

Development of Blog-Based *Partuturon* Materials to Improve Children's Cultural Literacy at SD Negeri 200309 Purwodadi

Anna Leli Harahap¹, Asri Yulianda², Yuannisah Aini³

¹⁻³ Program Studi Pendidikan Bahasa Inggris, Universitas Al Washliyah, Indonesia

Correspondence author: annaleliharahap25@gmail.com

Received: 26 September 2024

Accepted: 23 October 2024

Published: 25 October 2024

Abstract

This study aimed to evaluate the effectiveness of blog-based partuturon materials in enhancing cultural literacy among students at SD Negeri 200309. The research employed a Research and Development (R&D) methodology, focusing on product development and effectiveness evaluation in an educational context. The research on blog-based partuturon provides significant benefits in enhancing cultural literacy by combining the richness of local traditions with modern technology. Through an interactive and easily accessible blog platform, students can learn and appreciate partuturon concepts in a more engaging and relevant manner to their daily digital lives, while simultaneously preserving cultural heritage in a format accessible to future generations. The sample consisted of fifth-grade students at SD Negeri 200390 Purwodadi. Data collection involved pretest and posttest assessments to measure learning outcomes before and after implementing the blog-based materials. Data analysis utilized N-gain calculations to determine the improvement in student performance. Results demonstrated that the developed blog-based partuturon materials effectively enhanced student learning outcomes, with an N-gain of 57% between pretest and posttest scores, indicating a "medium" category improvement. This significant difference in average scores validates the effectiveness of the blog-based approach in improving students' cultural literacy. This means that these results could lead to the development of technology-based curriculum for other cultural subjects, such as traditional arts, local languages, or local history, thus creating an integrated and interactive learning model that can increase student engagement and cross-cultural understanding at different levels of education.

Keywords: *cultural literacy, blog-based learning, partuturon, elementary education, R&D methodology*

Introduction

Globalization has a significant impact on local cultures, often leading to the erosion of traditions and values that have been cherished for generations. As global culture becomes more dominant, it is crucial to preserve cultural heritage to ensure that local identities and cultural richness do not fade away. Through education rooted in local wisdom, such as *partuturon*, younger generations can learn to understand and appreciate their cultural roots. The integration of technology, particularly the use of blogs, serves as an effective strategy to engage students and present cultural content in a more interactive and relevant manner in today's digital context. This research addresses the urgent need to strengthen local wisdom-based education at the primary level, aiming not only to enhance children's cultural literacy but also to ensure that cultural heritage remains vibrant and can be passed on to future generations.

The development of digital technology-based learning materials, especially blogs, is becoming increasingly important in the modern educational context (Anderson, 2019). In the context of local culture preservation, the integration of technology with local content learning such as *partuturon* is a strategic step to improve the cultural literacy of primary school students (Wong, M., & Liu, 2020). Research on the development of blog-based *partuturon* materials in local content subjects to improve children's cultural literacy at SD Negeri 200309 Purwodadi is a response to the urgency of strengthening local wisdom-based education at the primary level.

Several previous studies have shown that the use of digital media in local culture learning can increase student interest and understanding (Johnson, K., Smith, A., & Brown, 2021) (Suryadi, 2018). The blog-based approach was chosen for its ability to present content in an interactive and accessible manner, in line with the characteristics of 21st century learning (Zhang, X., & Brown, 2022). This is supported by Widodo (Widodo, 2019) findings showing the effectiveness of using blogs in improving students' engagement in cultural learning.

Local content education, including *partuturon*, plays a key role in preserving and developing the cultural identity of a region. In SD Negeri 200309 Purwodadi, *partuturon* is an integral part of the rich local cultural heritage. *partuturon* is a greeting speech in the Batak cultural system to identify tarombo (family relationships) between persons and groups in daily life and the implementation of customary work. However, constraints such as limited resources and lack of innovation in learning methods often hinder the teaching and understanding of *partuturon* materials among students. Over the years, traditional approaches to learning local content such as *partuturon* have tended to be static and less engaging for students, who often cannot understand its relevance to their increasingly digitalized world. Therefore, a new, more dynamic and technology-oriented approach is needed to introduce and enhance students'

understanding of *partuturon* materials. In this context, the utilization of blog technology offers a great opportunity to change the paradigm of local content learning at SD Negeri 200309 Purwodadi. Through blogs, *partuturon* materials can be presented in a more interesting, interactive and relevant way for students. Blog-based *partuturon* materials can be presented in a more visual format, supported by multimedia, and allow two-way interaction between teachers and students. This is in line with the independent learning curriculum which emphasizes numeracy, literacy and technological adaptation.

This research has significant urgency for several reasons 1. Improving children's cultural literacy: In the face of globalization, it is important to strengthen children's understanding and appreciation of their local cultural heritage. The development of blog-based *Partuturon* materials aims to improve children's cultural literacy, which is a key step in preserving and promoting local cultural heritage (Tanti, 2012). 2. Utilization of technology in learning: By utilizing blog technology, it is expected that children's learning experience can be enhanced (Hourigan, T., & Murray, 2010). This also opens up new opportunities for teaching that is innovative and relevant to children's lives in this digital era. Based on this urgency, the formulation of this research problem is how can the development of blog-based *partuturon* local content material improve children's cultural literacy at SD Negeri 200309 Purwodadi?

This blog-based *partuturon* material development research uses the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). In the Analysis stage, researchers conducted a comprehensive identification of learning needs, characteristics of students of SD Negeri 200309 Purwodadi, and analysed the available technological infrastructure. This analysis includes evaluating the gap between the expected competence and the actual condition of students in understanding *partuturon*, which then becomes the basis for the next stage (Morrison, G. R., Ross, S. J., & Kemp, 2019). After the analysis was completed, the research proceeded to the Design stage, where the researchers designed a learning blueprint that included setting specific learning objectives, designing the blog content structure, and determining the material delivery strategy that suits the characteristics of elementary school students.

The Development stage was then carried out by creating blog content about *partuturon*, developing interactive learning media, and compiling usage guides for teachers and students. All materials developed went through a validation process by experts in the field of culture and education to ensure their quality and suitability. In the Implementation stage, the learning materials that have been developed are applied in real learning situations. This process begins with socialising the use of blogs to teachers and students, followed by the implementation of learning using *partuturon* blogs, as well as continuous

monitoring to collect initial feedback from users. The last stage, Evaluation, is conducted formatively throughout the development process and summatively at the end of the implementation. This evaluation includes assessing the effectiveness of the blog in improving students' cultural literacy, analysing learning outcomes, and identifying areas that require improvement for further development (Branch, 2009).

The State of the Art of this research is Utilization of Technology in Local Content Learning, Utilization of Technology in Local Content Learning: Previous research has highlighted the importance of technology utilization in local content learning to increase student engagement and strengthen cultural identity conducted (Dalimunthe, 2010). in his thesis. Then there is also an article by rahimulharahap, which discusses the Implementation of *Partuturon* Values in Teenagers in Gumarupu Village. This article was presented at the Annual National Seminar on Social Sciences Education, Oct 20, 2017, Medan. Research on *partuturonis* indeed very minimal. However, the use of blogs in teaching has been very much like research, S., Harahap, A., Yulianda, A., & Harahap, A about The effect of using english blog on students' writing ability in narrative text at tenth grade of MAN Labuhanbatu (Rambe, S., Harahap, A., Yulianda, A., & Harahap, 2022). However, the use of blog-based technology as a learning medium for the development of *partuturon* material at the elementary school level is still relatively limited; there are not many studies that specifically examine the use of blogs as a learning platform for *partuturon* material at the elementary school level.

The novelty of this research is that it offers an ADDIE approach by actively involving local stakeholders in the whole process of developing and implementing blog-based *partuturon* materials (Hess, A., & Greer, 2016). It also reflects a deeper understanding of the local context and ensures the sustainability of this learning initiative. It proposes a more structured approach and focuses on the use of blog technology as an effective learning medium to improve children's cultural literacy. Based on a series of publications, the researcher has demonstrated experience in developing learning. This expertise is the basis for this research and will be a new contribution in the development of *partuturon* materials with blogs especially in improving children's cultural literacy and also generate more accurate and relevant data to support the development of optimal *partuturon* materials.

Methods

This research and development (R&D) study specifically focuses on developing and implementing blog-based *partuturon* materials to enhance cultural literacy among elementary school students at SD Negeri 200309 Purwodadi. The integration of digital technology in cultural education has

become increasingly important in preserving local wisdom while engaging modern learners. The study aims to transform traditional *Partuturon* teachings into engaging digital content, addressing the challenge of maintaining cultural heritage in an increasingly digitalized educational landscape (Simatupang, 2018).

The R&D process employs the ADDIE model, a systematic instructional design framework widely recognized in educational development (Branch, 2009). This approach facilitates the careful analysis of current Partuturon education practices, design of appropriate digital materials, development of blog-based content, implementation in the classroom setting, and evaluation of the intervention's effectiveness. The choice of a blog-based platform aligns with current trends in educational technology that emphasize accessibility and interactivity (Johnson, K., Smith, A., & Brown, 2021).

The target audience consists of elementary school students, necessitating careful consideration of age-appropriate content and delivery methods (Lee, 2021). This focus on early cultural education is supported by research indicating that early exposure to cultural practices significantly impacts long-term (Cramer et al., 2011) cultural literacy and appreciation (Anderson, 2019). The expected outcomes include not only enhanced cultural literacy among students but also the development of a replicable model for digital cultural education, addressing a gap in the current literature on technology-enhanced cultural learning (Widodo, 2019).

Table 1. Research Methods ADDIE (Nita et al 2022)

	Process	Outcomes And Indicators Of Achievement
Analysis	Identify and analyze the problem or need	Outcome : Identification of the problem Indicators of achievement : Acquisition of data from the results of the needs analysis
Design	Designing materials and making research instruments	Outcome : draft instrument Indicators of achievement : feasibility test by a team of experts
Development	Developing partuturon materials through testing their effectiveness through assessment	Outcome : Blog partuturon Indicators of achievement : Eligibility standards
Implementation	Blog based partuturon materials in real learning	Outcome : Trial results Indicators of achievement : Significant increase in children's cultural literacy
Evaluation	Evaluate effectiveness by collecting and analyzing student test results	Outcome : Evaluation results report Indicators of achievement : Above average satisfaction level

Data collection instruments

This study used a comprehensive sampling approach to evaluate blog-based partuturon teaching materials, involving three different demographic groups of respondents. The first group consisted of two experts, a content expert and a media expert. These experts were specifically chosen for their ability to evaluate the content accuracy and cultural authenticity of the developed materials. The second group consisted of one teacher from SD Negeri 200309 Purwodadi who has expertise in local content and cultural education in the evaluation process. Their selection was based on their experience teaching local content subjects.

The largest group of respondents consisted of 30 grade 5 students, aged 10-11 years, comprising 16 girls and 14 boys. These students were from the Padangsidimpuan region, showing varying levels of exposure to partuturons, thus providing diverse perspectives on the learning material. Student selection criteria included students who were still in grade 5 of SD Negeri 200309, regular attendance in local content classes, and varying levels of academic achievement to ensure comprehensive feedback. The data collection process was conducted over a period of three months starting from July to September 2024, using different approaches for each group of respondents. Student data was collected through the administration of an in-class questionnaire. This multi-faceted approach to data collection, utilising purposive sampling techniques, ensured that all participants had relevant experience with the partuturon material.

Data analysis

In this research, quantitative data analysis was conducted using a systematic approach to evaluate the effectiveness of blog-based partuturon teaching materials. The primary statistical analysis was performed using IBM SPSS Statistics version 25.0, widely recognized software in educational research. The analysis process began with descriptive statistics to summarize the basic features of the collected data, including measures of central tendency (mean, median, and mode) and measures of variability (standard deviation, range) for each questionnaire item.

For reliability testing of the instrument, Cronbach's alpha coefficient was calculated, with a threshold of 0.70 considered acceptable for internal consistency. The quantitative data from the 11-item questionnaire was analyzed using a Likert scale scoring system, where responses were coded on a 5-point scale (1 = strongly disagree to 5 = strongly agree). To determine the feasibility of the teaching materials, a percentage analysis was employed, following the formula: $P = (f/N) \times 100\%$, where P represents the percentage, f is the frequency of responses, and N is the total number of respondents.

Analysis of validation data

The process of analyzing data validity of blog-based *partuturon* materials is as follows: Matching the total average X with the validity category, namely as follows:

Table 2. Percentage criteria for product feasibility (Creswell, 2014)

Number	Answer	Score
A	Very good	$81\% \leq X < 100\%$
B	Good	$61\% \leq X < 80\%$
C	Fair	$41\% \leq X < 60\%$
D	Low	$21\% \leq X < 40\%$
E	Unsatisfactory	$0\% \leq X < 20\%$

Analysis of practicality data

The practicality of the blog-based Partuturon Meteri is measured based on the results of the assessment of students and educators of the 200390 Purwodadi State Elementary School local content subject, on the usefulness of the blog-based *Partuturon* Meteri to state whether it is practical to use in the field.

Table 3. Practicality Value (Miller, 2015)

Score	Description
76% - 100%	Very Practical
51% - 75%	Practical
26% - 50%	Less Practical
0% - 25%	Not Practical

Analysis of effectiveness data

Analysis of the effectiveness of the development of blog-based *partuturon* materials using student learning outcomes test data after using teaching materials displayed through blogs. Based on the criteria for the effectiveness of learning outcomes according to Hobri (2009), namely a teaching material is said to be effective if $\geq 80\%$ of the number who use the teaching material is able to achieve the Minimum Completion Criteria (KKM). Thus, the effectiveness of blog-based *partuturon* materials is measured by seeing how many percent of students are able to reach the KKM. Blog-based *partuturon* material is said to be effective if $\geq 80\%$ of the number of students who have used Website-Based Learning Media are able to achieve the KKM score. The completeness of the student results test is based on the KKM set by the school. A learner is said to be successful in learning if they get a minimum score of 75 from a maximum score of 100.

Results and discussion

The development of blog-based *partuturon* materials using the ADDIE model is supported by a variety of educational frameworks emphasizing the importance of structured design and implementation processes. According to Morrison, Ross,

Partuturon circle

2. Hubungan Horizontal

Hubungan partuturon berbentuk horizontal, hanya untuk mengetahui darah antara seseorang dengan seseorang lainnya. Sehubungan darah dan warisan. Kalau dalam panggilan timur sehari-hari, tidak dibedakan, karena malah baik atau halusnya ada atau tidak dibedakan orang yang bersaudara kandung dengan tidak saudara kandung, kalau dalam panggilan partuturon sehari-hari.

Keterangan:
Bagian Kiri Pihak Perempuan 0 :

1. Seibu = Dongan Saina
2. Sebapak = Dongan Sa-ama
3. Seibu-Sebapak = Dongan Sa-ama-Saina, Saudara Kandung

1	2	3	*	1	2	3
0						0
-						+

Keterangan:
Bagian Kanan Pihak Perempuan 0 :

1. Seibu-Sebapak = Dongan Sa-ama-Saina, Saudara Kandung
2. Sebapak = Dongan Sa-ama
3. Seibu = Dongan Saina

LINGKARAN PARTUTURON

September 17, 2024

Garis Lingkaran Hubungan Partuturon

1. Hubungan Vertikal

0	0	
+	-	
5	E	Oppung Ni Tambihul Atok
4	D	Aya Tobang - Datuk
3	C	Oppung - Nenek
2	B	Aya - Ayah
1	A	
1	B	Anak-Anak
2	C	Pahompu-cucu
3	D	Anak Mulak-cicit
4	E	Pahompu Mulak
5	F	Buyut
6		

(2) The validation results of the blog-based partuturon materials demonstrate strong endorsement from both material and media experts, emphasizing the importance of rigorous evaluation in educational resources. According to Dick and Carey (2015), the validation process is crucial for ensuring that instructional materials effectively meet educational standards and learner needs. The findings indicate that the presentation feasibility of the material received an impressive average rating of 92.30%, while the linguistic aspect achieved a rating of 91.42%. This aligns with principles outlined by Garrison and Anderson (2003), who highlight that well-structured content is essential for effective learning experiences. The material expert's recommendation to italicize local language terms reflects best practices in making cultural content more accessible and engaging (Bennett & McWhorter, 2017).

In terms of media validation, the blog-based partuturon materials scored an average of 82.22% for presentation feasibility and an exceptional 96.66% for linguistic aspects. These high ratings from media experts reinforce the findings by Morine-Dershimer and Mandinach (2000), which emphasize that effective media enhances the learning experience when it is well-aligned with instructional goals. The media expert's suggestion to utilize a premium blog template and child-friendly design further supports the notion that attention to aesthetic and functional elements can significantly improve engagement and usability in educational materials (Baker, 2018).

(3) The practicability test of the blog-based partuturon materials reveals high levels of approval from both educators and learners, underscoring the effectiveness of the development process. Educator validation is critical, as they possess a deep understanding of their students' needs and comprehension levels (Nielsen, 2012). In this study, educators rated the material and its presentation at an impressive 93.33%, indicating a very good assessment. This aligns with the findings of Hattie (2009), who emphasizes that educators' insights are invaluable

for ensuring that instructional materials are appropriately tailored for their students.

Similarly, the responses from learners reflect a commendable rating of 93.35%, which also falls into the "very good" category. This demonstrates that the revised blog-based *partuturon* materials resonate well with students, confirming the importance of incorporating learner feedback in the development process (Duncan & Noonan, 2007). The need for further revisions based on student suggestions highlights the dynamic nature of educational materials and the necessity for continuous improvement (Edelson, 2001).

After the blog-based *partuturon* material developed was declared feasible to use based on validation by material experts and media experts, researchers tested it in the field to students of SD Negeri 200309 Purwodadi. In the learning process, before giving and practicing making blog-based *partuturon* material, researchers distributed pretests to find out how much students understand about *partuturon* in *Mandailing*. Then proceed with an explanation of the material and direct practice of how *partuturon* in the *Mandailing* is applied in the community environment, which requires all students to be active and creative. After that, researchers distributed post-tests to students about *partuturon*. The following data regarding the pretest and posttest of students, can be described in table 4.

Table 4. pretest and posttest

No	Posttest	Pretest	N Gain
1	80	60	0.50
2	75	50	0.50
3	85	65	0.57
4	90	60	0.75
5	90	70	0.67
6	90	75	0.60
7	75	55	0.44
8	95	65	0.86
9	95	75	0.80
10	85	70	0.50
11	80	60	0.50
12	75	50	0.50
13	75	50	0.50
14	90	75	0.60
15	80	50	0.60
16	75	50	0.50
17	75	50	0.50
18	75	55	0.44
19	85	60	0.63
20	85	50	0.70
21	80	55	0.56
22	80	65	0.43
23	90	65	0.71
24	85	50	0.70
25	75	55	0.44

No	Postest	Pretest	N Gain
26	80	75	0.20
27	90	60	0.75
28	80	50	0.60
29	85	70	0.50
30	90	75	0.60
31	75	65	0.29
32	90	70	0.67
Mean	82.97	60.94	0.57

The results of this general N-Gain can be seen in Table 4. Because the N-gain number reaches 57%, the data is included in the Moderate classification. And it can be concluded that the blog-based *partuturon* material created can improve student learning outcomes. Can be seen in the Gain value below.

Table 5. Interpretation of Gain Score(Sugiyono, 2019)

Nilai Gain Ternormalisasi	Kriteria
$g \leq 0.3$	Low
$0.3 < g \leq 1.00$	Moderate
$0.7 g \leq 1.00$	High

The results of research that has been conducted at SD Negeri 200309 Purwodadi, researchers found that there was an increase in the learning outcomes of grade V students in local content subjects regarding *partuturon* material using the blog that had been developed.

Conclusion

Based on the results of research conducted on the development of blog-based *partuturon* material at SD Negeri 200309 Purwodadi, it can be concluded that the material created for 5th-grade students is both feasible and appropriate for local content learning. Assessments by material and media experts revealed impressive validation scores, with the material expert rating presentation feasibility at an average of 92.30% and language feasibility at 91.42%, both categorized as "Very Good." Similarly, the learning media design validation indicated an average of 82.22% for presentation feasibility and an exceptional 96.66% for language feasibility, also rated as "Very Good." These results demonstrate that the developed material is well-suited for the learning process in local content subjects. Furthermore, the blog-based *partuturon* material has proven effective for use in schools, as evidenced by an increase in learner outcomes following its implementation. The general N-Gain results show that the N-Gain value reaches 57%, so it is included in the "Medium" classification. This shows that blog-based *partuturon* material can significantly improve student learning outcomes, which further validates its effectiveness in the context of education.

Given these positive findings, further studies are suggested to explore the effectiveness of blog-based materials in other subjects or grade levels. Expanding research to different contexts can provide insights into the versatility and adaptability of blog-based learning tools, potentially enhancing educational practices across various disciplines and age groups. Practical recommendations include establishing collaborative networks between schools implementing similar cultural education programs to share best practices and resources, while also developing standardized assessment frameworks to measure cultural literacy acquisition across different age groups and regions. Additionally, future studies should explore the potential of incorporating augmented reality features into blog-based cultural education platforms to create more engaging and authentic learning experiences that bridge the gap between digital learning and real-world cultural practices.

References

- Anderson, T. (2019). Digital Learning in the 21st Century. *Educational Technology Review*, 45(2).
- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer Science & Business Media.
- Cramer, S. C., Sur, M., Dobkin, B. H., O'Brien, C., Sanger, T. D., Trojanowski, J. Q., Rumsey, J. M., Hicks, R., Cameron, J., Chen, D., Chen, W. G., Cohen, L. G., Decharms, C., Duffy, C. J., Eden, G. F., Fetz, E. E., Filart, R., Freund, M., Grant, S. J., ... Vinogradov, S. (2011). Harnessing neuroplasticity for clinical applications. *Brain*, 134(6), 1591–1609. <https://doi.org/10.1093/brain/awr039>
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.
- Dalimunthe, M. (2010). *Pemanfaatan teknologi dalam pembelajaran muatan lokal untuk meningkatkan keterlibatan siswa dan memperkuat identitas budaya*. Universitas Islam Sumatera Utara.
- Hess, A., & Greer, K. (2016). Designing for Engagement: Using the ADDIE Model to Integrate High-Impact Practices into an Online Information Literacy Course. *Communications in Information Literacy*, 10. <https://doi.org/https://doi.org/10.15760/COMMINFOLIT.2016.10.2.27>.
- Hourigan, T., & Murray, L. (2010). Using blogs to help language students to develop reflective learning strategies: Towards a pedagogical framework. *Australasian Journal of Educational Technology*, 26. <https://doi.org/https://doi.org/10.14742/AJET.1091>
- Johnson, K., Smith, A., & Brown, D. (2021). Digital Media in Cultural Education. *International Journal of Educational Technology*, 12(4), 345–360.
- Lee, S. (2021). Designing Effective Learning Media: The ADDIE Approach. *Journal of Educational Media*, 24(5).
- Martinez-Lopez, R., & Chen, Y. (2010). The Impact of Assessment Methods on Student Achievement in Higher Education. *International Journal of Teaching and Learning*, 8(4).
- Miller, D. C. (2015). *Handbook of Research Design and Social Measurement*. SAGE Publications.
- Morrison, G. R., Ross, S. J., & Kemp, J. E. (2019). *Designing Effective Instruction* (8th ed.). Wiley.

- Nita, Fatma Rahayu; Astiandani, Fitri Rahmawati; Wicaksono, Agnes Lintangasasi; Nafilatul, K. E. (2022). Using ADDIE model to develop learning materials of the test of English proficiency in Edmod. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 7(1).
- Rambe, S., Harahap, A., Yulianda, A., & Harahap, A. (2022). The effect of using english blog on students' writing ability in narrative text at tenth grade of MAN Labuhanbatu. *AKSARA: Jurnal Bahasa Dan Sastra*. <https://doi.org/https://doi.org/10.23960/aksara/v23i2.pp79-89>
- Simatupang, A. R. (2018). *Korelasi Nilai Rebound Schmidt Hammer dengan Nilai Uniaxial Compressive Strength (UCS) Seam Batubara A2 dan C pada Pit 3 Timur Banko Barat, di PT Bukit Asam, Tbk*.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.
- Suryadi, A. (2018). Media Digital dalam Pembelajaran Budaya Lokal. *Jurnal Teknologi Pendidikan (JTP)*, 6(1), 45–58.
- Tanti, M. (2012). Literacy education in the Digital Age: Using blogging to teach writing. *Teaching English with Technology*, 12.
- Widodo, H. (2019). Efektivitas Blog dalam Pembelajaran Budaya. *Cakrawala Pendidikan*, 38(3), 156–170.
- Wong, M., & Liu, Y. (2020). Cultural Literacy Through Digital Platforms. *Asian Journal of Education*, 40(2), 178–192.
- Zhang, X., & Brown, M. (2022). Blog-Based Learning in the Digital Age. *Technology, Pedagogy and Education*, 31(1), 12–25.