

NEED ANALYSIS ARGUMENT-DRIVEN INQUIRY (ADI) IN STUDENTS' ARGUMENTATIVE TEXT WRITING LEARNING

Zhafirah Amaliavanti¹, Miftahulkhairah Anwar², Edi Puryanto³
zhafirah.amaliavanti@mhs.unj.ac.id¹, miftahulkhairah@unj.ac.id², edipuryanto@unj.ac.id²

Jakarta State University, Rawamangun Muka Raya No.11, RT.11/RW.14, Rawamangun, Pulo Gadung,
Jakarta Timur, Indonesia^{1,2,3}

Abstract. There is a significant gap in students' abilities when they are assigned to write argumentative texts. The purpose of this study is to identify the students' needs in learning materials for argumentative text writing, which are categorized into three aspects: needs analysis, curriculum analysis, and student character analysis. The scope of this study focuses on one variable from the five stages of the ADDIE model, namely the analysis of needs. This research employs a qualitative approach using a descriptive-analytical method. Data were collected through a literature review that included both primary sources (15 student subjects) and secondary references. After the data were gathered, the final step was to analyze the data through data reduction, interpretation, and conclusion drawing. The findings indicate that most students are capable of expressing relevant and current ideas. However, these ideas tend to remain general and do not yet demonstrate a strong argumentative stance. Students show a noticeable gap between curriculum expectations and their actual performance. Furthermore, most students write based on personal opinions without including data, references, or supporting evidence. In addition, students tend to prefer learning that is interactive, contextual, and allows them to freely express their opinions.

Keywords: Needs Analysis, Argument-Driven Inquiry, Argumentation Text.

INTRODUCTION

The Argument-Driven Inquiry (ADI) model is a learning strategy that not only focuses on the final outcome, but rather on developing students' claims based on valid and rational data (Siregar et al., 2023). The stages that students go through in applying the ADI model according to Putri et al., (2025) are identifying problems, planning the implementation of investigations, analyzing data and constructing arguments, evaluating and revising arguments, presenting results, and reflecting on learning. However, based on findings (Resdiantari, 2025; Saadah et al., 2025; and Mahfuzah et al., 2025) it is known that there is such a high ability gap between students when they are given the task of creating argumentative texts.

Based on these claims, a learning model is needed that can optimize the learning process, which is called need analysis. There are many strategies in needs analysis. Nasution and Tarigan (2024) developed the ESP model, which is a model devoted to English subjects. Nasrulloh and Ismail (2017) developed an ICT model which is a learning model specifically for Information Technology. Syahid et al., (2024) who developed the ADDIE model, which is a learning model that can connect students' needs with learning media. It seems that, from the learning models that have been mentioned, the ADDIE model is the most suitable model for the development of students' argumentative texts.

According to Syahid et al., (2024) the ADDIE model is the most systematic learning design model. This model is designed or arranged sequentially systematically to solve learning problems with learning resources that are in sync with the needs and characteristics of the students. The benefits of the ADDIE model are as a guideline to build tools and infrastructure that are effective, dynamic, and support the performance of the training itself with stages that have been designed in such a way as to make it easier for educators with the ADDIE model because it is already in systematic and sequential stages.

The stages of the ADDIE model include analysis, design, development, implementation, and evaluation (Syahid et al., 2024). Analysis is an identification of the needs and feasibility of students. In this stage, it consists of 3 (three) stages, needs analysis, curriculum analysis, and student character analysis. Design is the design of teaching and learning activities, which is a systematic process that begins with setting learning objectives, designing learning scenarios or activities, designing learning tools, learning materials, and learning outcome evaluation tools. Development is the realization of products that are ready to be used in the development stage. Implementation is the application of learning media that has been created. Meanwhile, the evaluation is to find out whether the learning media that has been developed successfully meets the initial expectations.

Although there are 5 (five) stages of the ADDIE learning model, this study will focus on needs analysis consisting of needs analysis, curriculum analysis, and student character analysis. The reason is because for the next stage, it is necessary to develop teaching materials that are not the focus of this research. Thus, this research is expected to provide a strong basis for the development of teaching materials for further research.

Muna and Wadhana (2021) examined the ADDIE learning model for Indonesian language learning. The results show that 84.62% of ADDIE learning media that have been created have a decent level of qualification. Hayya, A.S., and Widyasari, R. (2021) developed an ADDIE model for learning Fairy Tale material. The results of his findings show that the qualification of the material reaches 80%. Rinasari et al., (2023) developed the ADDIE model in the Folk Story Text material. The findings show that 94% of the teaching materials have met the qualifications of students. Wicaksana et al., (2019) examined the ADDIE learning model for Indonesian language learning. The results show that the effectiveness rate of teaching materials is 95.83%. Suhartina et al., (2024) examined the ADDIE learning model for Indonesian language learning. The results of his findings show that as many as 96% of teaching materials are suitable for students.

Based on the results of initial observations, it is known that students' ability to write argumentative texts is still far from perfect, such as unclear ideas, arguments that are not relevant to the topic, lack of data or facts, and lack of ability to analyze issues or topics (Hidayat and Nizar, 2021). Therefore, based on this, the researcher is interested in further studying the "Analysis of the Needs of the Argument-Driven Inquiry (ADI) Model in Learning to Write Student Argumentative Texts". The purpose of this study is to find out what are the needs of students in argumentative text teaching materials which are divided into needs analysis, curriculum analysis, and student character analysis. The limitation of this study lies in the focus of the variables studied, where of the 5 (five) variables of the ADDIE model, the researcher only analyzes needs.

RESEARCH METHODS

In this study, the researcher adopted a qualitative approach with an analytical descriptive method. Although there are 5 (five) stages of the ADDIE learning model, this study will focus on needs analysis consisting of needs analysis, curriculum analysis, and student character analysis. The reason is because for the next stage, it is necessary to develop teaching materials that are not the focus of this research. The data collection process is carried out through a literature review that includes primary and secondary sources, in order to examine and interpret the needs analysis in depth. Primary sources were obtained through a written test of arguments with issues or topics of the Impact of Gadget Use, Waste Problems in Indonesia, the Importance of Digital Literacy, Character Building Through Social Media, and the Implementation of Curfews can Reduce Adolescent Acquaintances. This primary source was carried out by conducting tests on 15 (fifteen) students. Meanwhile, secondary sources are obtained from journals and documents obtained from the internet. Data analysis was carried out using the miles and huberman interactive model (in Zulfirman, 2022) which consisted of data reduction (sorting data by grouping the results of student writing based on the ideas raised, arguments relevant to the topic, data or facts, analysis of issues or topic topics) (Nizar and Hidayat, 2021), presentation of data in the form of descriptions, and drawing conclusions such as interpreting the meaning of data and drawing patterns.

RESULTS AND DISCUSSION

The aspects studied in the analysis of argumentative texts are adapted from Nizar and Hidayat (2021) which consist of ideas, relevance, data or facts, and analysis of issues or topics. The subjects studied as many as 15 (fifteen people) after all of them have been analyzed, the analysis will be continued with the ADDIE model to find out the needs of students in developing argumentative text analysis.

Table 1. Analysis Result

Student	Sentence Fragments	Idea	Relevance	Data or Facts	Issue or Topic Analysis
1	“Media sosial kini telah menjadi bagian penting yang sulit untuk dihindari. Namun demikian, perlu diketahui bahwa penggunaan media sosial tidak selalu memberikan dampak positif dalam kehidupan sehari-hari.”	The idea is strong, but it is still general and has not shown a sharp argumentative position	It is relevant in terms of content, but the depth of the argument needs to be increased by reasoning and effect or proof.	The use of data already exists but is still minimal. Additional supporting data or research citations are needed to make the writing more credible and argumentative.	Touches on the core of the topic, but hasn't been discussed in depth
2	“Di era modern seperti sekarang, kemampuan literasi digital menjadi keterampilan yang wajib dimiliki oleh setiap individu, terutama generasi muda.”	Ideas are strong, focused, and relevant to the actual issues of education and the development of a digital society.	Relevant and logical, but still lacking real supporting evidence	There are references, but they are still superficial in terms of data	Analysis is good and reflective, but it can be improved with a more critical point of view.
3	“Kebiasaan remaja yang sering berkumpul hingga larut malam, baik di kafe maupun tempat umum, kerap menimbulkan berbagai bentuk kenakalan.”	The idea is relevant and focused, but it can still be reinforced by deeper reasons (e.g., juvenile crime data or expert opinion).	The flow of thought is good and coherent, but lacks concrete evidence.	There is regulative data, but there is little in-depth or comparative	The analysis is quite good, but it is not yet in-depth and balanced.
4	“Menggunakan gawai berlebihan itu bisa saja menurunkan kemampuan berbahasa. Sering menggunakan gawai tidak hanya memengaruhi disiplin belajar, tetapi juga mengubah cara berpikir”	The idea is clear and actual	The cause-and-effect relationship is quite strong, but it can still be deepened with real examples or comparisons	Already citing sources and expert citations	The analysis is good but still one-way. Haven't mentioned the positive side of gadgets
5	“Saat ini banyak generasi muda yang terpengaruh	It is still general and has not been	The argument is quite relevant, but it	There is no data, sources, or expert citations	The analysis is not yet critical

	dengan media sosial. Apabila semakin banyak yang terpengaruh, maka akan berpengaruh terhadap kualitas dari generasi yang akan datang.”	explained in depth.	is still superficial. The author has not shown a strong cause-and-effect relationship between social media and character change	to support the opinion. All arguments are based on personal opinions	
6	“Di era sekarang, banyak remaja yang hanya fokus pada hiburan di media sosial tanpa belajar memahami penggunaan teknologi digital secara bijak.”	The idea is very clear and actual	Logical and sequential arguments	It will be stronger if one local data is added, for example a survey from an institution in Indonesia	The analysis is good enough, but it can still be developed with concrete examples.
7	“Di era sekarang membaca buku sangat jarang dilakukan, apalagi membaca berita di koran, karena internet atau gadget sudah sangat modern sekali.”	Clear ideas	The argument is still narrative and based on personal experience	No data or source references	Analysis is still common
8	“Di zaman sekarang, banyak orang-orang yang sudah ketergantungan dengan gawai. Kebanyakan dari anak remaja orang-orang menggunakan setiap saat gawai.”	The main idea is clear, actual, and contextual	It can be strengthened with cause-and-effect connections to make the flow more logical	There are empirical data and references	There is no elaboration on why this happened or how the solution would be.
9	“Tingginya arus informasi di era digital menuntut masyarakat tidak hanya mampu mengakses, tetapi juga mengevaluasi keakuratan dan etika penggunaan data secara bertanggung jawab.”	The main idea is clear, actual, and reflects the real problem at hand	The arguments are consistent and only need a slight improvement of the transitions between ideas to make the flow smoother.	The author uses two credible sources that strengthen the argument	The analysis is quite in-depth, but it is still descriptive
10	“sering kali masyarakat membuang sampah sembarangan, terutama di sungai dan lautan. Akibatnya,	The ideas are very clear and contextual.	All paragraphs are closely related to the main theme	Less strong, it would be better if accompanied by concrete numbers	It can be deepened with aspects of government policy or responsibility.

	pencemaran lingkungan tidak bisa dihindari.”				
11	“kemampuan literasi digital masyarakat Indonesia masih tergolong rendah, hal ini disebabkan karena kurangnya kesadaran masyarakat dalam memanfaatkan teknologi secara bijak.”	Ideas relevant to the issue	It needs a little strengthening in the relationship between digital literacy and the role of education.	You can add more specific numbers or survey results.	It's deep enough
12	“Banyak remaja yang lebih aktif di media sosial karena dapat digunakan sebagai tempat mencari hiburan dan sarana berkomunikasi dengan orang lain.”	The argument has not been developed in depth towards solutions or academic perspectives	There is a repetition of ideas in some parts	There is no statistical data to support the argument	The analysis is still descriptive, not yet to an argument that considers cause and effect in depth.
13	“Literasi tidak hanya sebatas membaca dan menulis, tetapi juga mencakup kemampuan memahami informasi yang diperoleh dari berbagai sumber, terutama dari media digital.”	The main idea is very clear	Relevant issues, without departing from the main theme	The presentation of data is still general and does not list more detailed sources	The argument is logical and structured
14	“Banyak orang, terutama remaja, menggunakan media sosial untuk berkomunikasi, mencari informasi, dan mengekspresikan diri”	Logical and easy-to-understand structure	Each paragraph consistently addresses the main topic without taking it out of context	The text mentions common examples without reference to concrete sources	The analysis is logical and balanced
15	“Literasi digital bukan hanya tentang kemampuan menggunakan teknologi, tetapi juga mencakup kemampuan memahami, menilai, dan memanfaatkan informasi dengan bijak di dunia maya.”	Ideas relevant to the issue	The topic is quite relevant to the lives of teenagers and society in the digital era	Sources are still limited and there needs to be additional concrete data	Quite logical but has not analyzed the cause and effect in more depth

1.1 Needs Analysis

Based on the results of the assessment of the argumentation texts of grade XI students, it was found that most of the students had been able to put forward relevant and actual ideas. However, these ideas are still general and have not shown a sharp argumentative position. It can be seen from the many texts that are still descriptive, without showing cause and effect or strong empirical evidence. Students are generally not accustomed to using data, expert quotes, or credible sources to reinforce their opinions. This is contrary to the essence of the argumentation text, where ideas are the most important thing, because according to Utami et al., (2024) ideas are an attempt to find out which view is better than others, and arguments are described as a way for a person to explain something. One can refer to the facts and evidence presented and through inference show whether a theory presented is true or not.

This condition shows that most students have not fully understood the essence of argumentative texts as a form of writing that requires critical, analytical, and reflective thinking skills. In line with Asmarani (2018's research), students experience difficulties in the suitability of the content of the essay as an argumentative essay. Of the 20 student essays, 14 were essays whose content was not in accordance with the requirements of the argumentative essay. The large number of essay content that is not in accordance with the requirements of argumentative essays shows that students still have difficulties in writing argumentative essays.

In addition, research by Dwisaptarida et al., (2024) shows that many high school students still have difficulty composing argumentative texts that meet a logical and cohesive structure. They tend to write based on personal experience without including in-depth analysis or theoretical grounding. The application of learning models such as the Four-Square Method has been proven to improve students' ability to design a more systematic argumentation structure, especially in arranging claims, reasons, evidence, and conclusions. This shows that the problem in writing argumentative texts is not only in language mastery, but also in the process of scientific thinking and the skill of using credible sources of information.

These findings are in line with research by Armita et al., (2025) confirming that students' low ability to write arguments is often due to a lack of exposure to academic texts and exploratory exercises that encourage in-depth analysis of actual issues. Students are more often directed to write based on a common theme without habituation to test the validity of ideas. Therefore, teachers need to develop a learning strategy that is not only oriented to the results of writing, but also to the thinking process behind the formation of arguments.

In addition to the cognitive aspect, pedagogical factors also have a big influence. According to research by Anugraheni et al., (2018) explains that effective argumentative writing learning must be based on a contextual approach that relates actual social issues to student experiences. Thus, the ideas that emerge are not abstract, but concrete and empirically provable. When students get used to writing supported by factual data and expert views, their ability to build sharp and credible arguments will increase.

By considering these various findings, it can be concluded that the main weakness of students in writing argumentative texts lies in two aspects: (1) limitations in developing ideas into arguments that have logical proof, and (2) lack of ability to integrate data, facts, and theories to support the claims presented. Therefore, more innovative learning approaches such as *Argument-Driven Inquiry (ADI)*, which emphasizes data exploration, evidence-based claim formulation, and reflective discussion are needed to sharpen students' argumentative positions.

1.2 Curriculum Analysis

Curriculum needs analysis is carried out to ensure that the development of an argumentative text-based learning model Argument-Driven Inquiry (ADI) in line with the learning outcomes, basic competencies, and student profiles expected in the Independent Curriculum. The current curriculum emphasizes competency-based learning that fosters critical, creative, collaborative, and communicative thinking skills (4Cs), which are actually the main foundation in writing argumentative texts.

In the context of Indonesian subjects in grade XI, Learning Outcomes (CP) emphasizes that students must be able to compile argumentative texts based on the analysis of actual issues by utilizing data and expert views logically and responsibly. This is contained in the element of "critical and analytical thinking on socio-cultural issues" in phase F (grades XI–XII) of the Independent Curriculum. Thus, learning that develops the ability to write arguments is not only part of language skills, but also a means of forming students' intellectual character who is able to reason and respond to public issues with responsibility.

However, the results of observation and assessment of students' argumentative texts show that there is a gap between the demands of the curriculum and the actual ability of students. Most students simply write based on opinions without including valid supporting data, references, or evidence. This shows that the learning process that takes place is still oriented to the results of the written product, not to the argumentative thinking process itself. As a result, the aspects of logical reasoning and the use of empirical evidence that are at the core of argumentative texts are not optimally developed.

These findings are in line with research conducted by Retnosari et al., (2024) revealing that the writing learning curriculum at the high school level often does not provide enough space for students to develop research-based arguments and logical proofs. Writing activities tend to be directed at structural and linguistic aspects, while cognitive aspects such as the ability to criticize, compare, and infer information have not been the main focus.

Furthermore, Ali (2025) emphasized that the Indonesian curriculum needs to be developed through a scientific approach that allows students to construct ideas reflexively based on factual data. Approach Argument-Driven Inquiry (ADI) is relevant to these needs because it integrates the stages of data exploration, claim preparation, proof with evidence, and reflection on the arguments submitted. This model not only supports academic literacy achievements, but also strengthens critical thinking skills that are the main orientation in the Independent Curriculum.

In addition, according to Hadi et al., (2025) explained that the revision of the curriculum policy that emphasizes on student-centered learning Requires teachers to present learning models that are adaptive to student needs and technological developments. This means that learning to write arguments is no longer enough to be done conventionally, but it is necessary to utilize digital resources, online discussion forums, and collaboration between students in testing the strength of arguments. Through a curriculum designed based on inquiry and argumentation, students can play an active role as creators of meaning, not just recipients of knowledge.

From these various results, it can be concluded that the analysis of curriculum needs shows that there is an urgent need to strengthen the integration between the demands of curriculum achievement and learning strategies based on argumentative reasoning. Type Argument-Driven Inquiry (ADI) can be a solution because it conceptually supports the principles of the Independent Curriculum, namely learning that is oriented to the thought process, logical reasoning, and in-depth scientific proof. The implementation of this model is expected to be able to help grade XI students achieve argumentative writing competencies that are not only structurally correct, but also strong in the aspects of logic, evidence, and reflective values.

1.3 Student Character Analysis

The results of observation and assessment of the argumentation texts of grade XI students show that the characteristics of students at this level reflect the phase of adolescent cognitive development which is at the formal operational stage according to Piaget's theory. At this stage, students are already able to think abstractly and logically, but still need guidance in organizing arguments systematically and evidence-based. In the context of learning to write argumentative texts, most students tend to have unstable critical thinking skills, characterized by a tendency to write personal opinions without the support of empirical data or strong academic references. This is in line with the findings of Jamaludin (2022) who stated that high school students still have difficulty distinguishing between opinions and arguments due to limited analytical thinking skills and lack of habituation to write based on data.

In addition, from the affective aspect, most students showed a fairly high interest in actual issues such as the use of gadgets, the impact of social media, and digital literacy. However, this interest has not been fully followed by the reflective ability to relate issues to supporting data or theories. Students tend to write narratively, describing the situation, but have not made a critical assessment of the issues being discussed. This shows that their ability to build logical and coherent arguments still needs to be improved through inquiry-based learning activities. In accordance with the results of the research, Uslina et al., (2025) explained that inquiry-based learning has been proven to be able to improve students' critical thinking skills and metacognitive awareness in argumentative writing, because students are required to search, compare, and evaluate data independently.

In terms of learning character, students tend to like learning that is interactive, contextual, and allows them to voice their opinions freely. However, they also still need scaffolding or gradual guidance in compiling a good argumentative text structure starting from the introduction of the issue, the presentation of arguments and counter-arguments, to the conclusion. The Argument-Driven Inquiry (ADI) approach fits these characteristics well because it emphasizes collaboration, exploration of evidence, and the drafting of arguments that can be logically accounted for. According to Ambarwati et al., (2015) the ADI model is effectively applied to high school students because it encourages them to think critically, dare to express opinions, and get used to using data as a basis for argumentation.

It can be concluded that the character of grade XI students shows great potential to develop the ability to write argumentations if learning is focused on exploratory and reasoning-based activities. They need a learning strategy that not only emphasizes the results of the writing, but also the thought process behind the formulation of the argument. Therefore, this stage of student character analysis is an important basis in the development of learning designs based on the ADDIE model, so that the design of writing activities is really in accordance with their needs and learning styles.

CONCLUSION

Based on the results of needs analysis, curriculum analysis, and student character analysis, it can be concluded that the ability to write argumentative texts for grade XI students still faces various obstacles both from cognitive, curriculum, and learning character aspects. In terms of needs, students have been able to put forward ideas that are relevant to the actual issue, but have not shown argumentative sharpness and the ability to relate ideas with empirical data or credible academic citations. This condition shows that the process of learning argumentative writing in schools still tends to emphasize the final result of writing rather than the critical and scientific thinking process behind the preparation of arguments.

From the curriculum aspect, it was found that there was a gap between the demands of the learning outcomes of the Independent Curriculum which emphasizes critical, analytical, and reflective thinking and real implementation in the classroom. The curriculum has actually facilitated competency-based learning of the 4Cs (Critical thinking, Creativity, Collaboration, and Communication), but the learning practices are still predominantly textual and have not been oriented to scientific investigation and proof. These results are in line with the research of Retnosari et al. (2024) and Ali (2025) who emphasized that learning to write at the high school level still lacks research activities and data analysis as the basis for strengthening arguments. Therefore, the integration of learning models such as Argument-Driven Inquiry (ADI) is highly relevant because it is oriented towards data exploration, evidence-based claim formulation, and logical reflection on the arguments developed by students.

From the aspect of student characteristics, the analysis shows that grade XI students are at a stage of formal operational cognitive development that already allows abstract thinking, but still requires guidance in arranging logic and strong argumentation structures. Students have a high interest in social and digital issues, but are not used to associating them with theory or factual data. They prefer interactive, collaborative, and contextual learning that demands active participation and freedom of expression. Thus, the model Argument-Driven Inquiry (ADI) are judged according to their characteristics because they emphasize discovery-based learning, collaboration, and the use of empirical evidence in writing.

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