



REFRAMING SHORT STORY WRITING INSTRUCTION IN INDONESIAN SENIOR HIGH SCHOOLS THROUGH 6C-BASED DIGITAL MATERIALS

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Abstract: This study aims to develop digital teaching materials for writing short stories based on 6C skills for high school students. 6C skills are 21st-century skills that include critical thinking, creativity, communication, collaboration, character, and citizenship skills developed through the learning process. The research method used is research and development (R&D) using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The analysis stage is carried out through a study of the content of 6C skills in six short story texts as a basis for developing teaching materials. The developed digital teaching materials were then validated by validators who include material experts, language experts, digital media experts, and practicing teachers. The validation results show that the digital teaching materials based on 6C skills in learning to write short stories are very feasible. Implementation of the teaching materials was carried out on grade XI students at SMA Negeri 1 Kadugede and SMA Negeri 1 Kawali. The evaluation results showed an average classical learning completion rate in both schools of 92.32%, with an average score above 81. Analysis of students' short story texts showed that the 6C skills were contextually integrated, comprehensive, and evenly distributed in students' narrative construction. The integration was internalized in the interactions between characters, the context of social reality, character, creativity, and was reflective.

Keywords: digital teaching materials; 6C skills; critical thinking; short stories.

INTRODUCTION

Indonesian Language Learning is a learning process designed to develop students' language competence, including listening, speaking, reading, and writing skills in an integrated manner, to be able to communicate effectively in accordance with various contexts of language use (Prihatini, 2023; Misriani et al., 2023). In learning Indonesian, writing skills are one of the language competencies that have an important role in developing students' ability to organize ideas, convey information, and produce various types of texts according to learning objectives (Putri & Ganing, 2024; Hermaditoyo et al., 2025). These skills play a crucial role in helping students understand learning, develop communication skills, process ideas, enhance critical thinking,

and convey ideas effectively (Pulak, 2023). In this context, critical thinking as part of Higher Order Thinking Skills (HOTS) demands analytical, evaluative, and creative skills in the learning process (Purwanto, 2024; Aydin & Yildiz, 2024). Therefore, writing activities are not simply about producing text, but rather involve complex cognitive processes through the stages of planning, drafting, revising, and editing. (Prasetya et al., 2024; Maharani et al., 2025). Support scaffolding is needed to help students move from actual to potential ability, and has been shown to increase engagement and confidence in writing tasks (Butarbutar, 2024; Taylor et al., 2024).

Strengthening writing skills is relevant to the demands of 21st century learning, which emphasizes mastery of communication,

collaboration, creativity, critical thinking, and technological literacy (Mustaqim et al., 2024; Astuti, 2024). This orientation aims to form students who are independent and adaptive to developments in the era (Yanuarto et al., 2025). Conceptually, 21st-century learning positions HOTS as a key competency in contextual problem-solving (Irdalisa et al., 2024; Jannah et al., 2024). Accordingly, the Ministry of Education of the Republic of Indonesia has formulated six core skills (6Cs): creativity, critical thinking, communication, collaboration, citizenship, and character (Setiyowati et al., 2023; Arianda et al., 2024). Its implementation requires teaching materials that are relevant, systematic, in accordance with the curriculum, and support the achievement of student competencies (Luthfiyani et al., 2023; Fitriarieswa et al., 2023).

In learning short story texts, the integration of 6C skills is very important because learning not only focuses on understanding the intrinsic elements of the story, but is also geared towards developing critical thinking skills, creativity, communication, collaboration, character, and citizenship as part of 21st century competencies (Atikah et al., 2024; Khairiyah et al., 2025). This integration encourages students to produce structured and meaningful texts (Jaja, 2024). Internal obstacles, such as difficulty finding and developing ideas, can be minimized through strategies scaffolding in the form of providing examples, gradual feedback, and text organization guidelines (Benabbes et al., 2025; Bilqis et al., 2026). As for external obstacles related to the limitations of teaching materials, media, and learning strategies that are less adaptive to the development of the students, they can be overcome through the provision of innovative and contextual learning tools (Nenohai et al., 2023; Wang, 2025). Thus, the integration of 6C skills in short story writing learning has strategic potential to improve the quality of the process and learning outcomes of writing short story texts (Mukhyidin et al., 2025; Sari et al., 2026).

Along with the transformation of digital learning, the use of technology in education is increasingly widespread (Weigand et al., 2024; Sinaga et al., 2025). Digital technology continues to transform the landscape of language education worldwide (Wahyuni et al., 2024; Lu et al., 2025). Various studies have utilized digital media in teaching short story writing, such as Flipbook, Google Sites based on moral values, scientific approach, Storyboard Digital, and Adobe Flash (Dinata et al., 2023; Nur Alimah & Sumardi,

2023; Rupa & Sumbi, 2021; Nafasya et al., 2022; Wikanengsih & Ningrum, 2021). Furthermore, there are also previous studies on the integration of 21st-century skills in learning to write short stories, such as critical thinking and creativity (As'ari et al., 2024; Suhaima & Sakaria, 2023). These studies generally still position digital media as a learning tool, not as an instructional lens that systematically reframes short story teaching practices based on the development of 6C competencies. Five studies have also have not integrated the use of digital media flipbook by strengthening the 6C skills. The other two studies only integrated one of the 21st-century skills. This represents a research gap addressed in this study.

Based on this gap, this study offers a novelty by reframing the teaching of short story writing through the use of 6C-based digital teaching materials as the main pedagogical framework, rather than merely as a learning product. This approach positions short stories as a medium to foster critical thinking, creativity, communication, collaboration, character, and citizenship skills in an integrated manner through the processes of text analysis, discussion, reflection, and writing production. Thus, the contribution of this study lies in strengthening the perspective that digital literature learning in high schools can be reconstructed as a 21st-century competency learning ecosystem, which is theoretically relevant and empirically proven effective in the Indonesian educational context.

METHOD

This research uses the mixed method, namely a research method that combines two types of methods, namely qualitative and quantitative (Creswell, 2014). Research mixed method because it can provide more valid, objective, and comprehensive data. The type of research is Research and Development (R&D), with the stages of developing a new product or the stage of perfecting a product that has been created and can be accounted for (Sugiyono, 2019). The research and development design used in this study is the model ADDIE with five sequential stages, namely analysis, design, development, implementation, and evaluation (Branch, 2010).

The analysis phase of this study focused on examining the 6C skills contained in short story texts used as the basis for developing digital teaching materials. The texts analyzed consisted of six short stories sourced from the online media Kompas with the titles "Pindah Rumah" by Rio Rozalmi, "Gigi Susu Tara" by Saptar Arif,

“Hujan” by Tri Utari, “Semalam di Pristina” by Eka Arief Setyawan, “Kopi Jenderal” by Kusuma Widjayanti, and “Yang Terjadi setelah Senja” by Arie Fajar Rofian. These six short story texts were used as initial products in the development of short story text teaching materials based on 6C skills.

The design and development stage is the product realization stage, namely, the preparation of digital teaching materials for short story texts based on 6C skills. The developed product is then validated by validators consisting of material experts, language experts, digital media experts, and practicing teachers. This validation process aims to assess the feasibility of the teaching materials in terms of substance, language, media display, and usability in learning practices. The assessment criteria for the validation results are presented in Table 1 below. From the validation results, a development model was obtained.

Table 1. *Criteria for the eligibility of teaching materials*

No	Validation Score	Eligibility categories
1	< 21 %	Totally unworthy
2	21-40%	Not feasible
3	41-60%	Quite decent
4	61-80%	Eligible
5	81-100%	Very worthy

As for finding the results of validation for the suitability of teaching materials, you can use formulaas follows.

$$\text{Eligibility percentage} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

Information:

Total Score : The total score of all respondents.

Maximum score: The highest score multiplied by the number of respondents.

The implementation and evaluation phase was carried out by applying validated digital teaching materials. The implementation of the developed product was carried out on students in grade XI A of SMA Negeri 1 Kadugede and grade XI A of SMA Negeri 1 Kawali. The selection of the two schools was carried out purposively, considering institutional and academic characteristics that represent the context of public schools in semi-urban areas in Ciamis and Kuningan Regencies. Both schools have the following characteristics input heterogeneous student population and academic achievement in the medium to good category based on internal school learning

outcome data. Thus, both contexts can be categorized as typical representations of public schools with relatively balanced levels of student ability diversity. Furthermore, differences in social background and variations in academic achievement between schools provide a diverse context, allowing for product testing in non-homogeneous situations. This consideration aims to strengthen the external validity of the research because the effectiveness of the developed digital teaching materials is tested on representative student characteristics and learning environments and is not limited to one particular school context.

The implementation activity begins with providing students with the opportunity to access and study the developed digital teaching materials, followed by exercises and evaluations integrated into the teaching materials. The results of student tests are then used as indicators to assess the effectiveness of the developed teaching materials. The teaching material effectiveness test is carried out in four stages. First, individual learning completion is calculated by adding up the scores of all assessment indicators obtained by students, then comparing it with the maximum score. Second, classical learning completion is determined based on the percentage of students who achieve learning completion, with a minimum criterion of 75% of students having met the specified KKTP score (Aqib, 2016: 41). Third, the average student learning outcome score is calculated by adding all student scores and dividing by the number of students in the class to illustrate overall learning achievement. Fourth, digital teaching materials are declared effective and suitable for use if at least 75% of students achieve learning completion and the class average score is above the predetermined KKTP score (Jaja et al., 2021; Afandi, 2025)

RESULTS AND DISCUSSION

Level of analysis

The initial stage of this research was the analysis of the 6C skills content in the short story texts used in the teaching materials. This analysis aimed to provide examples of short story texts containing the 6C skills so that they could be used as references by students when using the digital teaching materials of the short story texts developed. The results of the analysis of the 6C skills content in the short story texts are presented as follows.

Table 2. *Analysis of short story text*

Short Story Title	6C Skills	Embodiment in Story
Pindah Rumah	Critical thinking, character, communication, collaboration, creativity, citizenship	Kevin's character reflects life moving from house to house. Kevin is able to analyze family circumstances, communicate implicitly with his mother, adapt to new surroundings, and demonstrate the family's social participation.
Gigi Susu Tara	Critical thinking, communication, character, collaboration, creativity, citizenship	Tara analyzes her teeth and questions the myth of the tooth fairy. Reno reflects on a child's emotional needs, and Bik Minah demonstrates empathy and cooperation in parenting.
Hujan	Critical thinking, character, communication, collaboration, creativity, citizenship	Zahid's character is able to evaluate his past experiences and his father's parenting style. He also reflects on his role as a parent and develops a moral responsibility towards his son, Ganang.
Yang Terjadi setelah Senja	Critical thinking, creativity, communication, collaboration, character, citizenship	The character Budi is able to analyze the social reality that exists on the streets, is able to utilize musical creativity to earn money, interact with the community, and demonstrate high social awareness.
Semalam di Pristina	Character, critical thinking, communication, collaboration, creativity, citizenship	The characters of Me, Alea, and Sheikh Batim in the short story <i>Semalam di Pristina</i> display empathy, moral responsibility, shared reflection, and social cooperation in caring for the remains of the grandfather figure.
Kopi Jenderal	Creative, critical thinking, character, communication, collaboration, citizenship	The character Winarso is able to design an innovative strategy to save Andrean. This character is also able to make quick decisions, maintain moral integrity, and demonstrate democratic awareness.

Based on Table 2, the most dominant integration of 6C skills in the short stories studied is critical thinking skills, as seen in the short stories “Pindah Rumah”, “Gigi Susu Tara”, “Hujan”, and “Yang Terjadi setelah Senja”. In the short story “Pindah Rumah”, Kevin's reflection on his family's life, which always moved residences, not only represents critical thinking skills, but also triggers character strengthening through an attitude of acceptance of family conditions, the establishment of good communication with the mother figure, and the emergence of social awareness of the new environment. This finding shows that critical thinking skills in the short story Moving House function as a trigger for the development of other 6C skills in a sustainable manner.

In the short story “Gigi Susu Tara”, the integration of 6C skills is seen through the interactions between the characters Tara, Reno, and Bik Minah. Tara's curiosity and analysis of her dental condition represent critical thinking skills, which are then connected to communication skills through dialogue between the characters. Character skills are reflected through the father's empathetic attitude towards Tara, while collaboration skills are seen through the cooperation between the father and Bik Minah in caring for Tara. Meanwhile, citizenship skills

are represented through the social activities of the doctor who provided child health education in the community in the past.

The short story “Hujan” demonstrates a reflective and in-depth integration of the 6C skills. Zahid conducts a self-evaluation of the parenting style he received from his father, which simultaneously represents critical thinking skills and character. This reflection process also involves intrapersonal communication, awareness of social responsibility as a parent, and creativity in formulating necessary attitudinal changes. Thus, the integration of the 6C skills in this short story is not situational, but develops as a process of personal transformation for Zahid.

Meanwhile, the short story “Yang Terjadi setelah Senja” showcases the integration of 6C skills within the context of social reality. This integration is evident in Budi's critical analysis of street life, combined with musical creativity as a strategy for earning money, the ability to communicate with the surrounding community, and civic awareness regarding social inequality. These findings confirm that the development of 6C skills can be built through life experiences, not solely through formal education.

Different from the previous short stories, this short story, “Semalam di Pristina,” demonstrates the integration of 6C skills with character as the

most dominant skill. The empathy and moral responsibility of Aku, Alea, and Syekh Batim towards the death of the Grandfather character foster critical thinking skills, effective communication, cooperation, and national awareness in the funeral process. This integration confirms that character is an integral skill in the development of 6C skills.

The short story "*Kopi Jenderal*," demonstrates creativity as the most dominant skill. Winarso's innovative strategy in saving Andrean reflects not only creativity but also critical thinking in quick decision-making, character skills through moral courage, effective communication in emergency situations, collaboration between characters, and civic awareness related to democratic values.

Overall, this discussion shows that the 6C skills in short stories are integrated, contextual, and narrative. The short stories studied do not simply represent one dominant skill, but rather build a network of skills that reinforce each other through the actions, interactions, and reflections of the characters in the storyline. The main contribution of this research lies in strengthening the perspective that literary learning, especially

short story text material, has strategic potential to develop 6C skills comprehensively in learning to write short stories at the high school level.

Design and development stage

The design and development stage in this research aims to produce a product in the form of a digital teaching material of short story text based on 6C skills, designed according to the characteristics of students and the demands of 21st-century learning. The initial product that has been developed then enters the validation stage involving four validators, namely material experts, language experts, digital media experts, and practicing teachers, to assess the feasibility of the teaching material from the aspects of material, language, media display, and usability in the learning context by practicing teachers. Based on the results of the entire validation process, assessment data is obtained that represents the level of feasibility of the developed teaching material. The summary of the assessment results is then presented in the following table as a basis for analyzing the feasibility of the teaching material.

Table 3. *Teaching material validation data*

Validation	Percentage Score	Category
Material Expert Validation	97.33%	Very Worthy
Linguist Validation	93.33%	Very Worthy
Digital Media Expert Validation	90.67%	Very Worthy
Practitioner Teacher Validation	92.67%	Very Worthy

The validation results show that the developed digital teaching materials received a very good rating from all validators. Validation by material experts resulted in a score of 97.33%, indicating that the material's substance is aligned with learning outcomes and is able to systematically integrate 6C skills in writing learning. The validation score for the linguistic aspect was 93.33%, indicating that the use of language, clarity of instructions, and readability of the teaching materials have met the standards for text-based learning. In terms of digital media, the validation score was 90.67%, indicating that the visual design, navigation structure, and interactivity of the teaching materials have functioned effectively in supporting independent learning, although there is still room for development and improvement in the use of QR Code which were deemed ineffective. Meanwhile, the assessment by practicing teachers yielded a score of 92.67%, confirming that the teaching materials were applicable, relevant to the classroom learning context, and easy to

implement in the practice of learning to write short stories.

Overall, the validation results indicate that the digital teaching materials for short story texts based on 6C skills are at a very good level of feasibility. The average percentage value of 93.50% with a very feasible category indicates that the developed teaching materials have met the learning quality standards reviewed from various assessment aspects by the validators. These feasibility results are in line with the results of research, which revealed that teaching materials with the integration of 21st-century competencies (6C) in digital teaching materials for Pancasila and Citizenship Education are very feasible to be tested based on validators from material experts and media experts (Julisa et al., 2023)

The assessment results also revealed that the digital teaching materials were not only designed as a means of delivering material, but also as a medium that facilitates an active learning process and is oriented towards the development of 6C

skills. The integration of these skills is reflected in a series of learning activities that encourage students to think critically in analyzing texts, be creative in writing short stories, communicate and collaborate through discussion activities, and understand the character and citizenship values contained in short story texts. Therefore, this digital teaching material can be declared very suitable and relevant for use in student writing learning. However, the validation results also indicated several notes and suggestions for improvement from the validator that needed to be followed up on. Therefore, the researcher revised the teaching materials according to the input provided, including improvements to spelling and language rules. The results of the revised teaching materials after going through the validation process, in addition to improvements to spelling and the application of language rules, are presented as follows.

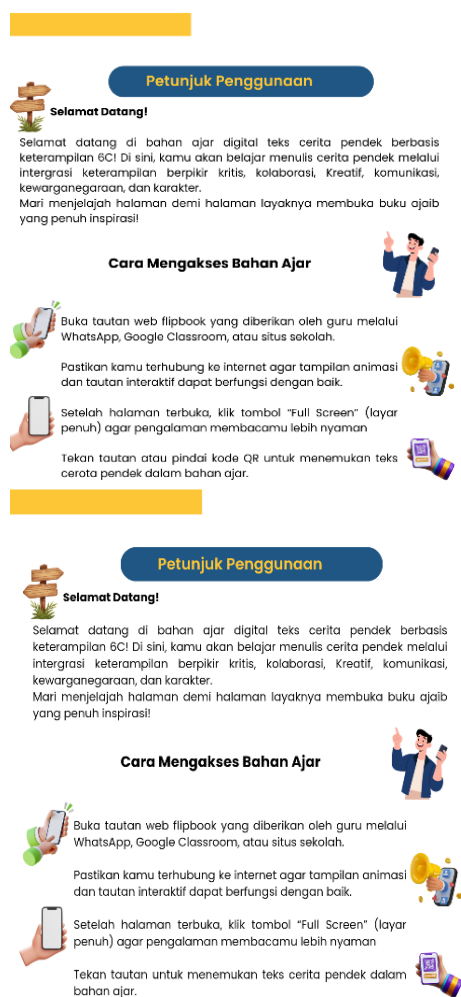


Figure 1. Improvements to the instructions for using teaching materials

Figure 1, it shows that there have been improvements by following up on suggestions

from digital media expert validators, namely the presence of barcodes or QR codes. Code Digital teaching materials are considered less effective because they require two devices to scan the barcode. Therefore, the author replaced the teaching material instructions that show scanning the QR code with instructions for accessing a link to find the text of the short story.

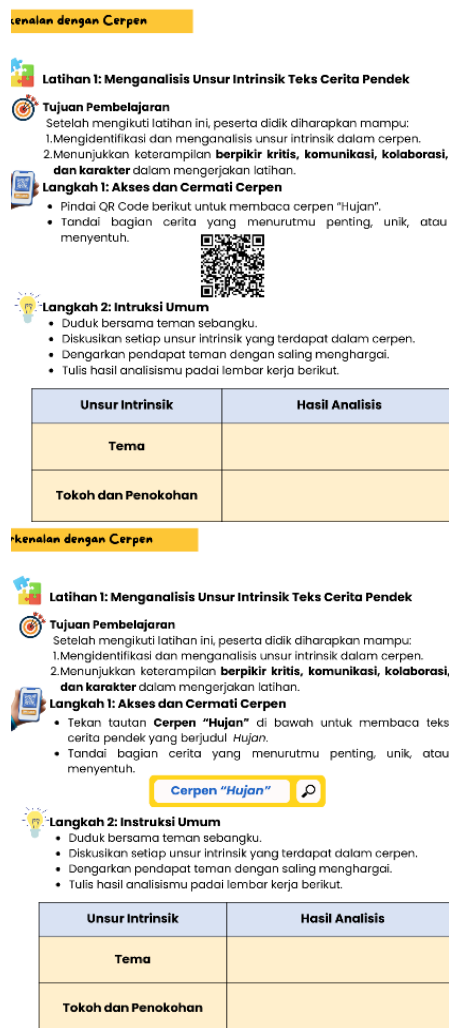


Figure 2. Replacing the QR code with a short story text access link

Figure 2 shows improvements made based on suggestions from a digital media expert validator, who explained that the use of QR codes was less effective in digital teaching materials because it required two devices to access the code. Therefore, the researchers followed up on this suggestion by replacing the QR code with a direct link to access the short story text.

D. Struktur Teks Cerita Pendek

Coba ingat kembali cerpen "Pindah Rumah" yang kamu baca. Bagaimana cerita itu dimulai? Bagaimana konflik mulai muncul? Dan bagaimana akhirnya cerita itu diselesaikan? Setiap cerpen sebenarnya memiliki pola alur yang membentuk rangkaian cerita dari awal hingga akhir. Tanpa struktur yang jelas, sebuah cerita bisa terasa membingungkan, bukan? Nah, kira-kira bagian apa saja ya yang menyusun struktur sebuah cerpen? Apakah hanya bagian awal dan akhir saja? Atau ada tahapan lain yang membuat cerita terasa mengalir dan mudah dipahami? Untuk itu mari bersama-sama kita bahas struktur yang membangun teks cerita pendek yang berjudul "Pindah rumah".

Dalam penulisan teks cerita pendek, terdapat tujuh struktur yang dapat membangun sebuah cerita pendek. Namun, terkadang tidak semua struktur teks cerpen tersebut dimasukkan ke dalam penulisan cerpen. Penulisan cerpen dapat dilakukan dengan hanya menuliskan tahap orientasi, komplikasi, dan resolusi terhadap cerita pendek yang akan dibuat (Jaja et al., 2019). Seperti dalam cerpen yang berjudul "Pindah Rumah" ini hanya memiliki tiga struktur cerpen. Untuk mengetahui struktur dalam cerpen "Pindah Rumah" mari kita simak penjelasan berikut ini.

• Orientasi

Orientasi dalam cerpen Pindah Rumah ini diawali dengan memperkenalkan tokoh utama sekaligus situasi awal, yaitu kepindahan rumah yang sudah berulang kali dialami tokoh "aku". Untuk lebih jelasnya, orientasi tersebut dapat dilihat pada kutipan berikut.

Ini kali ketiga aku pindah rumah. Walau masih dalam satu kota tapi beda kecamatan. Aku merasa hidup seperti suku yang tinggal di pedalaman hutan, hidup nomaden. Tapi mereka hidup berpindah-pindah dengan alasan yang bisa aku terima, karena bahan makanan pada tempat itu sudah habis atau sebab musim yang berubah. Tapi bagaimana dengan aku? Tentu tidak untuk kedua alasan itu.

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Figure 4. Adding visuals to teaching materials

Figure 3 shows improvements made based on suggestions from the material expert validator, namely the recommendation to add images or visual elements to the teaching materials to prevent the appearance of being too dense with text. Following up on this suggestion, the researcher added visuals, as shown in Figure 3. The addition of visual elements was applied to parts of the teaching materials deemed to have high text density.

Implementation and evaluation stage

The implementation and evaluation stage is the stage of applying the teaching materials after going through a validation and revision process carried out by the researcher based on notes and suggestions from the validators. The digital teaching materials for short story texts based on the 6C skills were then implemented for class XI students of SMA Negeri 1 Kadugede and class XI students of SMA Negeri 1 Kawali.

The implementation of the teaching materials was carried out by sharing the digital teaching material link uploaded via the WhatsApp platform. Next, the teacher explained to students how to access the link so that students could open and use the digital teaching materials for short story texts based on 6C skills optimally. The material presented in the teaching materials includes the definition of short story texts, short story structure, building elements, life values in short stories, and material on writing short story texts based on 6C skills. In addition to the learning materials, these teaching materials are also equipped with exercises and formative tests for short story texts. The formative test is presented in the form of one question that directs students to write short story texts according to the established assessment indicators. The indicators used as a reference for assessing students' short story writing skills include: (1) completeness of the short story structure, (2) clarity of intrinsic elements, (3) creativity and originality of the short story, (4) accuracy of diction selection, and (5) accuracy of spelling use.

The results of the formative test were used as evaluation data for student learning outcomes, which then became the basis for determining the effectiveness of the digital teaching materials for short story texts developed. The implementation of the digital teaching materials was carried out in class XI-D2 of SMA Negeri 1 Kadugede with a total of 32 students. The results of the student evaluation are presented as follows.

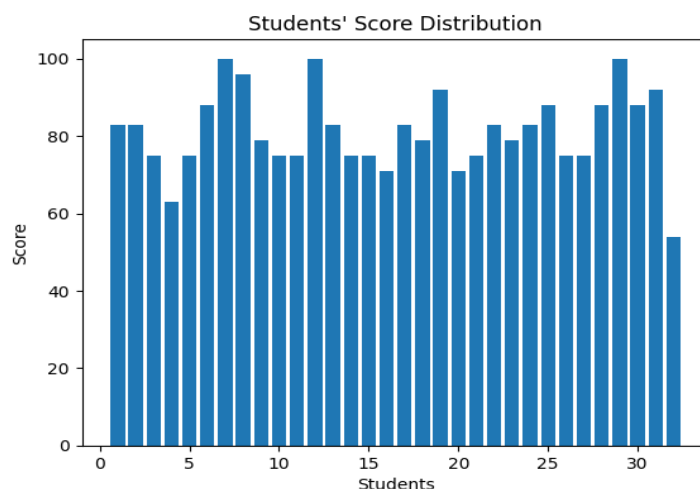


Figure 5. Writing test results data for students of SMA Negeri 1 Kadugede

In addition, the implementation of digital SMA Negeri 1 Kawali with 35 students. The teaching materials for short story texts based on results of the student tests are presented as 6C skills was also carried out in classes XI-F7 of follows.

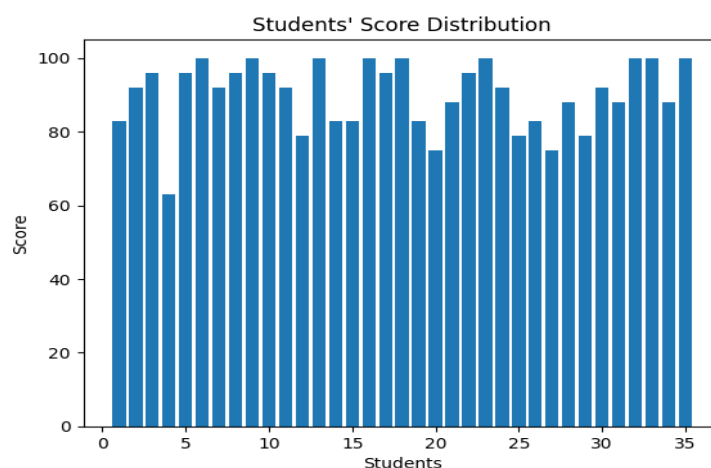


Figure 6. Writing test results data for students at SMA Negeri 1 Kawali

Based on Tables 4 and 5, the overall results of the implementation of teaching materials at both schools indicate that student learning outcomes exceed the Learning Objective Achievement Criteria (KKTP) as stipulated in the Independent Curriculum, which places the achievement of learning objectives as the primary indicator of learning completion. At the individual completion level, the majority of students in both schools are in the completion category, with classifications of good and very good. Although a small number of students have not yet achieved completion, this condition does not significantly impact overall completion achievement.

Based on the recapitulation of implementation results, SMA Negeri 1 Kadugede achieved a classical learning completion rate of 87.50%, while SMA Negeri 1 Kawali achieved 97.14%. Both achievements have exceeded the minimum classical completion threshold of 75%, indicating

that the use of digital teaching materials is able to facilitate the achievement of learning objectives by the majority of students collectively. In addition, the average class scores in both schools are also above the KKTP, with an average score of 81 at SMA Negeri 1 Kadugede (good category) and an average score of 90 at SMA Negeri 1 Kawali (very good category).

The differences in average scores between schools indicate that the effectiveness of the teaching materials is influenced by student characteristics. However, the consistent achievement of classical mastery and high average scores in both schools confirms that the developed teaching materials have a significant contribution in supporting students' learning to write short stories. Thus, the developed digital teaching materials for short stories can be declared feasible and effective because they meet two main indicators of learning effectiveness: a

classical mastery of at least 75% and an average class score exceeding the KKTP.

The effectiveness of the teaching materials is also strengthened by the integration of 6C skills in short stories written by students of SMA Negeri 1 Kadugede and SMA Negeri 1 Kawali. The analysis of the integration of 6C skills in students' short stories was conducted based on systematically determined sample data. The sampling technique used stratified proportional sampling, which is a technique that divides the population into several strata based on ability level, then determines the number of samples proportionally in each stratum (Sugiyono, 2019). Student grouping is done into three ability categories, namely upper, middle, and lower, based on the achievement of learning outcomes.

The determination of this category refers to the principle of the 27% extreme group, namely the 27% of students with the highest scores are classified as the extreme group upper, and 27% of students with the lowest scores as the group lower, while students who are between the two groups are categorized as the middle group middle (Arikunto, 2010). Based on this procedure, seven works were obtained from each school, with a distribution of two works from each group upper, three works from the group middle, and two works from the group lower, so that the total research sample was 14 student short stories. The results of the 6C skills integration analysis are presented in Table 6 below.

Table 6. *Integration and context of emergence of 6C skills*

6c skills	Sman 1 kadugede	Sman 1 kawali	Dominant form of integration	Context of appearance
Critical thinking	7	7	Self-reflection, problem evaluation	Family conflict, academics, bullying
Creative	7	7	Metaphor development, alternative solutions	Imagination, symbols, poetic narrative
Collaboration	7	6	Cooperation between figures	Learning together, family support
Communication	7	7	Effective and expressive dialogue	Conveying feelings and ideas
Character	7	7	Empathy, responsibility	Social and family interactions
Citizenship	7	7	Social participation, tolerance	School and home environment

Based on an analysis of seven student short stories from each school, all 6C skills were consistently integrated in the students' work. At SMA Negeri 1 Kadugede, all six skills appeared in all works (7/7). At SMA Negeri 1 Kawali, five skills appeared in all works (7/7), while the collaboration aspect appeared in six works (6/7). Quantitatively, these findings indicate that the integration of the 6Cs is comprehensive and evenly distributed in students' narrative construction.

Critical thinking skills are identified through self-reflection and evaluation of the problems faced by characters. This integration is generally seen in the context of family conflict, academic issues, and social dynamics. Students not only present events but also build analytical processes within the storyline. Creative integration is evident in character development and the search for alternative conflict resolutions. This integration is evident in imaginative language processing and students' ability to construct ideas constructively. The context in which this occurs relates to the exploration of personal experiences and reflective narratives.

Integrated collaboration is evident in the cooperation between characters, particularly in the context of collaborative learning, friendship, and family support. Although not all student work included this indicator at one school, its frequency still indicates that the relational dimension is an important part of the short stories written by students. Communication skills are also integrated into effective and expressive dialogue. This dialogue serves as a means of conveying ideas, strengthening conflicts, and resolving problems. The consistent presence of communication throughout the work indicates that students are able to build meaningful verbal interactions within the short story text. Furthermore, character skills are reflected through the characters' empathy, responsibility, and integrity. This integration is dominant in the context of social interactions and family relationships, particularly when characters face dilemmas or situations that require moral decisions.

Citizenship skills are realized through social participation and tolerance within the school and family environment. This dimension demonstrates collective awareness and an understanding of

communal life as part of students' social experiences.

Overall, the data shows that the integration of the 6Cs in students' short stories is not fragmentary, but rather internalized in the interactions between characters, the context of social reality, character, creativity, and is reflective. This finding aligns with research findings showing that the integration of 6C skills is effective in improving students' literary writing skills (Jupri et al., 2024). Furthermore, other studies have also reported that the application of 21st-century skills is successful and effective in developing teaching materials for the subject of Pythagoras (Maryamah et al., 2019).

CONCLUSION

This study shows that the developed teaching materials are categorized as very feasible. The implementation results show classical learning completion achievements of 87.50% in SMA Negeri 1 Kadugede and 97.14% in SMA Negeri 1 Kawali, with average scores of 81 and 90, respectively. These achievements exceed the Learning Objective Achievement Criteria (KKTP). This proves that the developed digital teaching materials are effective in supporting the achievement of learning objectives in writing short stories and strengthening the integration of 21st-century skills in Indonesian language learning at the high school level. From the perspective of student writing profiles, it was found that the integration of 6C skills was not fragmentary, but rather internalized in interactions between characters, the context of social reality, character, creativity, and was reflective.

Practically, the findings of this study recommend the integration of 6C-based digital materials into the existing curriculum structure and assessment system, so that strengthening 21st-century skills does not stop at the conceptual level, but is systematically internalized in the planning, implementation, and evaluation of Indonesian language learning at the high school level.

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