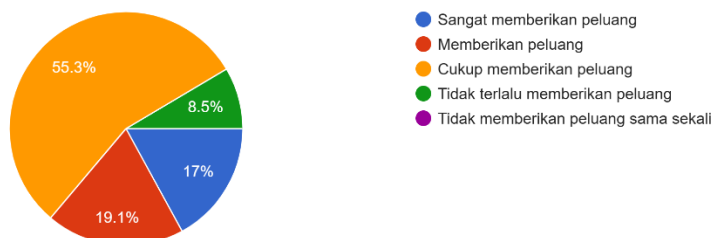


Based on the diagram, of the 47 respondents, 0% reported "very many opportunities," 2.1% reported "many opportunities," 36.2% reported "quite a lot of opportunities," 57.4% reported "not too many opportunities," and 4.3% reported "no opportunities at all." This suggests that 97.9% of students feel they lack sufficient opportunities to discuss or consult with lecturers or mentors on writing inspirational stories. Conversely, only 2.1% feel they have ample opportunities.

The following data addresses how technology (e.g., online writing platforms, blogs, or social media) provides opportunities for students to write and share inspirational stories.

Apakah Anda merasa bahwa teknologi (misalnya, platform menulis online, blog, atau media sosial) memberikan peluang bagi Anda untuk menulis dan berbagi cerita inspiratif?

47 responses

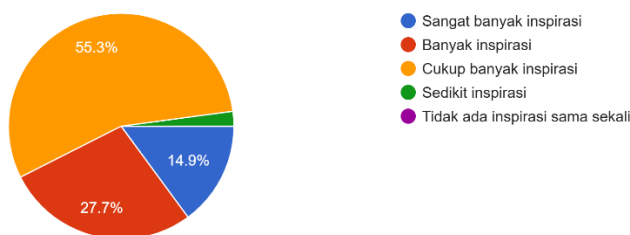


According to the diagram, of the 47 respondents, 17% reported technology "very much provides opportunities," 19.1% reported it "provides opportunities," 55.3% reported it "quite provides opportunities," 8.5% reported it "does not really provide opportunities," and 0% reported it "does not provide opportunities at all." Overall, 36.1% of students feel that technology provides opportunities for writing and sharing inspirational stories, while 63.8% feel it does not.

The following data focuses on how inspiration from personal or others' experiences can be used to write inspirational stories.

Apakah Anda merasa mendapatkan inspirasi dari pengalaman pribadi atau pengalaman orang lain yang dapat digunakan dalam menulis cerita inspiratif?

47 responses

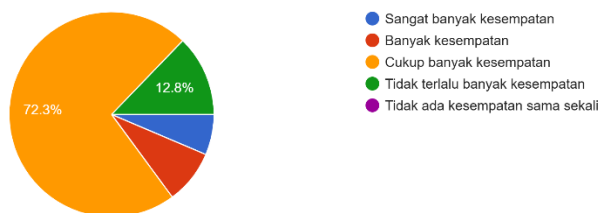


Based on the diagram, out of 47 respondents, 7 students or 26.9% answered "very much inspiration", 13 students or 27.7% answered "a lot of inspiration", 26 students or 55.3% answered "quite a lot of inspiration", 1 student or 2.1% answered "a little inspiration", and 0 students or 0% answered "no inspiration at all". The data indicates that 97.9% of students draw a lot of inspiration from personal or others' experiences for their inspirational stories. In contrast, 2.1% feel little inspiration from these sources.

The following data concerns the opportunity to write inspirational stories in various formats (e.g., articles, blogs, books, etc.) to enrich the writing experience.

Apakah Anda merasa memiliki kesempatan untuk menulis cerita inspiratif dalam berbagai format (misalnya, artikel, blog, buku, dll.) yang dapat memperkaya pengalaman menulis?

47 responses



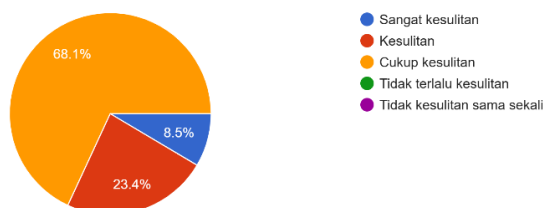
Referring to the diagram, out of 47 respondents, 3 students or 6.4% answered "very many opportunities", 4 students or 8.5% answered "many opportunities", 34 students or 72.3% answered "quite a lot of opportunities", 6 students or 12.8% answered "not too many opportunities", and 0 students or 0% answered "no opportunities at all". Overall, 87.2% of students feel there are ample opportunities to write inspirational stories in various formats to enrich their writing experience. Conversely, 12.8% feel that limited opportunities restrict their writing experience.

Challenges

Students reported facing several challenges, particularly in finding unique and interesting ideas for inspirational stories.

Apakah Anda merasa kesulitan dalam menemukan ide cerita inspiratif yang unik dan menarik?

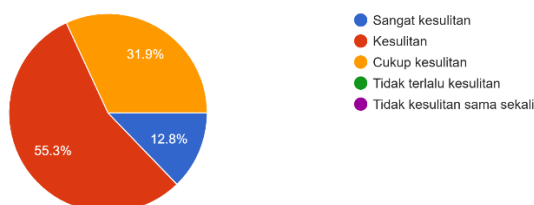
47 responses



As shown in the diagram above, when asked about the difficulty of finding ideas, 8.5% of respondents (4 students out of 47) answered "very difficult," 23.4% (11 students) answered "difficult," and 68.1% (32 students) answered "quite difficult." No students reported that it was "not too difficult" or that they experienced "no difficulty at all." In total, 100% of the 47 students found it challenging to find unique and interesting ideas for inspirational stories.

Next, Students also reported difficulty in developing inspiring characters.

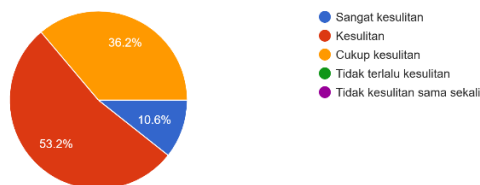
Apakah Anda merasa kesulitan dalam mengembangkan karakter yang dapat menginspirasi pembaca?
47 responses



According to the diagram, 12.8% of respondents (6 students out of 47) answered "very difficult," 55.3% (26 students) answered "difficult," and 31.9% (15 students) answered "quite difficult." Again, no students reported that it was "not too difficult" or that they experienced "no difficulty at all." This indicates that all 47 students (100%) struggled to develop characters that could inspire readers.

Another challenge involved combining emotional elements with moral messages.

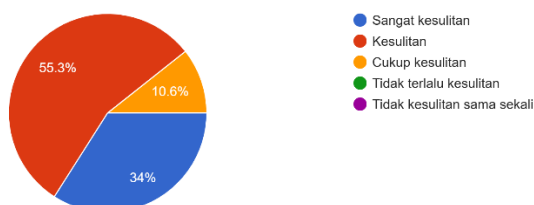
Apakah Anda merasa kesulitan dalam menggabungkan pesan moral dalam menulis cerita inspiratif?
47 responses



The diagram shows that 10.6% of respondents (5 students out of 47) answered "very difficult," 53.2% (25 students) answered "quite difficult," and 36.2% (17 students) answered "difficult." As with the other challenges, no students reported that it was "not too difficult" or that they experienced "no difficulty at all," demonstrating that all 47 students (100%) found it difficult to combine emotional elements and moral messages in their stories.

Next, students faced difficulties staying focused and productive while writing, given external distractions such as homework and social media.

Apakah Anda merasa kesulitan untuk tetap fokus dalam menulis cerita inspiratif di tengah banyaknya gangguan eksternal (misalnya, pekerjaan rumah, media sosial)?
47 responses

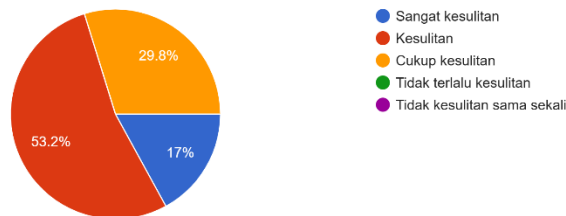


The diagram indicates that 34% of respondents (16 students out of 47) answered "very difficult," 55.3% (26 students) answered "difficult," and 10.6% (5 students) answered "quite difficult." Once more, no students reported that it was "not too difficult" or that they experienced "no difficulty at all." This suggests

that all 47 students (100%) experienced difficulty staying focused and productive while writing inspirational stories amidst distractions.

The following section will address the students' responses regarding the difficulty of editing and revising their inspirational stories after completing the initial writing process.

Apakah Anda merasa kesulitan dalam menyunting dan memperbaiki cerita inspiratif setelah selesai menulis?
47 responses

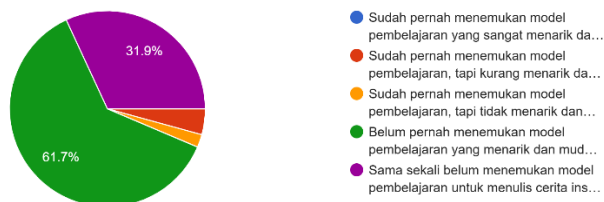


Based on the diagram above, of the 47 respondents, 8 students (17%) answered "very difficult," 25 students (53.2%) answered "difficulty," and 14 students (29.8%) answered "quite difficult." No students answered "not too difficult" (0%) or "no difficulty at all" (0%). In total, 100% of the students (47) found it difficult to edit and revise inspirational stories after completing the writing.

Solutions with Learning Model Development

The following data reflects student responses regarding the development of a learning model for writing inspirational stories, focusing on their level of interest and understanding.

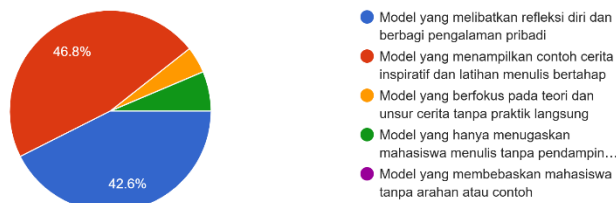
Apakah Anda sudah menemukan model pembelajaran untuk menulis cerita inspiratif yang menarik dan mudah dipahami?
47 responses



Based on the diagram, of the 47 respondents, 0 students (0%) answered "I have found a very interesting and easy to understand learning model," 2 students (4.3%) answered "I have found a learning model, but it is less interesting and less understood," and 1 student (2.1%) answered "I have found a learning model, but it is not interesting and difficult to understand." The majority, 29 students (61.7%), answered "I have never found an interesting and easy to understand learning model," and 15 students (31.9%) answered "I have not found a learning model at all for writing inspirational stories." In summary, 95.7% of students (45) feel they have never found an interesting, easy-to-understand learning model for writing inspirational stories, while 4.2% (2 students) have found one that is less interesting and less understood.

The following data reflects student preferences for the desired learning model.

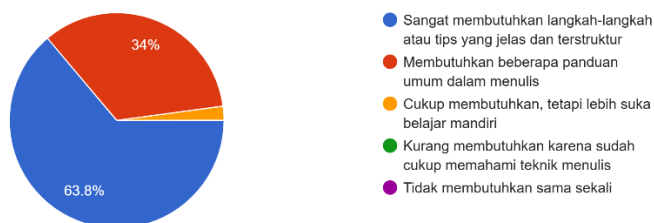
Model pembelajaran seperti apa yang dapat membuat Anda tertarik dalam menulis cerita inspiratif?
47 responses



According to the diagram, of the 47 respondents, 20 students (42.6%) answered "A model that involves self-reflection and sharing personal experiences," 22 students (46.8%) answered "A model that displays examples of inspirational stories and step-by-step writing exercises," 2 students (4.3%) answered "A model that focuses on theory and story elements without direct practice," 3 students (6.4%) answered "A model that only assigns students to write without guidance," and 0 students (0%) answered "A model that gives students free rein without direction or examples." Overall, 93.6% of students (44) indicated that a helpful model would involve self-reflection, sharing personal experiences, and presenting examples of inspirational stories. A small percentage, 6.4% (3 students), reported that freedom in writing was most beneficial.

The following data reflects students' perceived need for writing guidance.

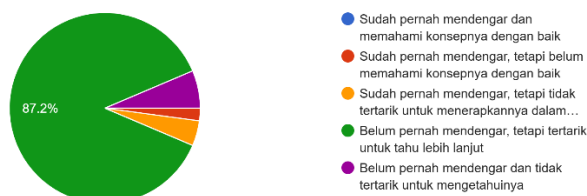
Apakah Anda membutuhkan langkah-langkah atau tips dalam menulis cerita inspiratif?
47 responses



Based on the diagram, of the 47 respondents, 30 students (63.8%) answered "really need clear and structured steps or tips," 16 students (34%) answered "need some general writing guidance," and 1 student (2.1%) answered, "somewhat need it, but prefers independent learning." No students answered "less need it because they already understand writing techniques" (0%) or "do not need it at all" (0%). This indicates that all 47 students (100%) feel they need clear, structured steps or tips, as well as general writing guidance, to some degree.

The following data reflects students' level of knowledge and interest in the REKAM learning model.

Apakah Anda pernah mendengar model pembelajaran REKAM (Renungan, Eksplorasi, Kerangka, Atur, dan Menyempurnakan) dalam menulis cerita inspiratif?
47 responses

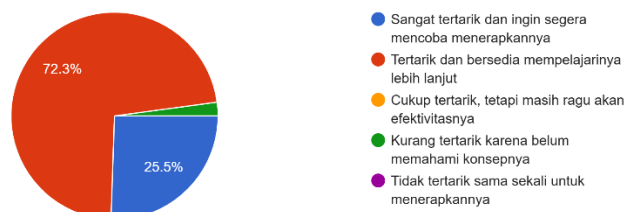


Referring to the diagram above, of the 47 respondents, 0 students (0%) answered "I have heard of it and understand the concept well," 2 students (4.3%) answered "I have heard of it, but do not understand the concept well," 41 students (87.2%) answered "I have never heard of it, but are interested in learning more," and 3 students (6.4%) answered "I have never heard of it and are not interested in learning more."

In summary, 87.2% of students (41) have never heard of the REKAM model but are interested in learning more and applying it to writing inspirational stories, while 12.8% (6 students) have never heard of it and are not interested in learning more.

Finally, the following students' responses reflect their interest in applying the REKAM Learning Model to write inspirational stories.

Apakah Anda tertarik untuk menerapkan model pembelajaran REKAM (Renungkan, Eksplorasi, Kerangka, Atur, dan Menyempurnakan) dalam menulis cerita inspiratif?
47 responses



As shown in the diagram above, of the 47 respondents: 12 students (25.5%) indicated they were "very interested and want to try implementing it immediately;" 34 students (72.3%) were "interested and willing to learn more;" 0 students (0%) were "quite interested, but still doubt its effectiveness;" 1 student (2.1%) was "not interested because I do not understand the concept yet;" and 0 students (0%) were "not interested at all in implementing it." In total, 46 students (97.9%) expressed interest in the model and a willingness to learn more, while 1 student (2.1%) was less interested due to a lack of understanding of the concept.

Discussion

This study provides a substantial summary of research findings based on interviews, observations, and field data documentation. Key findings indicate that prospective Indonesian language teachers face internal barriers, such as writing anxiety and low self-efficacy, as well as external barriers, such as a lack of support within the academic and instructional environment (Observation & Interview, 2025). Conversely, interactive storytelling sessions during field practice and storytelling training presented significant opportunities, strengthening motivation and inspirational writing skills (Fahira et al., 2025; Jayanti & Rosita, 2021). Structural challenges were also significant, including a curriculum that did not explicitly include inspirational story writing, a mismatch between on-campus pedagogical strategies and the demands of professional practice, and limited technological resources. Documentation data indicated that most participants reported progress after the storytelling intervention combined with creative mentoring, suggesting the need for a more engaging, focused, and experience-based learning model (Jonathans et al., 2025; Kartini et al., 2022). Conceptually, these results fulfill the research objectives by describing barriers, opportunities, and challenges separately yet in interrelated ways. These empirical findings provide an analytical foundation for exploring the relationship between internal and external factors in prospective teachers' production of narrative works with inspirational potential (Lesmana & Lubis, 2021; Lo et al., 2020). In conclusion, the findings provide a comprehensive framework for understanding the four dimensions of the research objectives.

This study compares field findings with prior literature, highlighting its strengths. Ramadhani & Fithriani's (2025) study of prospective English teachers identified motivational and psychological challenges, including language anxiety and low self-confidence. Specifically, this study's evidence of low self-efficacy and internal barriers aligns with this existing literature (Masrura, 2023; Mujiyanto et al., 2019). However, it extends these findings by linking them to the specific context of the inspirational story genre for prospective Indonesian teachers—a gap not addressed by Ramadhani & Fithriani. Furthermore, research on narrative texts in EFL teaching (Qatrinada & Apoko, 2024) indicates that limited vocabulary and narrative structure are common barriers. Our field findings

reinforce this and expand the under-explored scope of collaborative storytelling as a pedagogical innovation. Thus, this study demonstrates the strength of combining psychological, pedagogical, and structural dimensions within a holistic research framework, strengthening its contribution by addressing gaps in national and international literature and presenting a more specific and relevant approach to the education of prospective Indonesian language teachers (Mujtaba et al., 2023; Nasrul et al., 2021).

By describing the obstacles, opportunities, and challenges faced by prospective Indonesian language teachers, and by developing a more engaging, focused, and experience-based learning model, this study provides pragmatic and reflective insights into their professional development. Interview reflections indicate that prospective teachers increasingly recognize the need for self-efficacy in writing when they receive constructive feedback combined with real-life storytelling practices (Nurjamin et al., 2025; Oroh et al., 2025). Furthermore, documentation of mentoring interactions demonstrates the growth of intrinsic motivation to write stories containing educational value. Such reflections signal benefits for Indonesian language education: prospective teachers become more sensitive to students' needs and understand the importance of the inspirational narrative genre as a pedagogical communication tool (Payaprom & Payaprom, 2025; Perumal, 2022). Furthermore, these reflections demonstrate that the research objectives were not only achieved descriptively but also shaped prospective teachers' awareness of their potential and the space for developing creativity in writing meaningful stories. The development of a learning model for writing inspirational stories serves as a bridge to help prospective Indonesian language teachers write more easily. In conclusion, these reflections strengthen the relevance of the research findings to the development of the abilities of prospective Indonesian language teachers (Putri et al., 2021; Rahmayantis & Nurlailiyah, 2021).

The implications of these research findings have significant relevance for future applications. Instructionally, it is recommended that education faculties integrate an inspirational storytelling module into the curriculum for prospective Indonesian language teachers. This integration can mitigate barriers such as pedagogical limitations and cultivate a learning environment conducive to self-efficacy (Sa'diyah, 2022; Septiani et al., 2021). From a policy standpoint, the research suggests the necessity of developing explicit guidelines for assigning inspirational narrative works within the study program's teaching standards. More broadly, the implications of this research extend to future teacher professional training; the proposed creative scaffolding and mentoring recommendations can be developed into workshops or ongoing training programs (Sibuea et al., 2022; Sumekto et al., 2021). Furthermore, academic implications are evident: this research lays the groundwork for further investigation into creative assessment models for inspirational narrative works, which can be applied to the evaluation of prospective teachers. In conclusion, these implications offer strategic value for academics, curriculum developers, and the professional development of prospective Indonesian language teachers.

Several key factors contribute to these research findings. First, internal barriers, such as low self-efficacy and writing anxiety, arise because prospective teachers are not provided with explicit reflective practices and storytelling experiences in their initial education practices that are not yet commonly implemented in education study programs (Qatrinada & Apoko, 2024). Second, the supportive environment within faculties is often inconsistent; while field practice provides opportunities, it lacks a systematic framework, resulting in fragmented effects. Third, structural challenges stem from a curriculum that prioritizes academic writing over inspirational narrative writing, leaving prospective teachers unfamiliar with that genre until their field practice. Fourth, monotonous learning models diminish classroom engagement. This condition is reinforced by literature indicating that prospective EFL teachers face similar pedagogical and psychological obstacles (Ramadhani & Fithriani, 2025). Therefore, the findings can be attributed to the interplay of these four factors: internal factors within prospective teachers, external opportunities, curriculum policies, and learning model development. In conclusion, analyzing these causes is crucial for formulating effective intervention strategies (Supriyanto & Kuntoro, 2022; Susandi & Rachman, 2021).

Based on the research findings, the following concrete action recommendations are proposed. First, Indonesian Language Education study programs are advised to develop and incorporate an inspirational storytelling module, grounded in field experiences, into their professional course syllabi, including reflective writing exercises and peer review with practitioner mentors. Second, academic institutions should conduct ongoing training through inspirational narrative writing workshops led by experienced teacher practitioners and provide a digital platform for prospective teachers to share their inspirational stories. Third, it is recommended that teacher education curricula revise their evaluation standards to include assessments of narrative content quality, pedagogical impact, and elements of creativity. Fourth, further research is needed to test the effectiveness of storytelling scaffolding and reflective mentoring in developing prospective teachers' self-efficacy. Implementation of these actions is expected to address identified barriers, strengthen emerging opportunities, and address structural challenges not yet addressed by the current education system. In conclusion, these actions represent strategic steps to translate the research findings into sustainable professional development practices for prospective Indonesian language teachers.

CONCLUSION

A central finding of this study reveals that many prospective Indonesian language teachers encounter technical challenges in crafting inspirational stories and demonstrate a surprisingly limited understanding of the term "inspirational" within a pedagogical context. This unpreparedness stems not only from a deficit in writing skills but also from the absence of a systematic framework in their education for understanding and internalizing narrative as a tool for shaping students' values and character. Interviews and observations suggest that writing inspirational narratives is often perceived as a supplementary creative activity rather than a core component of professional pedagogical competence. Indeed, when presented with writing assignments, several participants acknowledged imitating the structure of popular stories without fully grasping their reflective and transformational potential. This disconnect highlights a significant gap between the objectives of literacy education and academic practice, which should cultivate creativity and empathy through storytelling. Therefore, this finding offers a crucial insight: the primary challenge is not merely technical proficiency but rather a superficial philosophical understanding of the role of inspirational stories in education. This awareness provides a valuable foundation for repositioning narrative writing as integral to the development of future teachers' professional identity.

This research offers significant theoretical and practical contributions to the field of Indonesian language education and writing pedagogy. Theoretically, it expands the understanding of the relationship between narrative writing skills and the construction of prospective teachers' professional identity, an area that has not been extensively explored in previous literature. By comprehensively examining obstacles, opportunities, challenges, and the development of a learning model, this research presents a novel conceptual framework for understanding how inspirational writing encompasses not only linguistic skills but also affective reflection and the formation of educational values. From a practical standpoint, this research provides concrete recommendations for integrating storytelling into teacher education curricula, experiential training, and the development of collaborative writing communities. These recommendations are valuable because they address procedural academic issues and target the critical dimension of educator character formation. This research also encourages educational institutions to view writing competence not merely as the production of textual artifacts but as a process of building social, moral, and aesthetic awareness in learning. Thus, this contribution extends beyond the academic realm to the actual practice of teaching Indonesian in ways that are more contextual and meaningful.

While this study makes important contributions, several limitations warrant consideration, not as weaknesses but as a basis for future research. First, the scope of this study focused on prospective Indonesian language teachers within a specific higher education institution, necessitating caution when generalizing the results to a broader population. Furthermore, the descriptive-narrative approach employed, while providing rich contextual detail, does not allow for an in-depth exploration of the causal relationships between the psychological and pedagogical variables involved. Therefore,

developing a quantitative or mixed-methods model could be a valuable avenue for future studies. Second, this study did not explicitly explore the influence of local and social culture on the writing of inspirational stories, despite the significant role of cultural context in shaping narrative style and the values embedded within these stories. Future research could integrate ethnopedagogical or multicultural literacy perspectives to understand these dynamics. Third, longitudinal studies are needed to observe the transformation of inspirational writing skills from initial teacher training to active teaching practice. By addressing these areas, future research can build upon the findings of this study and further enrich the field of Indonesian language pedagogy.

DECLARATIONS

Author contribution	: In this research, Adi Rustandi was responsible for all stages of the research, from problem analysis and planning to data collection, data analysis, and article preparation. Prof. Dr. Nani Solihati, M.Pd., and Dr. Wini Tarmini, M.Hum., served as the researchers' promoter and co-promoter, respectively, contributing to research instrument development, problem analysis, data collection, and data analysis. Their support and contributions were invaluable to the successful completion of this research and the composition of this journal article.
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Ethics Approval	: The authors agree to the publication of this article in KEMBARA in 2026.
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