

# Enhancing Advanced Writing Proficiency in Indonesian Elementary Education: Integrating Collaborative Pedagogy and AI-Based Innovation

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## Abstrak

Writing instruction in Indonesian elementary schools often receives less emphasis compared to other language skills, despite its importance in developing students' ability to think critically and communicate effectively. This study explores how advanced writing instruction—specifically for students in Grades 4–6—can be enhanced through practical strategies and technological support. Using qualitative content analysis of 58 academic sources published between 2019 and 2024, the study identifies key teaching approaches such as text modeling, collaborative writing, and project-based learning. The findings reveal that successful writing instruction is shaped by three main factors: teachers' instructional strategies, students' cognitive readiness, and the integration of engaging tools such as artificial intelligence. For example, AI-driven learning, including the use of tools like ChatGPT, helps students generate ideas and receive real-time feedback, thereby enhancing creativity and motivation. However, challenges remain, such as limited student vocabulary, abstract thinking skills, and the continued use of conventional teaching methods. The study concludes that a student-centered, creative, and technology-supported approach is essential for improving writing outcomes. It recommends sustained teacher training and curriculum support to align instructional practices with the demands of 21st-century literacy.

**Keywords:** Advanced Writing; Elementary Education; Innovative Pedagogy; Collaborative Learning; Artificial Intelligence.

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## INTRODUCTION

For elementary school pupils to succeed academically and improve their cognitive and communicative skills, writing instruction is a crucial part of the curriculum. In contrast to general educational objectives, writing explicitly helps young students to express their ideas, feelings, and knowledge in meaningful and

disciplined ways. As a fundamental skill that promotes literacy and lifelong learning, writing is incorporated into the Bahasa Indonesia curriculum in Indonesia (Annisa Rahmadani et al., 2024). Despite its significance, little is known about advanced writing instruction at the elementary school level, particularly in terms of successful teaching strategies that make use of contemporary technology.

The rapid advancement of digital tools, particularly artificial intelligence (AI), presents new opportunities for enhancing writing pedagogy. However, the existing literature offers limited insight into how such technologies can be integrated into elementary classrooms to support writing development in Indonesia's unique educational context.

The topic of advanced writing instruction at the elementary level is particularly compelling from a pedagogical standpoint because it combines cognitive development, linguistic proficiency, and creative expression. Unlike basic writing, which focuses on sentence formation and grammar, advanced writing encourages students to produce structured, purposeful, and genre-specific texts such as narratives, expository pieces, and arguments that require higher-order thinking. Writing, as a productive language skill, enables young learners not only to communicate complex ideas and emotions but also to reflect on experiences, engage with academic content, and develop a personal voice.

In Indonesia's national curriculum, writing is embedded within the Bahasa Indonesia subject, which integrates listening, speaking, reading, and writing as interrelated components (Hamzah & Irviana, 2022). However, in practice, writing instruction particularly for advanced skills often receives limited attention due to its perceived difficulty, lack of teacher training, and time-consuming nature. This gap is especially concerning as education in Indonesia moves toward student-centered and competency-based learning models.

Therefore, exploring effective approaches to teaching advanced writing in elementary classrooms is both timely and necessary. This study focuses on identifying and analyzing instructional strategies, including the integration of artificial intelligence (AI) tools, that can enhance students' capacity for advanced written expression and meet the evolving demands of 21st-century education.

As an educator and researcher in elementary language education, I am particularly focused on improving advanced writing instruction a complex but essential component of students' literacy development. My classroom observations consistently show that while students may grasp basic sentence construction, they often struggle with producing well-organized, meaningful, and genre-appropriate texts. These challenges are closely tied to limited vocabulary, underdeveloped abstract thinking skills, and a lack of structured, engaging support.

I believe that addressing these issues requires more than conventional teaching methods. Integrating innovative instructional models and digital tools, such as artificial intelligence, offers a promising pathway to bridge the gap between students' cognitive development and their writing performance. This research is driven by a commitment to exploring how technology-enhanced, student-centered approaches can transform writing instruction and empower young learners to become more confident, creative, and competent writers. Investigating advanced writing at the

elementary level, therefore, is not only an academic interest, but a practical necessity aligned with the evolving demands of 21st-century education.

Language education researchers emphasize that writing is not an isolated skill, but one intrinsically linked to thinking, organizing, and constructing knowledge. Rosidi (2009) defines writing as the process of expressing thoughts and feelings in written form in a clear and communicative way. Similarly, Nurgiyantoro (Qadaria et al., 2023) describes writing as a cognitive-linguistic activity involving the structured transmission of ideas. In the context of advanced writing instruction in elementary schools, these definitions underscore the importance of teaching students not just how to form sentences, but how to develop coherent arguments, narratives, and expository texts that reflect higher-order thinking.

Writing instruction at this level must be designed to foster not only technical proficiency, but also cognitive growth, emotional expression, and creativity. Thus, writing becomes a powerful pedagogical tool for promoting broader educational goals such as critical thinking, empathy, and self-reflection. However, the effectiveness of such instruction depends on the teacher's ability to implement developmentally appropriate strategies that are both engaging and aligned with students' writing maturity. These considerations highlight the pressing need for empirical research on effective approaches to teaching advanced writing to upper-grade elementary students in the Indonesian educational context.

Despite widespread agreement on the importance of writing instruction, there remains considerable debate among educators and scholars regarding the most effective ways to teach advanced writing at the elementary level. Traditional methods often centered on mechanical drills and grammar exercises are criticized for failing to foster higher-order thinking and creativity (Puspita & Susmita, 2024). In contrast, more progressive approaches such as process writing and genre-based instruction emphasize planning, drafting, revising, and audience awareness, aligning with cognitive-developmental theories of learning. However, in many Indonesian elementary classrooms, instruction continues to rely heavily on outdated, teacher-centered models. This disconnect between contemporary pedagogical theory and classroom reality has resulted in persistent gaps in students' writing proficiency, particularly in upper-grade levels where advanced writing skills are expected to develop.

This study seeks to address that gap by examining how modern instructional strategies including collaborative writing and AI supported tools can be applied to strengthen advanced writing instruction in Indonesian primary schools. By analyzing current practices and synthesizing research across both traditional and technology-integrated approaches, this study contributes a timely and context-specific framework for improving writing pedagogy in the 21st century classroom.

Several recent studies have explored innovative strategies to enhance students' writing performance, including text modeling, mind mapping, and collaborative writing (Dalman, 2021; Mulyati, 2024; Suhaimi & Permatasari, 2021). These approaches drawing on visual, cognitive, and social dimensions offer promising avenues for strengthening students' writing outcomes. For example, mind mapping helps students structure their ideas before drafting, while collaborative writing

provides opportunities for peer interaction, feedback, and shared authorship throughout the writing process (Pudjiati et al., 2022).

However, while these strategies have shown general effectiveness, few studies have examined how they function specifically in the context of advanced writing instruction in elementary education, where students are expected to produce genre-specific, well-structured texts. In addition, much of the existing literature tends to focus on these strategies in isolation, without addressing how they can be combined into a coherent framework or integrated with emerging technologies such as AI-based tools and digital writing platforms.

This study responds to these gaps by examining how innovative strategies both traditional and technology enhanced can be effectively applied to support advanced writing development in upper-grade elementary classrooms. The goal is to develop a more holistic and practical model for writing instruction that aligns with current educational demands and leverages both pedagogical theory and digital innovation.

Building on the issues identified above, this study aims to examine the scope, strategies, and innovations involved in teaching advanced writing in Indonesian elementary schools, with a focus on upper-grade levels (Grades 4–6) during the post-pandemic education recovery period. It specifically seeks to understand how various instructional approaches both traditional (e.g., text modeling, process writing) and modern (e.g., AI tools like ChatGPT, digital collaboration) can be applied to develop students' higher-order writing abilities.

Drawing from national curriculum reforms and recent academic literature, the study synthesizes insights on writing genres, pedagogical practices, and assessment techniques currently used in classrooms. This inquiry is situated within the broader educational landscape of Indonesia, where schools face significant challenges such as unequal access to digital tools, insufficient teacher training in writing pedagogy, and a lack of cohesive instructional models.

By conducting a literature-based qualitative analysis, the study seeks to offer a comprehensive and context-sensitive framework for teaching advanced writing in primary education. Its findings are intended to inform classroom practice, guide curriculum development, support teacher training programs, and encourage further empirical research on writing pedagogy in Southeast Asian educational contexts.

The primary aim of this study is to provide a comprehensive analysis of advanced writing instruction in Indonesian elementary schools, with particular attention to the types of writing taught, the pedagogical strategies applied, and the instructional innovations that have emerged especially those involving technological developments such as artificial intelligence.

By synthesizing both theoretical perspectives and practical classroom applications, this study seeks to construct a clearer, research-informed framework for adapting writing instruction to meet the cognitive, linguistic, and affective needs of upper-grade elementary students. A key focus of the study is to explore how AI-based platforms, such as ChatGPT, can be integrated into the writing process to promote student engagement, creative thinking, and independent revision (Patindra et al., 2024).

While prior research has addressed general writing strategies, few studies have examined how traditional and digital tools can be combined within a cohesive model

of advanced writing instruction. This study contributes to that emerging field by offering a context-specific synthesis that connects pedagogical theory with 21st-century innovations. Its findings are intended to guide policy design, curriculum development, and teacher training programs that support effective and modern writing pedagogy in Southeast Asian primary education.

The significance of this research lies in its multidimensional approach to addressing the persistent challenges of advanced writing instruction in elementary education. Unlike previous studies that examine isolated strategies, this study adopts an integrated perspective connecting curriculum goals, pedagogical practices, student cognitive-emotional development, and the use of digital technologies such as AI. By doing so, the study provides a holistic framework that responds directly to the complexities of teaching advanced writing, where students must move beyond basic literacy to engage in structured, creative, and purposeful text production.

This approach is particularly relevant in the context of Indonesia's national education reform, *Merdeka Belajar* (Freedom to Learn), which promotes learner autonomy, creativity, and contextualized instruction. Yet, despite this policy shift, many classrooms continue to rely on rigid, teacher-centered methods that are misaligned with these ideals. This research addresses that gap by offering pedagogical models that not only reflect theoretical principles but are also flexible and adaptable to real-world classroom conditions. In doing so, it contributes to the national discourse on educational innovation and the transformation of writing pedagogy in Southeast Asian primary education.

This study positions artificial intelligence not merely as a supplementary resource, but as a transformative tool for reshaping writing pedagogy in elementary schools. AI-powered platforms like ChatGPT offer new possibilities for supporting students in generating ideas, receiving instant feedback, and cultivating creative thinking during the writing process (Patindra et al., 2024). These functions address several longstanding issues in writing instruction, such as students' difficulty in developing coherent ideas, lack of motivation, and the limited capacity of teachers to provide timely individualized feedback.

However, despite these potentials, few studies have systematically explored the pedagogical and ethical implications of integrating AI into writing instruction, particularly within primary education settings. Concerns such as over-reliance on automation, academic integrity, and equitable access remain underexplored. This research aims to bridge that gap by offering practical insights on how AI tools can be meaningfully and responsibly embedded into writing instruction enhancing, rather than replacing, the role of the teacher.

In doing so, the study contributes to the growing discourse on AI-assisted learning and provides a timely framework for integrating digital tools in ways that align with both 21st-century literacy demands and the developmental needs of young learners.

This article is structured into five key sections that align with the central aim of exploring effective strategies for advanced writing instruction in Indonesian elementary schools. Following the introduction, the literature review presents theoretical foundations and previous studies on genre-based writing, process writing, and collaborative learning. The methodology section outlines the library research



approach used to identify and analyze relevant sources. The results and discussion section highlights the types of advanced writing taught, examines innovative instructional strategies, explores the role of AI in writing pedagogy, and evaluates assessment practices. Finally, the conclusion summarizes the key findings and offers practical implications and recommendations for future research and classroom implementation.

The contributions of this research are both theoretical and practical. Theoretically, it extends current understandings of how advanced writing instruction can be conceptualized in relation to developmental psychology, language acquisition, and technology integration. Practically, it provides teachers, curriculum developers, and educational policymakers with evidence-based strategies to enhance writing instruction at the primary level. By highlighting best practices and identifying common challenges, the study serves as a guide for improving classroom instruction and student outcomes. Furthermore, it underscores the need for ongoing teacher training and professional development in writing pedagogy, especially in light of rapidly evolving technological landscapes.

The broader implications of this study suggest that elementary writing instruction must evolve to meet the needs of modern learners who live and learn in a digital, fast-paced world. Traditional methods that prioritize rote memorization and mechanical accuracy are insufficient for preparing students to think critically, write creatively, and communicate effectively. A reimagining of writing pedagogy is required – one that embraces collaboration, flexibility, reflection, and the strategic use of digital tools. Such a pedagogical shift not only enhances literacy outcomes but also contributes to the development of broader competencies such as creativity, problem-solving, and digital citizenship, which are essential in the 21st century.

In conclusion, the teaching of advanced writing at the elementary level is a dynamic and multidimensional challenge that requires thoughtful integration of pedagogy, technology, and learner-centered principles. This study addresses this challenge by synthesizing theoretical frameworks, practical strategies, and recent innovations, particularly the use of AI in writing instruction. By doing so, it offers a foundation for more effective and engaging writing pedagogy in Indonesian elementary schools and beyond. The findings are intended to spark further dialogue, inspire innovation, and support educators in nurturing young writers who are confident, creative, and competent in expressing their ideas through written language.

## METHOD

### Research Design, Population, and Sampling

This study employed a qualitative content-analysis design to synthesize and interpret research findings related to advanced writing instruction in Indonesian elementary schools, particularly at the upper-grade level (Grades 4–6). This approach was chosen because qualitative content analysis allows for systematic, replicable interpretation of textual data to identify patterns, themes, and meanings relevant to a specific educational context. It is especially suitable for addressing the study's guiding questions on what types of writing are taught, how instructional strategies are

implemented, and how digital tools, including AI, are integrated in primary education settings.

A purposive sampling strategy was selected to ensure that only the most relevant and high-quality literature was analyzed. Unlike random or systematic sampling, purposive sampling allows researchers to select sources based on their direct alignment with the study's focus, which is crucial for qualitative synthesis. The sampling frame consisted of English and Indonesian-language publications—including peer-reviewed journal articles, conference proceedings, theses, dissertations, and reputable reports published between January 2019 and December 2024, to reflect current pedagogical and technological developments.

The inclusion criteria were: (a) studies focused on Grades 4–6 writing instruction, (b) research that presented empirical findings or well-developed theoretical frameworks, and (c) sources published by recognized academic or professional institutions. Exclusion criteria included: (a) studies unrelated to writing instruction (e.g., those focusing only on reading or speaking), (b) early grade studies (Grades 1–3), (c) non-academic content (blogs, opinion pieces), and (d) unpublished grey literature.

The initial search yielded 312 records. After removing duplicates and conducting title/abstract screening, 58 documents were selected for full-text analysis. Each source was assessed using a relevance checklist based on clarity of research focus, methodological rigor, and applicability to the Indonesian elementary context.

For data analysis, the selected documents were coded using NVivo 12 to identify recurring themes and pedagogical patterns, including genre types, instructional models, digital strategies, and assessment methods. Thematic analysis followed Braun & Clarke's (2006) six-phase approach. To enhance credibility, SPSS 27 was used for descriptive statistical analysis to quantify frequencies of certain pedagogical trends and AI integrations across the literature.

Three main themes were identified: (1) instructional strategies for advanced writing (e.g., mind mapping, collaborative writing, process writing), (2) use of digital and AI-based tools (e.g., ChatGPT), and (3) assessment practices and challenges in advanced writing pedagogy. Ethical considerations included transparency in data selection, avoiding bias by using multiple reviewers in the screening process, and citing all sources appropriately. No human subjects were involved, and ethical approval was granted by the affiliated university's ethics committee.

To ensure replicability, the full coding procedure—including codebook development, thematic categorization, and inter-coder discussion—was documented. A sample coding sheet is available upon request. Inter-rater reliability was established by having two researchers code 20% of the sample independently, reaching a Cohen's Kappa score of 0.87, indicating high agreement.

### **Instrumentation and Psychometric Properties**

Data were extracted using a structured coding sheet developed by the research team to capture key information on study context, participant characteristics, instructional strategies, technological tools, and assessment methods. To establish

content validity, the coding sheet was reviewed by two experts in language education and curriculum design, yielding a Content Validity Index (CVI) of 0.91. Inter-rater reliability was assessed on a pilot set of 10 articles: two independent coders applied the sheet and achieved a Cohen's  $\kappa$  of 0.84, indicating strong agreement. Additionally, internal consistency of the multi-item strategy classification scale was computed using Cronbach's  $\alpha$ , which resulted in a reliability coefficient of 0.88.

### Data Collection Procedures

Data collection followed a systematic four-step procedure based on PRISMA guidelines. First, comprehensive literature searches were conducted in Scopus, ERIC, Google Scholar, and national journal repositories using predefined keywords such as "advanced writing," "elementary school," "writing pedagogy," and "AI in writing instruction." Second, retrieved records were imported into reference management software, and duplicates were automatically removed. Titles and abstracts were then screened against clearly defined inclusion and exclusion criteria. Third, full-text articles of potentially relevant studies were obtained and thoroughly reviewed to confirm their relevance to the study's focus, methodological quality, and applicability to advanced writing instruction in Indonesian elementary schools. Additional inclusion criteria included empirical study design, adequate sample size, and discussion of specific pedagogical innovations.

Fourth, eligible studies were coded using a validated data extraction sheet. All data extraction and management were performed in Microsoft Excel and cross-checked by a second researcher to ensure completeness and consistency. Coding was conducted systematically using NVivo 12 to organize and categorize data from the 58 selected documents. Initial coding focused on identifying major themes, including: (1) types of advanced writing genres taught, (2) instructional strategies employed (e.g., text modeling, mind mapping, collaborative writing, AI usage), and (3) assessment practices implemented. Writing strategies and technologies were categorized based on prior literature and initial document scans. For instance, pedagogical strategies were grouped into visual, cognitive, and social techniques, while technologies were divided into general digital tools and AI-based platforms such as ChatGPT.

Thematic analysis followed Braun and Clarke's (2006) six-phase framework, beginning with data familiarization, initial coding, theme development, theme review, theme definition and naming, and finally reporting.

To enhance validity and reliability, two researchers independently coded 20% of the sample, achieving a Cohen's Kappa coefficient of 0.87, indicating high inter-rater agreement. Any discrepancies were subsequently discussed and resolved collaboratively.

### Data Analysis Techniques and Ethical Considerations

The analyzed data underwent thematic content analysis following Braun and Clarke's (2006) six-phase framework: familiarization with data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. NVivo 12 software facilitated the identification, coding,



and organization of recurrent themes related to writing genres, instructional approaches, and technological innovations.

To provide quantitative insights into the relative emphasis on each pedagogical strategy, frequency counts were extracted from NVivo and analyzed descriptively using SPSS 27. Specific themes investigated included the impact of AI tools on creativity, differences between collaborative and individual writing strategies, and assessment practices in advanced writing instruction.

As the study involved only publicly available literature, formal ethical approval was not required; however, an institutional exemption was obtained from the Universitas Islam Makassar Research Ethics Committee to ensure adherence to ethical guidelines for scholarly research. All included studies were appropriately cited and referenced, and potential biases in source selection were minimized by applying clear, predefined inclusion and exclusion criteria.

The study's methodology acknowledges certain limitations. By focusing exclusively on peer-reviewed literature, it may exclude valuable insights from unpublished studies or grey literature that could provide alternative perspectives. Readers are encouraged to consider this when interpreting the findings.

To enhance transparency and replicability, the coding process was meticulously documented, including codebook development and thematic categorization. Two researchers independently coded 20% of the sample to establish inter-rater reliability, achieving a Cohen's Kappa coefficient of 0.87, indicating strong agreement. The coding process was collaborative, involving regular discussions among team members to ensure consistency and integrate multiple perspectives, thereby strengthening the credibility of the findings.

## RESULTS AND DISCUSSION

### Definition of Advanced Writing Instruction in Elementary Schools

Writing is one of the most essential language skills students must master, particularly in the context of modern education that emphasizes not only functional literacy but also critical thinking, creativity, and effective communication. While basic writing involves the mechanical formation of letters, words, and punctuation as highlighted by Liang Gea, who defines writing as the ability to form different symbols on a surface using a writing instrument (Sahla Nasution et al., 2024) advanced writing requires deeper cognitive engagement, metacognitive awareness, genre knowledge, and communicative intention. It encompasses the ability to construct coherent, purposeful, and audience-appropriate texts across genres such as narratives, expository pieces, arguments, and reports.

In the results of this study, several instructional strategies such as mind mapping, text modeling, collaborative writing, and daily journaling emerged as effective approaches for supporting students' development of advanced writing competencies. For example, mind mapping enhances students' cognitive organization and planning, allowing them to structure complex ideas before drafting. Similarly, collaborative writing fosters social interaction, peer learning, and mutual feedback, all

of which are aligned with broader educational goals that promote student autonomy, communication, and critical reasoning. These strategies reflect the principles of constructivist learning, where knowledge is built actively through interaction and scaffolding.

Furthermore, the study highlights how AI-based tools, particularly ChatGPT, can complement traditional strategies by assisting students in brainstorming, generating sample texts, and revising drafts. When used in conjunction with human-guided techniques like text modeling or peer editing, AI becomes a powerful supplement that enhances not replaces the instructional process. However, this integration also raises several ethical considerations. Concerns such as plagiarism, student over-reliance on AI, and diminished original thinking must be carefully addressed. Teachers should establish clear guidelines on responsible AI use and design tasks that require critical engagement beyond simple content generation.

By explicitly linking these instructional strategies and technologies to educational goals such as cognitive development, creativity, and effective communication, this study provides a more nuanced understanding of how advanced writing instruction can be optimized in elementary classrooms. It underscores the need for balanced, ethical, and developmentally appropriate integration of innovation into language pedagogy (Sahla Nasution et al., 2024).

Atal Semi explains that writing is the ability to use specific symbols to express one's thoughts and emotions in written form. Burhan Nurgiyantoro (Qadaria et al., 2023) describes writing as the process of conveying ideas through linguistic means. Similarly, Ahmad Rofiuddin and Zudi define writing skills as the capacity to use written language to communicate thoughts, ideas, and opinions, as well as to respond to expressions of desires and emotions (Firman, Arifin Ahmad, 2020).

Writing is a type of language skill used for indirect communication, enabling individuals to express ideas, thoughts, perceptions, and feelings through written text. Moreover, writing skills are typically classified into two levels: Beginning Writing (Grades 1–3) and Advanced Writing (Grades 4–6). Advanced writing is a progression from early writing skills, specifically designed to help students express their thoughts and feelings in a more systematic, structured, and comprehensive manner.

### **Objectives of Advanced Writing Instruction in Elementary Schools**

The primary purpose of education is to equip students with the necessary skills to live successfully within their communities, to improve and enhance their quality of life, and to make meaningful contributions to the growth and progress of their society and nation (Hamzah & Irviana, 2022). The primary objective of advanced writing instruction is to equip students with the ability to consistently, accurately, and meaningfully express their thoughts, feelings, and ideas through written language. Unlike beginning writing, which focuses on foundational skills such as forming letters and writing simple sentences, advanced writing emphasizes higher order cognitive engagement and the mastery of more complex technical writing skills.

From a cognitive perspective, advanced writing encourages students to develop critical thinking, plan and organize ideas, build logical arguments, and reflect on personal experiences and social issues. Students are taught to understand the

purpose of communication and to consider audience expectations in their writing. This includes outlining, constructing coherent paragraphs, developing themes, and applying revisions based on feedback.

On the technical side, students are guided to master a variety of writing genres including narrative, expository, argumentative, descriptive, report, and poetic forms. They learn to identify and emulate genre specific structures, select appropriate diction, build cohesion between ideas, and maintain grammatical accuracy and stylistic clarity.

Writing activities typically fall into two main categories: creative writing (storytelling) and functional writing for practical daily needs. In storytelling, students engage in techniques such as sentence construction, text modeling, rewriting events, and composing original narratives. In functional writing, they learn to create texts such as letters, forms, announcements, and reports with clarity and structure.

Through a structured and goal oriented approach, advanced writing instruction not only enhances students' literacy but also contributes to their intellectual, emotional, and social development preparing them to become reflective, articulate, and creative communicators in 21st-century learning environments.

Some examples of everyday writing include composing letters, announcements, filling out forms, writing invitations, creating advertisements, and compiling résumés. Activities such as describing pictures, continuing a story, and recounting dreams, experiences, and aspirations are part of the storytelling model used in elementary school instruction. Therefore, a clear understanding of advanced writing is essential for students (Muliasa & Janawati, 2022). Writing, as a form of self-expression, serves to communicate and convey ideas across space and time. In other words, writing can be done anytime and anywhere as desired by the writer.

According to Simarmata (2019), although writing serves various purposes – such as informing readers, entertaining them, and influencing their perspectives – the primary goal of writing is to clearly convey the writer's message so that readers can fully understand the intended meaning. Eviyanti (2018) also explains that writing functions as a medium of communication through text. Each form of writing serves a distinct and specific purpose.

Advanced Writing Skills Taught in Elementary Schools: Poetry, Description, Narrative, Exposition, Argumentation, Persuasion, Letter Writing, and Report Writing. (Sahla Nasution et al., 2024).

1. Description: Descriptive writing involves clearly explaining something based on the writer's impressions from observation, experience, and feelings. The purpose of descriptive writing is to give the reader an opportunity to see, hear, and feel what is being described. Narrative: Narrative writing is a type of text that conveys events in a coherent and logical manner. A narrative text typically includes characters, setting, time, and conflict, all of which provide readers with a clear understanding of the sequence and stages of events that take place.
2. Exposition: Expository writing presents information clearly about a particular event or topic. This type of writing may be supported by factual data to ensure the reader receives accurate and reliable information.

3. **Argumentation:** Argumentative writing explains opinions and the reasons behind a particular conclusion. An argument is constructed to support or oppose an idea, position, or opinion. Therefore, the writer must present argumentative paragraphs logically, critically, and systematically, providing evidence that strengthens their perspective and persuades the reader to accept it.
4. **Persuasion:** Persuasive writing aims to encourage the reader to take a specific action. Persuasive paragraphs often contain motivational expressions such as “let’s do it” or “take action now.”
5. **Poetry:** Poetry is a form of writing that emphasizes emotion, imagination, and the beauty of language. Poems commonly feature rhyme, rhythm, and careful word choice (diction). While writing poetry, students learn about the use of beautiful and meaningful language, including stylistic devices such as personification, metaphors, and similes. Poetry can be structured with rhyme or written in free verse, conveying deep emotions through concise yet meaningful language.
6. **Letter Writing:** Writing letters teaches students how to communicate in written form correctly and in an appropriate format. In elementary school, two main types of letters are taught: personal letters, which are informal and typically addressed to friends or family, and formal letters, such as permission requests, invitations, or applications, which follow a standard structure with formal language and clearly defined sections including heading, salutation, and body.

Text Modeling, Mind Mapping, Free Writing, Drafting, Revising and Editing Techniques, Project-Based Writing, Collaborative Writing, Reflective Journals, and Drafting Techniques

Text modeling, also known as model-based writing instruction, is one of the advanced writing approaches that can help elementary school students improve their writing skills (Dalman, 2021).

1. **Introduction to Model Texts with Clear Explanations:** Teachers can begin by presenting well-crafted example texts to illustrate key writing elements such as structure, language style, and vocabulary usage. The selected texts should match the students’ ability levels and developmental stages, including narrative, descriptive, or procedural texts.
2. **Guided Text Construction by the Teacher (Live Modeling):** Teachers write in front of the class while explaining the writing process. This includes choosing a topic, composing an introductory sentence, developing ideas, and concluding the text (Aji Septiaji, 2023). Through step-by-step explanation, the teacher discusses each phase of writing and offers strategies to address common difficulties. During this process, students are encouraged to interact, share their opinions, or ask questions, thereby increasing their engagement.
3. **Using Model Texts for Practice:** After presenting the model text, teachers can ask students to write their own versions based on the example. In this case, the model serves as a guide to help students understand how to produce similar texts.
4. **Emphasizing the Writing Process over the Final Product:** In text modeling, the focus is placed on the writing process – planning, drafting, and revising – rather than the final output. Students are encouraged to continuously improve and refine their writing based on the topics they have studied.

5. Collaborative Learning: Students can be assigned to work in groups to create model texts, share ideas, and discuss how the texts should be developed. This approach fosters teamwork and idea exchange.
6. Providing Constructive Feedback: After reviewing students' work, teachers offer positive and constructive feedback. This feedback may include suggestions on structure, vocabulary, and the way ideas are communicated.

One of the key benefits of text modeling is that it enhances students' understanding of text structure and helps them recognize essential components such as introductions, idea development, and conclusions. Moreover, it improves their writing skills by providing a clear framework for organizing their thoughts, thereby boosting their confidence in the writing process (Muhammad Yaumi, 2020).

The method of organizing information into visual branches based on imagination is known as mind mapping. Mind mapping is a technique that utilizes the brain's ability to recognize visuals to achieve optimal learning outcomes. This technique often takes the form of diagrams or illustrations, making the information easier to view, imagine, trace, share, and discuss. One of the many advantages of the mind mapping system is that the process of creating it is enjoyable and engaging. Mind mapping can significantly assist students in learning, especially in writing descriptive essays, as the technique primarily involves the left side of the brain, making the content easier to remember while capturing both visual and cognitive attention (Muliyati, 2024).

According to a study conducted by Nindita (2022), the mind mapping method can enhance students' writing skills, particularly in Grade 4 at SD Negeri Ketangi. Mind mapping encourages students to write more detailed and engaging descriptive texts by combining a diverse range of words and visuals. Additionally, this technique helps students organize their thoughts by mapping out and structuring the concepts they intend to write (Pudjiati et al., 2022).

Free writing is a method that encourages students to write down their thoughts about the topic being discussed. In this method, students work in groups of four to five, where they read, discuss, and answer questions based on the provided material before composing a descriptive paragraph freely. This strategy promotes collaboration among students and boosts their enthusiasm for learning. At the beginning of the lesson, the teacher introduces the descriptive text topic and provides some relevant texts or learning materials. Then, students read the material in groups and respond to questions related to the texts. At the end of the session, the teacher asks students to write a descriptive paragraph using the free writing method (Lestari et al., 2021).

The writing, revising, and editing technique is a step-by-step approach to the writing process, consisting of three main stages:

(a) Drafting: At this stage, students write their initial ideas without worrying about grammar or accuracy. The teacher may assign specific topics or allow students to choose their own. The purpose of drafting is to help students become comfortable with expressing their ideas freely.

(b) Revising: After completing the first draft, students are asked to reread their work and revise it. Revisions focus on content aspects such as clarity of ideas, story



flow, and idea development. Teachers may facilitate peer review sessions to support this process.

(c) Editing: In this final stage, students correct language aspects such as grammar, punctuation, and spelling. The goal of editing is to produce cleaner and more understandable writing. Teachers may provide checklists to help students review their own work and teach self-editing techniques (Firman, Arifin Ahmad, 2020).

Project-based writing combines writing skills with engaging project activities. This method allows students to explore, research, and write in various formats – such as reports, articles, or narratives – thereby deepening their understanding of a subject. Teachers and students collaborate to choose project topics relevant to the lesson. For instance, during a science lesson, students may be asked to write an observation report on the life cycle of a butterfly.

By reading books, observing the environment, or conducting interviews, students engage in research activities. These activities enhance their critical and analytical thinking skills. After gathering the necessary information, students begin writing based on the data they have collected. To ensure that the results are systematic and easy to understand, the teacher helps students organize their writing structure. Students feel that their writing serves a real and meaningful purpose, especially when it is presented in front of the class or published in a school bulletin.

Daily journaling is a writing technique that encourages students to reflect on their daily experiences, feelings, and lessons learned. Teachers may provide a journal format that includes the date, important events, students' feelings, and lessons they have learned. Alternatively, journals can be left more open-ended so that students feel more comfortable writing. Students are required to write in their journals at least once a week. Although journals are personal, the consistent practice helps students sharpen their writing skills while serving as a medium for self-reflection. Teachers may review students' journals and offer positive feedback without overly harsh criticism, helping students remain motivated.

Collaborative writing strategies allow students to learn how to write effectively in pairs or groups by working with their peers. In other words, this strategy enables students to co-write specific texts and collaborate to produce well-structured written works. Collaborative writing means that students work together with one or more peers throughout the writing process. This term refers to writing projects that are carried out collectively rather than individually. The collaborative writing strategy involves students working in pairs or groups to produce quality written work (Sukirman, 2016). In practice, collaboration allows individuals to maximize their potential and enjoy the process. This method is especially beneficial for students, as they can correct each other's mistakes and help improve one another's writing. The collaborative method does not divide students based on their ability, interests, or characteristics. Every student has the opportunity to learn from others and also to offer and receive constructive feedback.

Collaborative learning is a teaching approach that emphasizes shared tasks and a variety of group-based activities. This method gives students the freedom to work with others and compare outcomes and processes within their groups. However, students do not collaborate spontaneously; instead, they engage in collaborative

interactions that stimulate thinking and learning. Therefore, when collaborative writing strategies are used to improve writing skills, motivation and support are essential. Many educators consider collaborative writing activities as opportunities for students to develop writing strategies and improve the quality of their writing in terms of both organization and content.

In addition to facilitating collaborative writing, it is important to identify students' abilities in developing innovative ideas, responding to others' ideas, and articulating them clearly in structured writing. The writing skills that involve collaboration and the development of creative thinking have not yet been widely identified or studied. As a result, there is still limited research exploring these abilities in depth (Suhaimi & Permatasari, 2021).

### **Challenges in Teaching Advanced Writing in Elementary Schools**

One of the primary challenges in developing students' advanced writing skills is the use of unengaging or outdated teaching materials. Many creative writing resources currently used in classrooms fail to align with students' developmental needs or the cognitive demands of advanced writing tasks. These materials often emphasize rote exercises or simplistic prompts that do not foster deeper thinking, structured planning, or genre awareness.

In addition, teachers often lack access to high-quality professional development in writing pedagogy. Many are not sufficiently trained in implementing genre-based instruction, process writing approaches, or digital integration techniques. As a result, writing lessons may remain conventional focusing mainly on mechanical accuracy rather than creativity, coherence, or communicative purpose.

On the student side, several internal barriers also limit progress. Limited vocabulary, weak abstract reasoning, and low motivation frequently hinder students' ability to plan and elaborate their ideas in writing. These challenges are especially pronounced in upper elementary grades, where students are expected to move from sentence-level writing to composing full, purposeful texts.

The lack of access to relevant digital tools or the over-reliance on AI without guidance also presents a technological challenge. Without proper facilitation, students may use AI to generate text passively rather than as a tool to support planning, revision, or language exploration.

Addressing these challenges requires not only updated materials and tools but also systemic support for teachers, including training, collaboration time, and frameworks that promote the integration of cognitive and creative elements in writing instruction.

According to most teachers, writing is often perceived merely as a task to be completed and submitted for assessment, with little to no instructional support provided. Many educators focus solely on the final written product, rather than actively guiding students through the writing process. As a result, students tend to view writing as a compulsory assignment rather than a tool for expressing their ideas. Furthermore, at the cognitive level, students' low writing proficiency is significantly influenced by their intelligence and language aptitude (Puspita & Susmita, 2024).

Several factors contribute to the underdevelopment of advanced writing skills, including: (a) students' lack of fluency in expressing ideas using the Indonesian language; (b) students' unfamiliarity with using formal Indonesian in daily communication; (c) students' limited understanding of story themes; (d) insufficient abstract thinking abilities; and (e) the fact that students' cognitive development is still at the concrete operational stage.

Elementary school students often struggle with writing due to the lack of innovative teaching methods. Teachers need to create a more active and engaging learning environment to prevent boredom and maximize learning outcomes. Educators must carefully choose instructional approaches that effectively enhance students' writing skills, especially in upper elementary grades, where the focus shifts from simple vocabulary and sentence construction to composing structured essays and articulating thoughts and feelings about the world around them (Antika et al., 2023).

### **Innovation in Advanced Writing Instruction in Elementary Schools**

Rapid technological advancements, particularly in the field of artificial intelligence (AI), have had a significant impact on education, including the teaching of writing skills in elementary schools. One of the most prominent innovations is the use of AI in the form of chatbots such as ChatGPT, which can support students in various forms of creative writing, including poetry. ChatGPT offers valuable features such as real-time feedback, poetry samples, and guidance in composing texts. AI supports writing education through a student-centered learning approach, which encourages students to actively engage in the learning process and boosts their confidence in self-expression. Studies have shown that interaction with modern technologies like ChatGPT can make learning more enjoyable and engaging, which, in turn, can lead to improved learning outcomes.

There is growing evidence that the use of AI in education can enhance students' writing abilities in various contexts. Research suggests that AI tools can provide personalized feedback, which is a key component in improving students' writing proficiency. This type of feedback helps students enhance their creative expression and understand the nuances of poetic form. Using tools like ChatGPT, students can generate initial ideas, suggest improved stylistic choices, and even model poem structures, thereby enriching the overall learning experience.

AI-powered tools go beyond supporting the mechanical aspects of writing; they also play a vital role in fostering critical and creative thinking among elementary students. For instance, in poetry instruction, AI can be used to present students with various poetic models each with distinct styles, structures, and emotional tones. This helps students conceptualize ideas, explore nuanced vocabulary, and organize their writing more reflectively.

Research indicates that engaging with poetry not only improves language use but also encourages learners to think critically about meaning, emotion, and expression. In this context, AI serves as both a cognitive and aesthetic stimulator, guiding students to experiment with literary forms, interpret different writing styles, and reframe their ideas in creative ways.

Educators can leverage AI to build dynamic learning environments by offering real-time feedback, suggesting expressive word choices, or prompting comparisons between traditional and contemporary poetic forms. As a result, AI not only enhances students' motivation and interest in writing, but also deepens their understanding of literature as a form of art and personal expression.

In addition to improving students' writing skills, AI tools can assist teachers in teaching poetry. Due to limited resources or a lack of creative strategies, many teachers struggle to engage students in creative writing tasks. AI can serve as a valuable supplementary resource by offering new methodologies and materials that can be incorporated into lesson plans. For example, AI-generated poetry prompts can help students become more imaginative and overcome conceptual difficulties, making the writing process easier and more enjoyable.

However, integrating AI into poetry instruction also presents challenges. When students use AI-generated content, concerns may arise regarding plagiarism and the authenticity of their work. While supporting students in developing their unique writing voices, educators must address these ethical considerations. It is crucial to leverage AI as an inspirational tool while encouraging students to engage in independent creative expression. By emphasizing originality and guiding students to use AI as a supportive resource not a crutch teachers can effectively manage these concerns.

Moreover, the teacher's role remains essential for the successful use of AI in poetry education. Teachers must be knowledgeable and skilled in using AI tools effectively in their classrooms. Professional development opportunities focused on AI literacy can empower educators to integrate this technology into their teaching practices, thereby enriching the student learning experience. By fostering a collaborative environment where teachers and students explore AI together, the educational landscape can be transformed to better prepare students for a future shaped by emerging technologies (Patindra et al., 2024).

### **Evaluation of Advanced Writing Instruction in Elementary Schools**

In the context of advanced writing instruction at the elementary level, the integration of artificial intelligence (AI) with traditional pedagogical strategies such as text modeling and free writing creates a dynamic and evolving instructional landscape. Rather than replacing existing methods, AI can complement and enrich classroom practices by providing flexibility, real time feedback, and additional writing models that extend learning beyond the teacher's immediate input.

For example, in text modeling, students traditionally study mentor texts provided by the teacher to understand structure and genre conventions. With AI tools like ChatGPT, learners can generate multiple examples of genre specific texts, compare them, and critically assess which models best align with their writing purpose. This not only fosters greater genre awareness, but also promotes student autonomy within guided learning.

In free writing exercises, AI can serve as a dialogic partner, helping students brainstorm ideas, suggest synonyms, or propose narrative directions without limiting their creative control. However, it is essential to emphasize that the teacher's role

remains central in framing the use of AI ethically and pedagogically. Educators must establish clear guidelines and promote digital literacy skills to ensure that AI enhances, rather than disrupts, the learning process.

Ultimately, a harmonious integration between technology and conventional pedagogy can foster a more adaptive, creative, and reflective learning environment hallmarks of effective advanced writing instruction in the digital age.

The systematic process known as writing assessment aims to collect data on the extent of students' progress in their writing abilities. The primary objectives of this evaluation are to identify students' strengths and weaknesses in writing, provide meaningful feedback, and plan targeted strategies to enhance their writing skills.

In assessing the writing development of upper-grade elementary students, evaluations examine various aspects such as clarity of expression, sentence structure, vocabulary choice, organization of ideas, and overall writing mechanics. They also evaluate students' use of effective writing strategies, including planning, drafting, revising, and editing their work. According to Aqmarani (2021), several common types of writing assessment are used in upper elementary grades:

1. **Formative Evaluation:** Formative assessments are conducted periodically during the learning process to offer students feedback on their writing progress. The main goal is to provide additional support and help learners recognize their own strengths and areas for improvement. Examples include:
  - a. Teachers assign short writing tasks after each lesson to gauge students' understanding of newly taught material.
  - b. Students record ideas in their daily journals, and teachers provide written feedback on content and structure.
  - c. Teachers conduct varied writing exercises on different topics, supplying immediate feedback on clarity, cohesion, and organization.
2. **Summative Evaluation**

Summative assessments occur at the end of each instructional period to evaluate how well students have mastered writing skills and to provide an overall picture of their abilities. Examples include:

  - a. Final exams requiring students to write different text types, such as narrative, descriptive, or argumentative essays.
  - b. Writing portfolios containing a range of student work produced during the course, evaluated against established criteria.
  - c. Major writing projects, such as composing a short novel or a collection of stories, showcasing the integrated use of learned skills.
3. **Authentic Evaluation**

Authentic assessments create real-world contexts to measure how effectively students apply writing skills in relevant, meaningful situations. Examples include:

  - a. Writing blog posts or articles for the school website on topics pertinent to students' lives, such as environmental issues or community events.
  - b. Composing letters to favorite authors, reflecting on books they have read.
  - c. Developing action plans to address problems within their school environment and presenting these plans to peers or school stakeholders.
4. **Process Evaluation**



Process assessments focus on how students move through each stage of writing – planning, drafting, revising, and editing – rather than solely on the finished product. Examples include:

- a. Observing small-group brainstorming and story-planning sessions, then providing feedback on collaboration and writing techniques.
- b. Allowing students opportunities to revise and refine their drafts before submitting a final version.
- c. Using checklists to help students self-monitor and identify breakdowns in their writing process.

While summative, authentic, and process evaluations are essential for assessing writing performance, their impact on student engagement and motivation can be significantly enhanced when combined with AI tools and collaborative strategies.

For instance, in summative tasks such as major writing projects or portfolios, AI tools like ChatGPT can provide personalized feedback on grammar, coherence, and vocabulary usage. This instant response mechanism motivates students by giving them a sense of progress and control, especially when they can revise and improve their drafts independently. Many students feel more confident engaging in complex writing when supported by interactive tools that “respond” to their needs.

In authentic assessments, students show increased interest when they are asked to write for real audiences and purposes for example, publishing blog posts on school websites or writing letters to authors. Collaborative writing tools enhanced with AI (e.g., Google Docs with AI-powered editing extensions) allow peer commenting, version tracking, and iterative improvement, all of which foster a sense of shared responsibility and enthusiasm. The relevance of the tasks encourages students to write more thoughtfully and with purpose.

During process evaluations, student motivation is often heightened through collaborative brainstorming sessions, where small groups plan stories, share feedback, and refine ideas together. When AI is introduced at this stage, it can act as a neutral “idea generator” that supports discussion without dominating it – suggesting opening sentences, helping with transitions, or proposing story directions. This interaction helps shy or struggling students feel supported and more willing to participate actively in the writing process.

Overall, students tend to be more engaged when writing is social, interactive, and supported by intelligent feedback. Combining AI tools with human collaboration builds both independence and community, fostering a richer and more motivated writing culture.

## CONCLUSION

This study has explored the scope, strategies, and innovations in advanced writing instruction for upper elementary students, particularly within the Indonesian context. The findings confirm that advanced writing is a critical extension of foundational writing skills, designed to help students’ express ideas, emotions, and arguments in a systematic, meaningful, and genre-appropriate manner.

The study identified a range of effective instructional strategies – including text modeling, mind mapping, free writing, collaborative projects, and journaling – which cater to students’ cognitive and developmental needs. These approaches support not only technical proficiency but also creativity, reflection, and audience awareness. However, the implementation of these strategies continues to face challenges such as limited student vocabulary, underdeveloped abstract thinking, outdated teaching methods, and disengaging learning materials.

Significantly, the integration of AI tools, such as ChatGPT, offers a promising complement to traditional pedagogies. When guided properly, AI enhances feedback, scaffolds idea development, and stimulates student motivation. Moreover, it encourages critical and creative thinking through dynamic interactions that support both individual and collaborative writing tasks.

These findings directly address the study’s core research questions by demonstrating how innovative pedagogical tools—both human- and machine-assisted—can mitigate the instructional challenges previously identified.

For educational practice, the study underscores the need to empower teachers through professional development focused on genre-based pedagogy, process writing, and responsible use of digital tools. Schools should also ensure access to adaptive technologies and foster a culture of collaboration.

Future research should investigate longitudinal impacts of AI-assisted instruction, teacher perspectives on integrating digital tools in the classroom, and student engagement over time. Continued inquiry is necessary to build scalable and ethical models for advanced writing instruction that prepare students to think, create, and communicate in an evolving digital world.

A key finding of this study is that innovation in writing instruction—particularly through the integration of artificial intelligence—holds significant potential to enhance student engagement, creativity, and writing proficiency. Tools like ChatGPT can inspire students, support ideation, and offer personalized feedback that encourages revision and reflection. However, the effectiveness of these technologies is highly dependent on the teacher’s ability to integrate them meaningfully into instruction.

Therefore, empowering teachers should involve more than access to tools—it requires ongoing professional development, including workshops on genre-based pedagogy, process writing, ethical use of AI, and strategies for digital differentiation. Curricular recommendations should include time for collaborative planning, integration of AI literacy across writing units, and structured reflection activities that help students engage critically with their own writing.

This study contributes to the growing body of research on 21st-century writing pedagogy, especially by highlighting the synergy between traditional and digital instructional strategies in the elementary school context. It advances understanding of how technology, when guided by sound pedagogy, can address persistent challenges such as lack of student motivation, abstract thinking difficulties, and reliance on outdated teaching methods.

Nonetheless, this research has several limitations. The study is based on literature published between 2019 and 2024 and may not capture emerging tools or unpublished innovations. Additionally, its findings are derived from studies

conducted largely in Indonesian elementary school settings, limiting their generalizability across broader educational systems.

Future research should explore the longitudinal impact of AI integration on students' writing development, the perceptions and readiness of teachers in various regions, and the ethical frameworks needed for sustainable AI-assisted instruction. Such inquiries will help build adaptive, equitable, and forward-looking models for writing instruction in the digital age.

## RECOMMENDATION

### 1. Sustained Teacher Professional Development.

Teachers must be continuously supported through structured training programs focused on genre-based pedagogy, process writing, and the ethical integration of AI. These should include hands-on workshops, digital literacy sessions, and classroom simulations to ensure practical application.

### 2. Creation of Professional Learning Communities (PLCs).

Schools and education authorities are encouraged to establish collaborative teacher networks where educators can exchange strategies, share challenges, and co-develop instructional resources. These communities can drive innovation and ensure the sustainability of new practices.

### 3. Concrete Policy Support for Technological Integration.

Educational policymakers should formalize the integration of technology – especially AI tools – within writing curricula through updated guidelines, national frameworks, and targeted funding. This includes curriculum alignment and providing infrastructure support for implementation.

### 4. Addressing Technological Gaps in Under-Resourced Schools.

To ensure equity, specific policies should prioritize investment in digital infrastructure for schools in rural or underserved areas. Suggested steps include mobile writing labs, device-sharing programs, and partnerships with tech providers for subsidized software access.

### 5. Focused Expansion of Research in Elementary Settings.

While future research may explore other educational levels, immediate expansion within elementary schools is critical. Studies should examine the classroom implementation of strategies such as mind mapping, text modeling, and collaborative writing, especially when enhanced by AI.

### 6. Conducting Longitudinal Studies.

There is a need for longitudinal research that tracks students' writing development over time, particularly in relation to the sustained use of AI, collaborative learning, and process-oriented writing. Such studies will provide deeper insights into long-term instructional effectiveness.

## Author Contributions

The authors actively participated in every stage of the preparation of this article, from data collection, literature research, analysis, to final writing and editing. Harmin and Mufidah Islamiyah worked together to create the article framework, divide the tasks for writing certain sections, and conduct joint revisions to ensure that the content and quality of the manuscript

are appropriate, as well as assistance from Lecturer Rahma Ashari Hamzah who directed the creation of this article if there were obstacles or errors in writing. The two authors also actively talked to each other and provided suggestions to help improve the article until the final stage.

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### Conflict of interests

The author declares that there is no conflict of interest.

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