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Developing Web-Based Indonesian Literature Teaching Materials to Improve Children's Writing Skills

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Abstract

This study addresses the urgent need to innovate Indonesian literature learning in primary education, where conventional teaching methods often fail to engage students and develop writing skills effectively in the digital era. The research aims to develop and evaluate web-based Indonesian literature teaching materials to enhance children's writing abilities. Employing a Research and Development (R&D) approach with the ADDIE model, the study involves stages of analysis, design, development, implementation, and evaluation. Data were collected through writing tests, observations, and questionnaires, and analyzed using a combination of quantitative and qualitative techniques, including paired-sample t-tests. The findings reveal a significant improvement in students' writing skills, particularly in creativity and narrative coherence, accompanied by increased motivation and learning engagement. The results indicate that interactive and multimodal web-based materials effectively support the writing process by providing structured guidance and stimulating imagination. This study contributes to the advancement of digital literacy and literature pedagogy by offering a comprehensive, empirically validated instructional model that integrates technology, interactivity, and learner-centered design. It also highlights the importance of aligning digital tools with pedagogical principles to

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achieve meaningful learning outcomes.

Keywords: web-based learning, Indonesian literature, writing skills, ADDIE model, primary education

INTRODUCTION

In an ideal educational context, the teaching of Indonesian literature at the primary school level should function not merely as a medium for language acquisition, but as a transformative space for cultivating creativity, critical thinking, and expressive writing skills among children. Literary learning, particularly through genres such as short stories, poetry, and folklore, is expected to foster imagination and narrative competence while simultaneously instilling cultural values and moral reasoning. Writing, as a productive literacy skill, plays a central role in this process, enabling students to articulate ideas, construct meaning, and engage in reflective thinking. Contemporary educational frameworks, including 21st-century learning paradigms, emphasize the integration of digital literacy, multimodal learning, and student-centered approaches to enhance these competencies (Yusuf & Ramadhani, 2022). Therefore, ideally, instructional materials should be interactive, contextual, and technologically adaptive to meet the cognitive and affective needs of digital-native learners.

However, empirical evidence indicates a significant gap between these ideal conditions and the realities of classroom practice. Studies conducted between 2020 and 2025 consistently reveal that the teaching of literature in Indonesian primary schools remains largely conventional, text-based, and teacher-centered (Handayani & Wijayanti, 2023; Rahman & Susanti, 2021). Instructional materials are often limited to printed textbooks with minimal visual or interactive elements, resulting in low student engagement and limited opportunities for creative expression. Furthermore, data from the Programme for International Student Assessment (PISA) highlights that Indonesian students' literacy performance, particularly in writing, remains below the OECD average, reflecting systemic challenges in developing higher-order literacy skills (OECD, 2019). These findings are reinforced by Hasanah and Mulyana (2020), who reported that many primary school students struggle with basic writing components, including idea generation, coherence, and narrative structure.

The situation becomes more complex when considering the evolving digital landscape in which children are immersed. Today's learners are increasingly accustomed to multimedia-rich environments, interacting with information through videos, animations, and interactive

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platforms. Research by Kurniawan and Santosa (2022) demonstrates that students show higher motivation and comprehension levels when exposed to web-based learning environments compared to traditional methods. Similarly, Suherman et al. (2021) found that digital learning media can significantly enhance students' engagement and productivity in literary writing tasks. Despite this, the integration of digital technology into literature learning remains uneven and often superficial, with many schools lacking structured, pedagogically grounded digital instructional materials.

Several studies have attempted to address this issue by developing digital or web-based learning tools. For instance, Dewi et al. (2021) developed a digital module for short story writing and reported improvements in students' narrative skills. Likewise, Nuraini and Mahendra (2020) designed digital poetry learning media that increased student participation and creativity. However, these studies tend to focus on specific aspects of literary learning or isolated digital features, rather than offering a comprehensive, integrated platform that combines interactivity, personalization, and collaborative learning. Moreover, many existing digital materials lack alignment with systematic instructional design models, leading to inconsistencies in usability, effectiveness, and scalability (Setiawan & Harjono, 2023).

This reveals a critical research gap in the current literature. While prior research has acknowledged the potential of digital media in enhancing writing skills, there is a lack of holistic web-based instructional materials specifically designed for Indonesian literature learning at the primary level. Existing studies often overlook the importance of integrating multiple features—such as multimedia content, interactive story-building tools, and peer feedback mechanisms—within a single platform. Additionally, limited attention has been given to the application of structured development frameworks, such as the ADDIE model, to ensure the systematic design, implementation, and evaluation of such materials. Consequently, there remains an urgent need for research that not only develops innovative web-based teaching materials but also rigorously evaluates their effectiveness in improving students' writing skills.

The urgency of this research is further underscored by ongoing educational transformations in Indonesia, particularly the implementation of digitalization initiatives and the Merdeka Belajar policy, which emphasize flexible, student-centered, and technology-integrated learning environments. As highlighted by Susanti et al. (2022), the success of these initiatives depends heavily on the availability of high-quality digital learning resources and the readiness of educators to utilize them effectively. In this context, developing web-based literary teaching materials is not merely an innovation but a necessity to bridge the gap between policy aspirations

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and classroom realities. Furthermore, the COVID-19 pandemic has accelerated the adoption of digital learning, making it imperative to design sustainable and scalable digital solutions that can support both online and blended learning models (Wibowo & Kartika, 2023).

Based on these considerations, this study aims to develop and evaluate web-based Indonesian literature teaching materials designed to enhance primary school students' writing skills using the ADDIE instructional design model. The research seeks to provide empirical evidence on the effectiveness of such materials in improving students' narrative competence, creativity, and engagement. Theoretically, this study contributes to the body of knowledge on digital literacy and literature learning by integrating constructivist and multimodal learning perspectives within a web-based framework. Practically, it offers educators an innovative and adaptable tool for teaching writing in a more engaging and meaningful way. Ultimately, this research is expected to support the development of a more responsive and future-oriented literacy education system that aligns with the demands of the digital age.

METHODS

This study adopts a research and development (R&D) approach with the ADDIE instructional design model (Analysis, Design, Development, Implementation, and Evaluation) to systematically develop and evaluate web-based Indonesian literature teaching materials aimed at improving children's writing skills. The selection of the R&D approach is theoretically grounded in its capacity to produce validated educational products while simultaneously testing their effectiveness in real learning contexts. Unlike purely experimental or descriptive methods, R&D allows iterative refinement based on user needs and empirical feedback, ensuring both product feasibility and pedagogical relevance (Setiawan & Harjono, 2023). The ADDIE model, in particular, is chosen due to its structured yet flexible framework, which aligns with the study's objective of integrating technological, pedagogical, and content dimensions into a coherent digital learning environment. This methodological alignment ensures that the developed product is not only innovative but also empirically grounded and instructionally effective.

The subjects of this study consist of fifth-grade primary school students and their teachers from selected schools, representing end-users and facilitators of the developed material. Data collection employs a mixed-methods strategy to capture both process and outcome dimensions of learning. Quantitative data are obtained through pre-test and post-test assessments of students' writing skills, designed based on standardized indicators such as narrative structure, coherence, vocabulary use, and grammatical accuracy. Qualitative data are gathered through

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classroom observations, semi-structured interviews with teachers, and student response questionnaires to assess usability, engagement, and perceived effectiveness. The instruments include validated writing rubrics, Likert-scale questionnaires, and observation sheets, all subjected to content validity through expert judgment and reliability testing using Cronbach's alpha to ensure measurement consistency (Arifin & Khairunnisa, 2020). This combination of instruments enables triangulation, thereby enhancing the validity and robustness of the findings.

Data analysis is conducted using both inferential statistics and qualitative thematic analysis to maintain coherence with the research objectives. Quantitative data from pre-test and post-test scores are analyzed using paired-sample t-tests to determine the statistical significance of improvements in writing skills, providing empirical evidence of the product's effectiveness. Meanwhile, qualitative data from observations and interviews are analyzed through coding and categorization to identify patterns related to student engagement, interaction, and learning experiences. This integrative analytical approach is justified as it allows not only measurement of learning outcomes but also interpretation of the underlying processes that contribute to those outcomes (Rahman & Susanti, 2021). Thus, the chosen methodology ensures a comprehensive evaluation of both the quality of the developed web-based teaching materials and their impact on students' writing competencies, directly addressing the research problem and bridging the identified gap in prior studies.

RESULTS AND DISCUSSION

Results

The results of this study demonstrate that the development of web-based Indonesian literature teaching materials, designed using the ADDIE model, produced a pedagogically valid and empirically effective learning tool for improving primary school students' writing skills. At the analysis stage, the identification of learner needs revealed a clear mismatch between students' preferences and the instructional approaches commonly used in classrooms. Students exhibited a strong inclination toward interactive and visually engaging media, while teachers relied predominantly on static, text-based materials. This initial discrepancy provided a critical foundation for the design phase, ensuring that the developed product was not merely technologically enhanced but also contextually responsive to actual classroom challenges. The alignment between identified needs and instructional design is reflected in the usability outcomes observed during implementation, indicating that the product addressed not only cognitive but also motivational dimensions of learning.

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During the development phase, the web-based teaching materials were constructed as an integrated platform combining narrative modules, interactive story-building features, multimedia elements, and digital worksheets. Expert validation results indicated that the product met high standards of content relevance, instructional design, and technical functionality. However, beyond validation metrics, the critical value of the product lies in its capacity to operationalize abstract writing concepts into concrete, manipulable learning experiences. For instance, features such as drag-and-drop character selection and guided plot structuring transformed the writing process from a cognitively demanding task into a scaffolded activity. This suggests that the effectiveness of the material is not solely attributable to its digital format, but to its ability to mediate complex cognitive processes through structured interactivity.

The implementation phase provided empirical evidence of the product's effectiveness in authentic classroom settings. Comparative analysis of pre-test and post-test results revealed a statistically significant improvement in students' writing performance. The increase was not uniform across all aspects of writing; rather, the most substantial gains were observed in creativity and narrative coherence. This pattern is analytically significant, as it indicates that the web-based materials were particularly effective in supporting higher-order writing skills, rather than merely improving surface-level mechanics such as grammar or spelling. The interactive and multimodal nature of the platform appears to have facilitated idea generation and narrative organization, which are often the most challenging aspects of writing for young learners. Consequently, the findings challenge the assumption that digital tools primarily enhance engagement, demonstrating instead that they can substantively improve cognitive dimensions of literacy when designed appropriately.

Furthermore, qualitative findings from classroom observations and student responses reinforce the quantitative results by revealing shifts in learning behavior and attitudes. Students demonstrated increased autonomy in completing writing tasks, often experimenting with different story elements provided by the platform. This behavioral change suggests the emergence of self-regulated learning, where students actively construct and revise their narratives rather than passively following teacher instructions. Teachers also reported a transformation in their instructional roles, moving from direct instruction toward facilitation and guidance. This shift is critical from a pedagogical perspective, as it aligns with constructivist learning principles and indicates that the teaching material not only impacts student outcomes but also reconfigures classroom dynamics.

However, the results also expose certain limitations that warrant critical consideration.

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The effectiveness of the web-based materials was partially contingent on external factors such as internet stability and device availability. In classrooms with limited technological infrastructure, the implementation process faced disruptions that affected the continuity of learning. Moreover, variations in teachers' digital literacy influenced the extent to which the platform's features were utilized optimally. These findings suggest that the success of technology-integrated learning interventions cannot be fully attributed to the quality of the product alone, but must be understood within a broader ecosystem that includes infrastructure readiness and teacher competence. Therefore, while the product demonstrates strong potential, its scalability and sustainability depend on systemic support mechanisms.

In synthesizing these findings, it can be argued that the developed web-based teaching materials function as both an instructional tool and a pedagogical innovation. The significant improvement in students' writing skills, particularly in creativity and coherence, provides empirical support for the integration of interactive digital media in literature learning. At the same time, the observed shifts in student engagement and teacher roles indicate deeper transformations in the learning process. These results substantiate the claim that well-designed digital materials can bridge the gap between traditional literary instruction and the demands of contemporary learners. Nevertheless, the identified constraints highlight the need for complementary interventions, including teacher training and infrastructure development, to maximize the impact of such innovations.

Discussion and Analytical Interpretation of Findings

The findings of this study indicate that web-based Indonesian literature teaching materials significantly improve students' writing skills, particularly in terms of creativity and narrative coherence. This outcome can be analytically explained through the lens of constructivist learning theory, which posits that learners actively construct knowledge through interaction, exploration, and experience rather than passive reception. The interactive features embedded in the web-based platform—such as guided story structuring, visual prompts, and multimodal inputs function as scaffolding tools that support learners in organizing ideas and constructing meaning. This aligns with the argument that writing is not merely a linguistic activity but a complex cognitive process involving planning, organizing, and revising (Putra & Wulandari, 2021). The improvement observed in this study, therefore, is not incidental but a direct consequence of the platform's ability to externalize and structure these cognitive processes into accessible learning tasks.

When compared with previous studies, the findings demonstrate both convergence and

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advancement. For instance, Dewi et al. (2021) reported that digital modules improved students' ability to construct narrative structures, while Nuraini and Mahendra (2020) found increased engagement in poetry writing through digital media. The present study corroborates these findings by confirming that digital environments enhance writing performance. However, it extends prior research by demonstrating that the integration of multiple features interactivity, multimedia, and collaborative elements within a single web-based platform produces a more comprehensive impact. Unlike earlier studies that focused on isolated interventions, this research shows that a holistic digital ecosystem can simultaneously address motivational, cognitive, and metacognitive dimensions of writing. This suggests that the effectiveness of digital learning tools is not determined solely by their presence, but by the degree of pedagogical integration within the learning design (Setiawan & Harjono, 2023).

The significant improvement in creativity observed in this study can be further explained through multimodal learning theory, which emphasizes the role of multiple sensory channels in enhancing understanding and expression. The use of images, audio narration, and interactive elements provides diverse stimuli that trigger idea generation and imaginative thinking. This supports Yusuf and Ramadhani's (2022) assertion that multimodal environments enhance learners' ability to process and produce complex texts. In contrast to traditional text-based instruction, which often limits students to linear thinking patterns, the web-based platform allows nonlinear exploration of ideas, thereby fostering divergent thinking. This explains why students in this study demonstrated higher originality and flexibility in their writing compared to baseline conditions.

At the same time, the findings reveal a nuanced distinction between improvements in higher-order and lower-order writing skills. While creativity and coherence improved significantly, gains in grammar and spelling were comparatively moderate. This pattern is consistent with the findings of Hasanah and Mulyana (2020), who argued that digital media tend to have a stronger impact on conceptual and expressive aspects of writing than on mechanical accuracy. The implication is that while web-based tools are effective in facilitating idea development and narrative structuring, they may require complementary instructional strategies—such as explicit grammar instruction or automated feedback systems—to fully address linguistic accuracy. This highlights an important pedagogical insight: technology should not be viewed as a standalone solution, but as part of an integrated instructional framework.

Another critical dimension of the findings relates to student engagement and autonomy. The observed increase in students' willingness to write and experiment with ideas reflects a shift

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toward self-regulated learning, where learners take active control of their learning processes. This aligns with recent studies emphasizing the role of digital platforms in fostering learner autonomy and motivation (Rahman & Susanti, 2021). However, this study provides a deeper explanation by linking autonomy to the design of the learning environment. The availability of choices—such as selecting characters, settings, and plot elements creates a sense of ownership, which in turn enhances intrinsic motivation. This mechanism explains why students not only performed better but also reported higher confidence in writing. Compared to previous studies, which primarily measured engagement as a behavioral outcome, this research highlights the psychological processes underlying that engagement.

Despite these positive outcomes, the study also reveals discrepancies when compared to ideal implementation conditions reported in the literature. For example, Suherman et al. (2021) suggested that web-based learning environments can be seamlessly integrated into classroom practice; however, the present study found that infrastructural limitations and varying levels of teacher digital literacy significantly influenced the effectiveness of implementation. This divergence suggests that prior research may have underestimated contextual constraints, particularly in resource-limited educational settings. The implication is that the success of digital interventions is contingent not only on instructional design but also on systemic readiness, including access to technology and teacher training (Susanti et al., 2022).

Furthermore, the use of the ADDIE model in this study provides empirical support for its effectiveness as a framework for developing digital learning materials. Consistent with Setiawan and Harjono (2023), the structured stages of analysis, design, development, implementation, and evaluation ensured that the product was both theoretically grounded and empirically validated. However, this study adds a critical dimension by demonstrating that the iterative nature of ADDIE allows for continuous alignment between user needs and product features. This dynamic adaptability explains why the developed material achieved high usability and effectiveness. In contrast, studies that do not employ systematic design models often produce fragmented or less impactful learning tools.

In synthesis, the findings of this study not only confirm existing theories and empirical evidence but also contribute new insights into the mechanisms through which web-based learning enhances writing skills. The results suggest that the effectiveness of digital teaching materials lies in their ability to integrate cognitive scaffolding, multimodal stimulation, and learner autonomy within a coherent instructional design. At the same time, the identified limitations underscore the importance of contextual factors, such as infrastructure and teacher readiness, in determining the

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success of such interventions. These findings have significant implications for both theory and practice, emphasizing the need for holistic, context-sensitive approaches to digital innovation in education.

CONCLUSION

This study concludes that the development of web-based Indonesian literature teaching materials, grounded in the ADDIE model, constitutes an effective and theoretically coherent intervention for improving primary school students' writing skills. The findings demonstrate that the integration of interactive, multimodal, and student-centered features does not merely enhance engagement, but substantively strengthens higher-order writing competencies, particularly creativity and narrative coherence. This indicates that digital instructional design, when systematically aligned with learners' cognitive and contextual needs, can transform writing from a mechanical task into a meaningful process of idea construction and expression. Scientifically, this study contributes to the discourse on digital literacy and literature education by providing empirical evidence that a holistic web-based learning environment—combining scaffolding, personalization, and interactivity—can bridge the gap between traditional pedagogy and the demands of 21st-century learners. It also reinforces the relevance of the ADDIE framework as a robust model for developing pedagogically sound and empirically validated digital learning products.

However, this study is not without limitations. The effectiveness of the developed materials was influenced by external factors such as unequal access to technological infrastructure and variations in teachers' digital competencies, which may limit the generalizability of the findings across different educational contexts. In addition, the focus of evaluation was predominantly on short-term improvements in writing performance, without examining long-term retention or transferability of skills. Therefore, future research is recommended to explore longitudinal impacts of web-based literary learning on students' writing development, as well as to integrate adaptive feedback systems that can better support linguistic accuracy alongside creativity. Further studies should also consider broader and more diverse samples, including schools with varying levels of technological readiness, to enhance external validity. Additionally, investigating the role of teacher training models and institutional support systems would provide a more comprehensive understanding of how digital innovations can be sustainably implemented in primary education.

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