DEVELOPMENT OF E-MODULES TO IMPROVE PERSONAL AND IMAGINATIVE WRITING SKILLS IN ELEMENTARY SCHOOL

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ABSTRACT

This research is motivated by the low ability to write personal and imaginative reclaimed texts in grade III students in one of the elementary schools in Malang. Based on the results of observations and interviews with class teachers, it was found that students had difficulty in compiling ideas sequentially, using language according to the rules, and understanding the structure of the recon text. The objectives of this study are (1) to produce an interactive e-module that is feasible, practical, interesting, and effective to be used in learning to write personal and imaginative rekon texts in grade III elementary school students, and (2) to analyze the effectiveness of the interactive e-module in improving the ability to write personal and imaginative rekon texts. This research uses the Dick and Carey research and development method. The results of the study showed that (1) the interactive e-module was declared feasible to use with a media expert validation score of 100% very feasible and a material expert of 73% feasible; (2) the practicality aspect obtained an average score of 90% practical; (3) the attractiveness aspect obtained an average score of 93% attractive; and (4) the effectiveness aspect is shown by the increase in student learning outcomes with an N-Gain value of 0.80 (high category), where all students achieve scores above the KKM and can write the remastered text in a complete, orderly, logical and in accordance with linguistic rules.

Keywords: e-module, personal and imaginative reconstruction, writing skills, elementary school

INTRODUCTION

Writing skills are one of the language competencies that play an important role in the academic and social life of students. This ability includes not only the correct use of words and linguistic rules, but also the skill of structuring ideas logically, sequentially, and communicatively. (Vicol et al., 2024). In the context of basic education, writing skills are the foundation for mastering other language skills because writing requires a structured thought process. In the digital era and globalization, writing skills are increasingly valuable because they are a means of expressing ideas, documenting information, and building cross-cultural communication.

In elementary school students, especially in primary and secondary grades, writing skills play an important role in shaping thinking skills, creativity, and language mastery. Writing activities allow students to channel their thoughts, experiences, and feelings in the form of stories, descriptions, or simple reports (Yeung et al., 2012). This process requires students to organize ideas, choose the correct vocabulary, and pay attention to linguistic rules. Practical

writing activities can boost confidence and motivation to learn with relevant personal experiences (Kent & Wanzek, 2016). Learning to write that is integrated with interesting learning media has been proven to increase students' active participation in the classroom.

The reality on the ground shows that the writing skills of elementary school students still face various challenges. The results of initial observations at SDN 1 Wonoagung showed that most of the third-grade students had difficulty writing texts with a structured and varied structure. Some students are not able to express ideas in their entirety, often jumping between events and using limited vocabulary. Writing errors such as spelling, grammar, and the use of improper punctuation are still often found. Students also have difficulty distinguishing the opening, content, and closing parts in the written text. The causative factors are diverse, ranging from a lack of writing habits, a lack of use of innovative learning media, to low motivation for students to write. This condition shows the need for a structured learning intervention that is interesting and tailored to the characteristics of the students.

One type of text taught in grade III is the recount text, or *recon text,* which recounts past events or experiences chronologically. (Anwas et al., 2022). The rekon text has a relatively simple structure consisting of orientation, a series of events, and reorientation, so that it is according to the thinking ability of elementary school students. (Silverman et al., 2015). Rekon text writing trains students to organize events in chronological order and choose vocabulary that describes chronology. (Dostal et al., 2021). However, the results of the teacher's evaluation show that many students still write recon texts with less sequential sequence of events and monotonous sentences. Hence, the mastery of the structure of the recon text needs to be improved.

Previous research has shown that reading and writing skills can be improved through the use of appropriate learning media. Illustrated story media, for example, have been shown to have a significant influence on students' recognizable text writing skills. (Sayekti et al., 2024). 21st-century learning demands the integration of technology into the teaching and learning process. E-modules are present as one of the innovative learning media in digital format that is designed to be interactive and accessible on various devices such as laptops, tablets, or smartphones (Lukitoyo & Wirianti, 2020). The advantages of e-modules include flexibility of learning time, multimedia content, and interactive features that allow students to study independently (Khabibah & Munir, 2025). In addition, there are several effective methods to improve the ability to write reconnaissance texts. The use of visual media, such as images or videos, can help students remember and organize ideas in order.

These studies still leave gaps. First, there is an empirical gap because the majority of the research focuses on upper elementary or junior high school students. In contrast, the implementation in lower-grade students, especially in grade 3, is still limited. Second, there is a methodological gap because most of the previous research only tested the effectiveness of image-based or audiovisual media. However, not many have developed interactive digital products in the form of e-modules that can be used independently or with teachers. Third, there is a theoretical gap in the form of the lack of integration of 21st-century learning principles, such as learning personalization, instant feedback, and digital flexibility, in learning to write recon texts. Therefore, this research is here to fill this gap through the development of an interactive e-module specifically designed to improve the ability to write reclaimed texts for grade 3 elementary school students.

Digital-based learning provides an opportunity to create a learning process that is more interactive, flexible, and relevant to the needs of 21st-century students. The use of technology allows teachers to present diverse learning resources such as learning videos, interactive simulations, and online quizzes with live feedback. (Trisnaningrum et al., 2025). The development of e-modules as effective teaching materials is needed to support the teaching of recon texts. This e-module should include a variety of engaging activities, text examples, and step-by-step guides to help students in the writing process. (Daryanti et al., 2019). In line with technological developments, the use of interactive media in the learning process is increasingly becoming a necessity. Interactive media offers new, more dynamic ways to facilitate learning, especially in improving writing skills. The use of interactive media such as video, audio, and other digital activities allows students to be more actively involved in learning. (Cecep, 2020).

The condition of facilities and infrastructure at SDN 1 Wonoagung supports the implementation of e-module-based learning. The school has enough laptop devices and stable internet access to take advantage of online learning platforms and other digital learning resources. The needs analysis shows that learning to write rekon texts in grade III of SDN 1 Wonoagung requires teaching materials that not only contain materials and exercises, but are also designed to increase student involvement. The e-modules developed are expected to contain step-by-step recon text writing guides, varied examples, and interactive activities that motivate students to write creatively. (Dewa et al., 2022).

Based on this description, the development of e-modules to improve the ability to write primary and imaginative recon texts for third-grade students of SDN 1 Wonoagung is an

apparent urgency. This e-module is expected to be an effective solution to students' low writing skills, as well as to take advantage of the potential of school facilities and infrastructure. The development of e-modules is relevant to the demands of 21st-century learning that emphasizes literacy skills, critical thinking, and the use of information technology (Yeung et al., 2012).

LITERATURE REVIEW
WRITING SKILLS

Writing skills are a skill that is more difficult to master compared to other language skills. Therefore, it is not surprising that few people are truly experts in writing. Writing skills play an important role in the development of science and technology because any advancement in the field always requires the ability to write. (Kent & Wanzek, 2016). Writing skills are one of the language skills that function to pour ideas, feelings, and thoughts into the form of writing in a systematic manner that readers can understand. According to (Páez et al., 2007)Writing skills are a person's ability to express ideas or feelings in writing using good and correct language.

Writing skills in elementary school students develop gradually as they develop cognitive, language, and fine motor development. The development of writing in children can be divided into several stages that reflect the progress of abilities from initial scribble to writing structured text. (Chairun & Suharjuddin, 2025). At first, children write to express ideas without paying attention to grammar or spelling rules. As they get older and more experienced, they begin to understand the concept of words, sentences, and paragraphs. This development is influenced by the stimulation provided by teachers and a supportive learning environment. (Sayekti et al., 2024).

RECON TEXT

Text rekon or *recount text* is a type of text that is used to recount events or experiences that sequentially occurred in the past. A recon text is a type of text that aims to reconstruct past experiences and present them back to the reader in a clear chronological order. These texts are usually informative or personal, depending on the purpose of the communication. The use of recognizable texts is essential in language learning in elementary school because it trains students to organize ideas based on time and events. (Kholid et al., 2023).

Rekon texts have distinctive linguistic characteristics, including the use of past tense verbs (*past tense*), temporal conjunctions such as "then", "after", and "finally", as well as the use of specific tense adjectives. These characteristics make recon texts different from other types of texts, such as narrative or procedural. In learning, mastery of these linguistic characteristics

makes it easier for students to write reconsequential texts that are in accordance with language rules (Widarsih, 2021). Rekon text not only contains a sequence of events, but also serves to build a social relationship between the author and the reader through language.

INTERACTIVE E-MODULE

Modules are learning units that are designed in a structured manner and aim to help students learn independently to achieve learning goals. (Violadini & Mustika, 2021). Modules are a unit of learning programs that are specifically made to help the defense process. Electronic modules (e-modules) are an adaptation of printed modules or other teaching materials developed in digital format *(electronics)*. E-modules are forms of electronic teaching materials that can be accessed through digital devices such as computers, laptops, or gadgets. Modules are teaching materials that are systematically arranged in easy-to-understand language containing learning objectives, materials, and evaluations, and can be used independently by students. (Khairita et al., 2023). E-modules are designed to support self-paced learning. The e-module contains study instructions, materials, exercises, and evaluations that allow students to learn without intensive teacher mentoring.

This fosters a sense of responsibility and discipline in students. Students can repeat the material as needed until they fully understand (Elistiana et al., 2024). In learning recon texts, students can practice writing independently with step-by-step guidance from e-modules. The learning independence that is formed will have a positive impact on lifelong learning skills. Teachers are also helped because they can focus on guiding students who really need it. This advantage makes e-modules very relevant in the era of the Independent Curriculum, which emphasizes differentiated learning. (Rahayu & Sukardi, 2021). This medium allows students to practice writing gradually, starting from getting to know the structure of the text to developing ideas into a whole story. Visually and contextually presented materials help students understand the flow of events and the appropriate use of language.

METODOLOGY

This research is a research and development *(R&D) digital teaching material* in the form of e-modules that refer to the stages in the Dick and Carey development model. This model has been adjusted by the researcher to be relevant to the context of Indonesian learning in elementary school so that it includes ten steps, namely: (1) conducting a needs analysis and formulating learning objectives, (2) analyzing the characteristics of students, (3) analyzing the learning context, (4) formulating specific learning objectives, (5) compiling assessment instruments in accordance with the objectives, (6) developing learning strategies, (7) designing

and selecting teaching materials in the form of e-modules, (8) carrying out formative evaluations to assess the initial prototypes, (9) revising based on the results of the evaluation and (10) carrying out summative evaluations to measure the effectiveness of e-modules in improving the ability to write personal and imaginative reclaimed texts of grade III elementary school studentsThe type of data used in this study consists of quantitative and qualitative data. Quantitative data were obtained from expert validation scores, pretest, and posttest scores of the recon text writing skills. Meanwhile, qualitative data comes from comments, suggestions, and responses given by experts, teachers, and students to e-module products.

RESULT AND DISCUSSION

RESULTS

Feasibility data analysis was carried out to determine the level of feasibility of the e-module product developed, based on the results of the assessment by media experts and subject matter experts. The results of the recapitulation of the e-module feasibility assessment developed to support the learning of the re-module text are presented below.

Table 1.3 Recapitulation of Expert Validation Results

Validator	Percentage	Maximum Percentage	Information
Media Member	100%	100%	Highly Worth It
Material Expert	73%	100%	Proper
Total acquisition percentage			173%
Average percentage			86,5%
Eligibility criteria and module			Highly Worth It

Based on the table above, the total percentage of validation obtained from media experts and subject matter experts is 173%, with an average of 86.5%. These results show that the developed e-module is included in the category of very feasible to be used in learning to write recon texts for grade III elementary school students.

The analysis of practicality data in this study was obtained from the results of the response of teachers and students to the use of e-modules for learning to write recon texts. The results of the recapitulation of the e-module feasibility assessment developed to support the learning of the recognizable text are presented below.

Table 1.2 Recapitulation of Practicality Test Results

Yes	Data Source	Percentage	Maximum Percentage	Information
Small Group Trials				
1.	Student	91%	100%	Very Practical
Field Trials				

1	Teacher	90%	100%	Very Practical
2.	Student	89,6%	100%	Very Practical
Sum		270,6%	300	
Average		90,2%		Very Practical

Based on the table above, it is known that the results of the analysis of the practicality of the e-module reached a total score of 270.6%, with an average of 90.2%, which is included in the convenient category. This shows that the e-module learning to write recon texts developed is very easy to use by teachers and students, and is suitable for application in the learning process in grade III of elementary school.

Attractiveness data analysis was carried out to find out the extent to which the developed e-modules were able to attract users in the learning process. Data was obtained through questionnaires given to teachers and students during small group trials and field trials. The purpose of this analysis is to assess the visual appearance, presentation of the material, interactivity, and user engagement with the e-module for writing the recon text.

Table 1.3 Recapitulation of Attractiveness Test Results

Yes	Data Source	Percentage	Maximum Percentage	Information
Small Group Trials				
1.	Student	93%	100%	Very Interesting
Field Trials				
1.	Teacher	92,5%	100%	Very Interesting
2.	Student	93%	100%	Very Interesting
Sum		278,5%	300%	
Average		93%		Very Interesting

Based on the table above, the results show that the e-module learning to write recon texts developed has high appeal for students and teachers. The presentation of interactive materials, attractive visuals, and easily accessible features makes this e-module very suitable for use in learning to write recon texts in grade III of Elementary School.

The analysis of the effectiveness of the e-module was obtained from the comparison between the results of the pretest and posttest to assess the extent to which the learning objectives have been achieved after the use of the developed e-module. This evaluation aims to determine the use of e-modules to improve the ability to write recon texts in grade III elementary school students. The level of effectiveness of the e-module is measured based on the student's score at the time of the product trial. In addition, a class is categorized as classically complete if more than 85% of students obtain a score above the Minimum Completeness Criteria (KKM), which is 75. Average score *Pretest* The number of students was 49.5, which indicates that before using the e-module, students' ability to write Rekon texts was still below the standard of learning effectiveness. After participating in learning using e-modules, there was a significant increase, with an average posttest score of 89.5, which was included in the category of very effective. The lowest score in the pretest is 35, while the highest score in the posttest

reaches 100. All students managed to exceed the Minimum Completeness Criteria (KKM), so that the classical completeness level reached 100%.

DISCUSSION

The results of validation and trials show that the developed interactive digital e-modules meet the indicators of feasibility, practicality, attractiveness, and effectiveness as a learning medium for writing recon texts. The increase in posttest results shows significant progress in students' writing skills, especially in terms of text structure, sentence integration, and language variation. (Clinton-Lisell et al., 2021). Students who previously had difficulty sequentially composing texts became more directed because the instructions in the e-module were presented systematically. Teachers also reported that the use of e-modules made students more motivated and faster to understand the material. (Arifin & Ramadhan, 2025).

These findings are in line with *Multimedia Learning Theory,* which explains that the combination of text, images, and interactive elements strengthens the understanding of concepts through the simultaneous processing of visual and verbal information. (Kim & Schatschneider, 2017). This principle is proven when students can organize ideas more quickly because illustrations and visual guides in the e-module help them. Improving learning outcomes is also in line with the *Cognitive Theory of Writing Development,* emphasizing the importance of scaffolding in the form of text examples, explicit steps, and repetitive exercises. (Elistiana et al., 2024).

In addition, Piaget's and Vygotsky's theories of constructivism support this outcome because students build understanding through active learning experiences, as well as scaffolding guidance in the proximal developmental zone. (Sobri et al., 2023). This shows that the existence of e-modules not only presents information but also facilitates exploration, collaboration, and discussion, which helps students write texts more systematically. (Fadhli, 2015). E-modules as digital media products provide a more interesting learning experience than conventional learning methods. Interactivity in digital media provides direct feedback for students while working on the Exercise. (Manis, 2024).

The use of learning media in e-modules is in line with the demands of 21st-century learning. Students are not only required to master basic knowledge, but also the ability to think, collaborate, communicate, and have digital literacy (Priyohutomo et al., 2025). E-modules provide a learning experience that integrates these skills in a single product (Kholid et al., 2023). E-modules that narratively present the material and are equipped with attractive illustrations can increase students' interest in learning (Cayeni & Utari, 2019). Students feel comfortable reading the material packaged in the form of stories and supporting the visualization of the content.

Teachers report that students understand the material faster and show a high enthusiasm for learning. This research shows that narrative and illustration elements in e-modules have an important role in building students' interest in lessons (Elistiana et al., 2024).

Constructivist learning theory also supports the effectiveness of e-modules in learning to write reconnaissance texts. This theory emphasizes that knowledge is built on its own by students through active learning experiences. (Siregar et al., 2024). The electronic module provides students with an exploratory space to construct a reclamation text based on personal or imaginative experience. (Herianto & Lestari, 2021). Constructivist theory emphasizes that knowledge is built by individuals based on experience and interaction with their environment. According to Piaget (1972), in (Nazilatul Mifroh, 2020) States that students build knowledge through an active process of assimilation and accommodation. In the context of the development of learning media, constructivism demands that the media not only convey information, but also provide opportunities for students to explore and build their own understanding.

According to Vygotsky (1978), in (Harland, 2003) Adding that optimal learning occurs when students work in the Proximal Development Zone (ZPD), which is an area where they can complete tasks with the help of others or supporting media. E-modules designed based on constructivism must facilitate independent learning activities while providing guidance or scaffolding. In this approach, students are not only recipients of information, but also creators of knowledge. (Suoth et al., 2022). Vygotsky emphasizes that social interaction has an important role in students' cognitive development. Constructivism-based learning media, such as interactive e-modules, can facilitate collaboration and discussion even though learning is done online. Students can take advantage of features such as discussion forums, comments, or collaboration in writing texts. (Kilford et al., 2016).

The findings of this study make a real contribution to the scientific development and practice of writing learning in elementary schools. First, these results reinforce the empirical evidence that interactive e-modules can be an effective learning medium in improving reading and writing skills, especially in low-grade students who were often overlooked in previous research. Second, methodologically, this research adds a new approach by integrating multimedia theory, cognitive writing theory, and constructivism in the design of e-modules (Violadini & Mustika, 2021). This shows that the development of digital teaching materials needs to consider visual aspects, instructional steps, and scaffolding to be in line with the needs of students. Third, practically, this study implies that teachers can use e-modules as a means of independent and collaborative learning. At the same time, students get a more personalized,

interactive, and meaningful learning experience. Thus, this research contributes to strengthening students' writing literacy and supporting the transformation of digital learning in elementary schools (Rahayu & Sukardi, 2021).

CONCLUSION

This research and development resulted in an interactive e-module for writing personal and imaginative reconon texts that is feasible, practical, interesting, and effective to use for grade III elementary school students. Eligibility is evidenced by the validation of 100% media experts, who are very qualified, and 73% material experts, showing suitability in content, appearance, language, and presentation. Practicality can be seen from the average score of 90% of the test results, where the e-module is easy to use independently by students and makes it easier for teachers to convey material. Attractiveness earned an average score of 93%, thanks to visual design, colors, illustrations, and interactive quizzes that increase motivation to learn. Effectiveness is proven through an N-Gain of 0.80 (high category) with all students achieving KKM, being able to write personal and imaginative recon texts as a whole, coherent, logical, and according to the rules of language. The improvement not only in scores, but also in the quality of writing that is more structured and in accordance with the rules, proves that this e-module is effective as an innovative learning medium.

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