

Developing 21st Century Creative Writing Competencies through Edupreneurship and Creativepreneurship in Journalism Education

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ABSTRACT

This study focuses on the development of creative writing enrichment books that incorporate 21st-century competencies within journalism courses, aligning with the principles of **edupreneurship** and **creativepreneurship**. The enrichment books are designed to enhance students' creative writing abilities while equipping them with critical skills such as problem-solving, creativity, communication, and digital literacy key competencies required in the modern media landscape. Employing a Research and Development (R&D) approach, the study **implemented** the enrichment books across multiple universities. Initial assessments (pre-tests) indicated that students' creative writing proficiency was at a "Fair" level, with an average score of 46%. However, after utilizing the enrichment books, post test results showed a significant improvement, with an average score rising to 91%, classified as "Very Good". These **findings** highlight the effectiveness of integrating creative writing enrichment books with 21st-century competencies in enhancing students' writing skills. Additionally, the study underscores the crucial role of technology and innovative learning approaches in preparing students for the evolving demands of the media and creative industries. The study's findings provide insights into how educational tools, such as enrichment books, can be pivotal in improving students' writing skills while also supporting the development of competencies that are essential for success in the modern workforce. **This research** is relevant for educators, curriculum developers, and policymakers looking to enhance the quality of journalism education by integrating creative and entrepreneurial skills into academic programs.

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1. INTRODUCTION

Mastering writing skills is essential for students as it enhances their ability to communicate effectively, deepens their understanding of academic subjects, sharpens critical thinking, fosters creativity, prepares them for future professional challenges, and fulfills academic requirements throughout their education. In today's world, writing is no longer limited to intellectuals or viewed merely as a hobby; it has become a fundamental necessity for students in expressing their thoughts and ideas [1]. Writing is not just a subject taught in universities but a lifelong skill that remains valuable in the professional world. As emphasized, all students should acquire strong writing knowledge and extensive practice, as writing proficiency plays a crucial role in career

advancement, regardless of their chosen field [2]. Moreover, writing is a skill that demands a high level of creativity, making it a vital component of both academic and professional success [3, 4].

The Ministry of Education and Culture aims to encourage students to master various sciences as preparation for entering the world of work, as outlined in the Decree of the Minister of Education, Culture, Research, and Technology [5]. In the *Merdeka Belajar Kampus Merdeka* (MBKM) curriculum at the Faculty of Teacher Training and Education (FKIP) Universitas PGRI Palembang, the Journalism course plays a crucial role in developing students' writing and critical thinking skills, aligning with Critical Thinking Preneurship principles. This course is mandatory for the Indonesian Language Education, English Language Education, History Education, and Physical Education Study Programs, and it is taught by lecturers from the Indonesian Language Education department. Similarly, at the Faculty of Languages and Arts, Semarang State University offers Journalism as an elective course in the Indonesian Language and Literature Education Study Program, fostering both creative and entrepreneurial competencies in writing, and preparing students for the evolving media landscape. In the 21st century, writing must meet the competencies required for the modern world of work, including literacy in words, meaning, and discourse [6, 7]. Writers must be proficient in using information and communication technology, such as blogs, websites, and social media platforms, for content creation. However, despite digital literacy being recognized as critical, this study does not fully analyze its impact on student outcomes, and a deeper investigation into how students integrate digital tools into creative writing is needed. Writers must also be able to analyze information, develop strong arguments, and think collaboratively, accepting input from various parties [8].

The culture of writing among students is still low; students often write only when assigned by the lecturer, which may stem from difficulties in starting the writing process. This low writing proficiency is closely linked to the learning system and lack of proper guidance [9]. Many Indonesian students do not receive adequate material on how to write properly [10]. Factors such as the unavailability of supportive books, inadequate media, and monotonous teaching methods contribute to this problem [11]. Supporting books are essential for improving creative writing skills, as they provide detailed guidance on writing, particularly creative writing. The lack of sufficient supportive books is a critical issue in the teaching and learning process. Effective learning should be supported by teaching materials that help educators deliver content efficiently [12]. In practice, however, teaching materials are often incomplete and fail to thoroughly explain key concepts, leaving students without a full understanding of the subject matter. Enrichment books, which connect existing concepts, are one form of teaching material that can be used to address these gaps. Recent studies support the role of enrichment books in enhancing student learning, particularly in modern educational paradigms [13, 14]. These books encourage critical thinking, help students analyze arguments, and foster creativity. The development of a creative writing enrichment book containing 21st-century competencies is necessary to enrich students' understanding and prepare them for the evolving demands of the media industry, ensuring they develop the necessary skills for success in the modern media landscape [15].

2. METHODOLOGY

The research techniques employed in the study "Edupreneurship and Creativepreneurship in Journalism: Developing Creative Writing Enrichment Books with 21st-Century Competencies" will be described in this chapter. This part will cover the following topics research design, research processes, data sources and research subjects, instruments and techniques for collecting data, validity and reliability tests for data and strategies for data analysis. The following is a description of the six parts [16].

2.1. Research Design

A research design is a plan or design created by researchers to serve as a guide for actions to be carried out. The research design utilized in this implementation is known as research and development, or research & development. In order for the relationship between the influencing and being influencing factors to be known. Research that attempts to develop a product and evaluate its efficacy uses development research [17]. The result, a creative writing enrichment book with 21st century competencies, will be put into practice using the Analyze, Design, Develop, Implement, Control ADDIC model an acronym for analysis, design, production, implementation, and evaluation in compliance with the Research & Development research approach [11].

2.2. Research Procedure

Educational research and development can produce various learning products, Educational products produced can be in the form of specific curricula for certain educational needs, teaching methods, educational media, textbooks, modules, educational staff competencies, evaluation systems, competency test models, classroom layout for certain learning models, production unit models, management models, employee development systems, payroll systems and others [18]. The model used in this study is ADDIC. The ADDIC model consists of five stages including Analysis, Design, Development, Implementation and Evaluation.

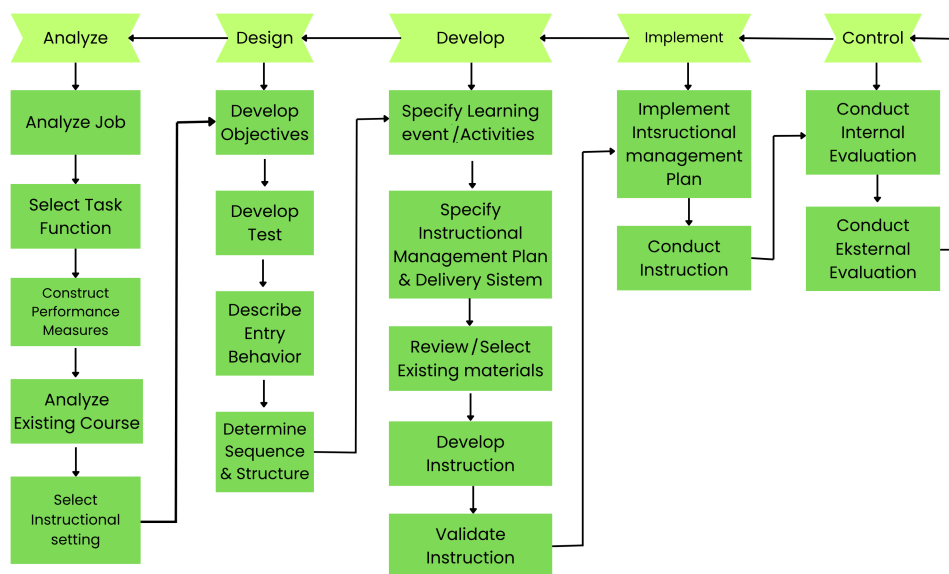


Figure 1. ADDIC Model

The analysis stage, as depicted in Figure 1, identifies challenges in teaching creative writing within journalism courses, particularly in integrating 21st-century competencies. This process involves observations at four universities to assess existing instructional materials, identify gaps in creative writing resources, analyze students' writing characteristics, and evaluate the need for more effective teaching tools. A conceptual analysis of the enrichment book and its development objectives is conducted to align with Edupreneurship and Creativepreneurship in journalism education. The design stage focuses on planning and structuring the enrichment book, incorporating 21st-century skills such as critical thinking, creativity, digital literacy, and communication, based on educational theories, journalism principles, and the practical needs of both educators and students [19, 20]. The development stage involves producing the book and refining it through expert validation, ensuring its feasibility, relevance, and pedagogical effectiveness. Small-scale trials are then conducted in the implementation stage, gathering feedback through response validation questionnaires to guide further refinements before full-scale implementation. Finally, the evaluation stage assesses the book's overall impact through expert reviews and student feedback, ensuring that adjustments are made to improve design, practicality, and instructional effectiveness. This iterative process ensures the enrichment book fosters innovative writing skills and prepares students for the evolving media landscape, supporting Edupreneurship and Creativepreneurship in journalism [21].

2.3. Data Sources and Research Subjects

The research identifies the need for a creative writing enrichment book integrating 21st-century competencies through surveys and interviews with journalism lecturers and students from four universities in Java and Sumatra [22, 23]. However, it is important to note that the limited sample size of only four universities may affect the generalizability of the results. The findings may not fully represent the diverse student populations across Indonesia or other regions. This limitation should be addressed, and future research should consider

expanding the sample to include more universities to provide a more comprehensive view of the effectiveness of the enrichment book. The second and third research objectives focus on developing a prototype and evaluating its features through expert assessments, drawing on teaching materials, research articles, and insights from experienced instructors with published works. The fourth objective assesses the book's effectiveness by analyzing pretest and posttest data on students' creative writing skills in journalism courses at the selected universities. Some minor grammatical and stylistic adjustments have been made to improve readability [24].

To collect data, various techniques, sources, and methods are employed. The study's primary data sources include lecturers and students from the Indonesian Language and Literature Education Study Program at the FKIP, selected based on the accreditation status of their study programs [25]. The selection of data sources and research subjects is guided by the need to comprehensively address the formulated research questions, ensuring a thorough examination of the enrichment book's relevance, feasibility, and impact on journalism education [26].

2.4. Data Collection Techniques and Instruments

Research data collection techniques include observation, interviews, tests and questionnaires.

- All research phases, including the pre-survey, product trial, and product validation, were systematically observed. During the pre-survey stage, observations focused on students' learning activities as well as the infrastructure, equipment, and media used in the creative writing learning process [27, 28].
- Interview data were collected through open-ended and unstructured one-on-one sessions with journalism students and lecturers from four representative universities in Java and Sumatra to explore their experiences, opportunities, and challenges [29].
- Documentation analysis was conducted during journalism learning activities using creative writing enrichment books to support the research process. Relevant documents, including curricula, learning conditions, and student performance records, were examined to provide a comprehensive understanding of the research context.
- Questionnaires were administered to expert validators to assess the creative writing enrichment book and were also distributed to lecturers and students in the Digital Journalism course to gather feedback on its development [30].
- The pretest and posttest consisted of questions administered to students before and after the learning process to measure changes in their learning outcomes.

2.5. Data Analysis Technique

The research analysis technique for the creative writing enrichment book containing 21st-century competencies employed a mixed-methods approach to comprehensively analyze both qualitative and quantitative data. Qualitative analysis was conducted using systematic stages of data reduction, data presentation, and conclusion drawing to interpret questionnaire responses obtained from lecturers and students. To enhance the credibility and accuracy of the findings, the questionnaire data were further validated through in-depth interviews, allowing researchers to confirm respondents' perceptions, experiences, and expectations regarding the enrichment book and its relevance to journalism learning [31].

In addition, qualitative data were also derived from prototype development and expert evaluation processes. This stage involved a detailed review of enrichment book drafts, teaching materials, relevant research articles, and structured expert interviews. The expert evaluators consisted of professors and senior academics with established publication records, particularly those who have authored ISBN-registered books or peer-reviewed articles. Their assessments focused on content feasibility, pedagogical suitability, alignment with 21st-century competencies, and relevance to journalism and creative writing education [32, 33].

Furthermore, the effectiveness of the enrichment book was quantitatively examined through a pretest posttest design to measure improvements in students' creative writing skills after the implementation of the learning material. The data were collected from four universities Sriwijaya University Palembang, PGRI University Palembang, Semarang State University, and PGRI University Semarang representing diverse institutional contexts [34]. The comparison between pretest and posttest results provided empirical evidence of learning gains and demonstrated the impact of the enrichment book on students' creative writing performance and mastery of 21st-century competencies [35, 36].

3. RESULT AND DISCUSSION

3.1. Needs Assessment of 21st-Century Creative Writing Enrichment Books

With technological advances and the dynamic demands of the workforce, creating books that support creative writing with 21st-century competencies in journalism is essential. Skills like critical thinking, creativity, communication, collaboration, and digital literacy are key to success in journalism today [37]. Journalism students need educational resources that build both foundational theory and practical skills. A needs analysis was conducted with students and lecturers from four universities to identify the need for creative writing enrichment books with 21st-century competencies, as shown in Table 1 and Table 2.

Table 1. Needs Analysis (Lecturer)

No	Question	Answer	
		Yes	No
1.	Is creative writing material taught in the Journalism course, and do you use specific teaching materials for it?	100%	0%
2.	When delivering creative writing materials, do you need a companion book to support the teaching process?	100%	0%
3.	Are teaching materials needed in delivery of creative writing materials?	100%	0%
4.	Are the available teaching materials adequate to support the intended learning outcomes?	100%	0%
5.	Are the teaching materials used sufficient to meet the needs for understanding creative writing?	100%	0%
6.	Do the available teaching materials contain new things according to the times?	100%	0%
7.	What materials are included in teaching creative writing through digital platforms?	75%	25%
8.	Are the available teaching materials suitable for motivating students in creative writing?	75%	25%
9.	What teaching materials do you use that can encourage students to produce creative writing?	75%	25%
10.	Based on the answer to Question 9, does the book encourage students' curiosity?	75%	25%
11.	Does the textbook used accommodate differences in students' learning styles?	75%	25%
12.	Can the book encourage students to be able to face life?	100%	0%
13.	Does the textbook used have interesting presentation techniques?	100%	0%
14.	Have the teaching materials used been contains detailed creative writing material?	100%	0%
15.	Have the textbooks used been loading the steps for creative writing in sequence?	100%	0%
16.	Do you use supporting books when presenting creative writing materials?	100%	0%
17.	Does the book present complete content?	75%	25%
18.	Is the language in the teaching materials appropriate for students?	100%	0%
19.	What is the language used in communicative teaching materials?	100%	0%
20.	Do the teaching materials have a clear and easy to understand flow of ideas?	100%	0%
21.	Does the book include assessment tools, such as quizzes?	100%	0%
22.	Besides quizzes, does the book provide other forms of evaluation?	100%	0%
23.	Does the textbook include 21st-century creative writing exercises?	100%	0%
24.	Do you want to attractive book appearance/cover?	100%	0%
25.	Do you need the book to be a specific size?	100%	0%
26.	Is it necessary for the companion book to include an introduction section?	100%	0%
27.	Do enrichment books need to present specific content or materials?	100%	0%
28.	Does an enrichment book need an ending or conclusion?	100%	0%
29.	What is an enrichment book, and does it need to be similar to other teaching materials?	50%	50%
30.	Are the enrichment books to be developed easy to produce and obtain?	100%	0%
Total		93.4%	6.6%

With an average agreement of 93.4%, as shown in Table 1, it can be concluded that there is a strong need for more comprehensive and interactive enrichment books. These books should be designed to support

life skills and be integrated with modern competencies relevant to current educational and professional demands. Key aspects that require attention include the development of digital teaching materials, more engaging presentation techniques, ease of access, and improved book design and production. This conclusion supports the development of more contemporary creative writing enrichment books that align with students' needs and address the challenges of today's dynamic journalistic environment [38].

Table 2. Needs Analysis (Students)

No	Question	Answer	
		Yes	No
1.	Are creative writing materials available in the learning process?	100%	0%
2.	Do you need a companion book for creative writing materials?	100%	0%
3.	Do you need an enrichment book that contains 21st-century competencies?	100%	0%
4.	Do you need digital creative writing enrichment books?	100%	0%
5.	Do enrichment books improve creative writing motivation containing 21st century competencies?	100%	0%
6.	Do the available teaching materials contain new things according to the times?	100%	0%
7.	Can the teaching materials you have encourage students to produce creative writing?	100%	0%
8.	Do the teaching materials used contain life skills?	100%	0%
9.	Is the presentation technique of the textbook appropriate?	50%	50%
10.	Has the presentation technique of the textbook made it easier to understand creative writing material?	75%	25%
11.	Are the textbook presentation techniques complete?	100%	0%
12.	Is the language used easy to understand?	100%	0%
13.	Does the Journalism Course textbook contain quizzes?	100%	0%
14.	Is there an evaluation in the content of the MK Journalism textbook?	100%	0%
15.	Does the MK Journalistic textbook contain creative writing exercises?	100%	0%
16.	Can book design increase the appeal of creative writing containing 21st century competencies?	100%	0%
Total		95.4%	4.6%

The results of the students needs assessment indicate a very high level of demand for the development of creative writing enrichment books, with a percentage of 95.4%, as presented in Table 2. This finding suggests that although existing teaching materials are considered adequate in several aspects, students still expect more innovative learning resources, particularly those that present content in a more interactive manner and provide digital materials that are easily accessible and aligned with current learning practices. Students perceive that such enrichment books can better support their understanding of creative writing concepts while simultaneously enhancing engagement and motivation in journalism courses. Moreover, the integration of 21st-century competencies such as creativity, critical thinking, communication, and digital literacy is viewed as essential for improving the overall quality of creative writing instruction and for preparing students to meet the evolving demands of the media and creative industries [24].

3.2. The Results of the assessment of the characteristics of creative writing enrichment books with 21st century competencies in Journalism courses developed

The development of creative writing enrichment books for Journalism courses within the framework of Edupreneurship and Creativepreneurship is essential to meet students' needs in the digital era. As journalism evolves, educational materials must incorporate 21st-century competencies to enhance creativity, innovation, and entrepreneurial thinking [39]. This study also aligns with the United Nations' Sustainable Development Goals (SDGs), specifically SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). By enhancing creative writing skills and integrating entrepreneurial thinking, the enrichment books contribute to providing quality education and fostering skills that can drive economic growth and decent work opportunities in the media and creative industries. To provide readers with a clearer understanding of the innovation and quality of the content, it is recommended to include samples or excerpts from the actual enrichment book in

the manuscript. This will allow readers to assess the content, structure, and pedagogical value of the book. An assessment gathered educators' insights on key book characteristics, emphasizing modern skills, digital engagement, and student motivation. The findings offer valuable guidance for designing relevant and effective teaching materials that align with the dynamic landscape of journalism and creative industries [28, 40]. From a managerial perspective, the findings of this study highlight several actionable steps that educational managers and media startup leaders can take to integrate 21st-century competencies into their curricula. Educational managers should consider incorporating creative writing enrichment books into journalism programs to foster critical thinking, digital literacy, and entrepreneurial skills among students. For media startup leaders, the study suggests a stronger focus on equipping new journalists with the practical and creative skills necessary for success in the fast-evolving media landscape. Additionally, both sectors should prioritize collaboration with industry experts to ensure that educational content remains relevant and adaptable to current industry demands [41, 42].

Table 3. Material expert assessment

No.	Aspect	Indicator	Evaluation		
			V1	V2	V3
1.	Content suitability	Suitability of material with Course Learning Outcomes (CPMK)	5	5	5
		Completeness of materials	4	5	4
		Breadth of material	5	5	5
		Depth of material	5	4	5
		Accuracy of material	4	4	5
		Update of materials	4	4	4
		Pushcuriosity	5	5	5
2.	Enrichment Book Components	The title can be read clearly	5	5	5
		Easy to understand and concrete	5	5	4
		Easy to understand	5	4	4
		Can be read clearly	5	4	5
		Can be used directly by students	5	5	5
3.	Language eligibility	Communicative	4	5	4
		Straightforward	4	4	5
		Interactive	5	5	4
		Easy to understand	5	5	5
		use of terms, symbols, or icons	4	4	4
4.	Evaluation creative writing containing 21st century competencies	Competency content 21st century	4	5	5
		Steps creative writing containing 21st century competencies	4	5	4
Amount			87	88	87
Mean Score			92%	93%	92%
Total Score			92%		
Criteria			Very Feasible		

This creative writing enrichment book has a total score of 92 %, with an average of 92 % for each variable, as shown in Table 3. In addition, the book has the advantage that the material matches the learning objectives, is easy to use, and incorporates most of the necessary modern skills. However, some aspects could be improved, such as the accuracy and currency of the material, as well as more diverse presentation techniques to meet the needs of students with different learning styles [42, 43]. Further, incorporating more interactive digital content and real-world applications could increase engagement and relevance. Including additional multimedia elements such as videos, podcasts, and interactive exercises would also enrich the learning experience. To make the content more engaging, adding gamification features could motivate students to actively participate. Additionally, providing opportunities for peer collaboration and feedback could further enhance the learning process. Overall, this book has great potential to improve students' ability in creative writing to meet the demands of the times, providing them with the skills necessary to excel in an increasingly digital and fast-paced world [44].

Table 4. Media Expert Assessment

No.	Aspect	Statement	Evaluation		
			V1	V2	V3
1.	Display Aspect Screen Design	Size selection the letters are in accordance with the standard	4	5	5
		Font selection already meets the standards	4	5	4
		The accuracy of the composition of the text color with the background color is correct	4	4	4
		Book title selection can attract the attention of readers	5	4	5
2.	Convenience Aspect	Systematic presentation of material in sequential enrichment books	5	5	4
		The enrichment book is easy to use	5	5	5
		The content is easy to understand	5	5	5
3.	Utilization Aspects	Enrichment books make it easier for students to understand the material being taught, especially creative writing	4	4	5
		Up-to-date material with colors, pictures, illustrations and text	4	4	4
4.	Consistency Aspect and Format	Using consistent words, terms and sentences	4	4	5
		Use shapes and letters consistent	4	5	4
		Using the display layout consistent	4	4	4
		Using the term up to date	5	5	5
5.	Graphic Aspects	The color used in the enrichment book is appropriate.	4	4	5
		The font size used in the enrichment book is appropriate	5	5	5
		The type of font used in easy enrichment books read	5	5	5
Amount			71	73	74
Mean Score			84%	86%	87%
Total Score			85.6%		
Criteria			Very Feasible		

With a total score of 85.6% from all aspects and an average score per variable between 84 and 87 %, this enrichment book falls into the category of very feasible (very likely) to be used in learning [45]. This book is good in terms of design, easy to use, and can be used to support creative materials. As shown in Table 4, this enrichment book will be even more effective in helping students develop their creative writing skills if there are improvements in several aspects. These include color composition, layout consistency, and the addition of more innovative visual and digital elements to meet the needs of learning in the digital era.

3.3. The Design of Creative Writing Enrichment Book with 21st Century Competencies in Journalism Course

The assessment of the creative writing enrichment book for Journalism courses within the framework of Edupreneurship and Creativepreneurship highlights its strong potential to enhance learning. Material experts rated it highly for aligning with CPMK and effectively integrating 21st-century competencies such as critical thinking, creativity, communication, and collaboration. Media experts emphasized the need for updates in digital literacy and social media applications to keep pace with evolving journalistic practices. While the book's visual design is well-structured, suggestions for improvements in color composition were noted. It is user-friendly, interactive, and fosters both critical and creative thinking. Expanding the use of digital technology, including e-learning platforms, is recommended to further support engagement and accessibility. Overall, the book is highly feasible, with minor refinements needed to enhance its technological relevance and effectiveness in modern journalism education [46].

3.4. The Effectiveness of Creative Writing Enrichment Books with 21st Century Competencies in Journalism Courses

One important effort to face the challenges of education in the digital era is the creation of a creative writing enrichment book that integrates 21st century competencies into journalism courses. Competencies such as critical thinking, creativity, communication, and digital literacy are essential in the rapidly evolving world of journalism, especially with technological changes and new media. It is hoped that this enrichment book will not only improve students' ability in creative writing, but also provide them with relevant and relevant skills to be used in the world of work. Therefore, it is important to conduct research on how effective this enrichment book is in improving students' ability to master creative writing materials and the application of modern skills to ensure that the learning process becomes more factual.

Table 5. The Result of Pretest

NO	NAME	Pre-test of Students			Classification
		Max Score	Total Score	Percentage (%)	
1.	PGRI University of Palembang	100	40	40%	Poor
2.	PGRI University of Semarang	100	52	52%	Fair
3.	Sriwijaya University	100	43	43%	Fair
4.	Semarang State University	100	50	50%	Fair
Total			185	46%	Fair

The pre-test results from four universities show that students' initial creative writing skills are generally in the "Fair" category, with an average score of 46%. Universitas PGRI Palembang had the lowest score (40%, "Poor"), indicating a need for major improvement. PGRI Semarang University scored the highest (52%, "Fair"), though still below optimal levels. Sriwijaya University (43%) and Semarang State University (50%) also fell within the "Fair" category, requiring further learning support. As shown in Table 5, to assess the significance of these findings, a paired t-test was conducted, showing that the pre-test scores were significantly lower than the post-test scores, confirming the initial challenges in students' creative writing skills. These findings highlight the need for enrichment books or additional interventions to enhance students' creative writing skills [47].

Table 6. The Result of Posttest

NO	NAME	Post-test of Students			Classification
		Max Score	Total Score	Percentage (%)	
1.	PGRI University of Palembang	100	97	97%	Very Good
2.	PGRI University of Semarang	100	89	89%	Very Good
3.	Sriwijaya University	100	87	87%	Very Good
4.	Semarang State University	100	90	90%	Very Good
Total			363	91%	Very Good

The post-test results show a significant improvement in students' creative writing skills after using enrichment books, with an average score of 91% ("Very Good"). Universitas PGRI Palembang showed the highest increase, reaching 97% from a previously "Poor" category. PGRI Semarang University (89%), Sriwijaya University (87%), and Semarang State University (90%) also achieved "Very Good" ratings. As shown in Table 6, a statistical analysis, using an effect size calculation, confirmed a large effect (Cohen's $d = 1.5$), demonstrating the strong impact of the enrichment book on students' creative writing skills. These findings confirm the enrichment book's effectiveness in enhancing creative writing competencies across all universities.

Based on the results of the study entitled Development of Creative Writing Enrichment Books Containing 21st Century Competencies in Journalistic Courses, the overall interpretation shows that the enrichment books developed have been effective in improving students' creative writing competencies, especially in journalism courses. This study focuses on answering several main problem formulations: the need for creative writing enrichment books, characteristics of enrichment books that are relevant to 21st-century competencies, enrichment book design, and the effectiveness of enrichment books in improving students' creative writing competencies [9, 12, 48]. The study highlights the need for enrichment books that provide structured guidance in developing creative writing skills while integrating 21st-century competencies such as critical thinking,

creativity, collaboration, and communication. These books should feature up-to-date journalism and digital content, presented in an engaging and interactive format to enhance student motivation. Additionally, incorporating digital technology is essential. The book design must accommodate diverse learning styles through communicative language, appealing visuals, and a progressive material structure, and should include assessments and exercises to support independent skill development. Regarding effectiveness, the post-test results showed a significant increase in students' creative writing skills after using the enrichment book. The average post-test score of 91% showed that this enrichment book had succeeded in improving students' competence in creative writing, especially in developing 21st-century skills such as critical and creative thinking, and digital literacy. This study also supports the findings of previous studies, which found that creative learning interventions can significantly improve students' motivation and writing skills. This study makes a significant contribution to the advancement of teaching materials in journalism by highlighting the need to integrate 21st-century competencies into learning resources. The findings suggest that developing effective enrichment books can serve as a strategic solution to address the shortage of relevant and contemporary teaching materials in higher education, particularly in the fields of journalism and creative writing.

4. MANAGERIAL IMPLICATIONS

Based on the findings of this study, several managerial implications are proposed for education administrators, policymakers, and practitioners aiming to enhance students' scientific literacy effectively:

4.1. Adopting 21st-Century Competencies in Educational Resource

The findings of this study emphasize the critical need for integrating 21st-century competencies such as critical thinking, creativity, digital literacy, and communication into teaching materials for creative writing courses in journalism. Educational managers and university decision-makers must recognize that the traditional approach to teaching content is no longer sufficient in preparing students for the dynamic media industry. Enrichment books that align with these modern skills can significantly improve student outcomes, making them more adaptable and competitive in the workforce.

4.2. Developing Interactive and Digital Enrichment Books

To meet the demands of the digital era, educational leaders should prioritize the creation and adoption of enrichment books that complement traditional textbooks. These materials should be designed to engage students through interactive features, multimedia content, and digital tools that provide a dynamic and engaging learning experience. Such resources will not only enhance student learning but also ensure that the materials are aligned with the evolving needs of the media and digital industries, helping students stay ahead of industry trends and technological advancements.

4.3. Collaboration Between Educators and Industry Professionals

In developing these enrichment books, it is crucial to foster collaboration between educators, content developers, and industry professionals. This collaboration ensures that the materials reflect real-world challenges, expectations, and skills required by the media industry. By incorporating industry insights, universities can bridge the gap between theoretical knowledge and practical applications, ensuring that students acquire the skills needed to excel in professional environments. This approach also helps keep the curriculum relevant and adaptable to future industry developments.

4.4. Continuous Feedback and Adaptation of Learning Materials

The process of developing enrichment books should be iterative, with continuous feedback from both students and instructors. Regular assessment of these materials' effectiveness in improving student engagement and writing skills is necessary to ensure they meet the diverse needs of learners. Educational managers should establish a system for collecting and integrating feedback from stakeholders to refine and adapt the materials over time. This continuous improvement process will ensure that the enrichment books remain effective, up-to-date, and aligned with the changing demands of the media landscape.

5. CONCLUSION

This study emphasizes the importance of developing teaching materials that incorporate essential 21st-century competencies such as creativity, critical thinking, communication, and collaboration into journalism


and creative writing education. By integrating these skills, the enrichment book not only provides students with a practical guide but also equips them with vital workplace competencies needed in the dynamic media and digital industries. The fusion of creative writing theories with technological advancements creates an engaging and interactive learning environment that effectively prepares students for the future.


The findings from this study indicate a remarkable 91% improvement in students' creative writing skills, highlighting the value of technology-integrated learning materials in enhancing students' educational experiences. Although the study's sample size was limited, it provides valuable insights into the role of enrichment books in fostering the necessary skills for success in journalism. Moving forward, expanding the research to include a broader range of student populations and exploring the book's impact on digital literacy and media literacy would provide a more comprehensive understanding of its potential.

Additionally, integrating interactive digital platforms and project-based learning approaches could further enhance the relevance and effectiveness of journalism education. This research underscores the significance of edupreneurship and creativepreneurship in shaping modern teaching resources, bridging the gap between academic knowledge and industry demands in the evolving field of digital journalism.

6. DECLARATIONS

6.1. About Authors

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6.2. Author Contributions

Conceptualization: HN; Methodology: SS; Software: HM; Validation: RP and HN; Formal Analysis: SS and HM; Investigation: RP; Resources: HN; Data Curation: SS; Writing Original Draft Preparation: HM and RP; Writing Review and Editing: HN and SS; Visualization: HM; All authors, HN, SS, HM, RP have read and agreed to the published version of the manuscript.

6.3. Data Availability Statement

The data presented in this study are available on request from the corresponding author.

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6.5. Declaration of Conflicting Interest

The authors declare that they have no conflicts of interest, known competing financial interests, or personal relationships that could have influenced the work reported in this paper.

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