

Developing the PATRIOT Learning Model to Enhance Narrative Writing Skills of Elementary Students: A Research and Development Approach

Rima Rikmasari¹, Vismaia S. Damaianti², Udin Syaefudin Sa'ud³

¹ Universitas Pendidikan Indonesia, Bandung, Indonesia; r.rikmasari@upi.edu

² Universitas Pendidikan Indonesia, Bandung, Indonesia; vismaia@upi.edu

³ Universitas Pendidikan Indonesia, Bandung, Indonesia; usaud@upi.edu

ARTICLE INFO

Keywords:

PATRIOT learning model;
writing skills;
elementary school;
development model;
ADDIE design

Article history:

Received 2025-06-18

Revised 2025-09-13

Accepted 2025-12-12

ABSTRACT

Many elementary students in Indonesia face challenges in developing writing skills, particularly in generating ideas, organizing coherent paragraphs, and applying language conventions. These difficulties often result in low writing performance, especially in narrative tasks. This study addresses the need for an effective instructional model to support students in overcoming these challenges. This study aimed to examine the effectiveness of the PATRIOT learning model in enhancing narrative writing skills among fifth-grade students. Employing a Research and Development (R&D) approach, the model was developed using the ADDIE framework. The implementation involved three experimental classes from different schools in Bekasi City. Data were collected through essay-writing tasks assessed using a validated rubric, measuring content, organization, language use, and mechanics. Quantitative analysis was conducted using SPSS 27, including normality tests and paired sample t-tests. Findings indicate a significant improvement in students' writing performance after the implementation of the PATRIOT model. T-test results showed statistically significant differences between pre-test and post-test scores across all experimental classes ($p < 0.005$). Students demonstrated notable progress in idea generation, text structure, and language accuracy. The results suggest that the PATRIOT learning model effectively enhances elementary students' narrative writing skills through its structured, contextual, and student-centered approach. It also offers practical steps that can be adopted by teachers to improve literacy outcomes. The PATRIOT model presents a promising alternative instructional strategy for improving writing competence at the elementary level, particularly in narrative writing contexts.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Rima Rikmasari

Universitas Pendidikan Indonesia, Bandung, Indonesia; r.rikmasari@upi.edu

1. INTRODUCTION

Education serves as a vital platform for knowledge dissemination and human development. However, access to and the effectiveness of education may be hindered when learning processes are compartmentalized and not well-integrated into the needs and realities of learners. To ensure that education plays a transformative role, it must be carefully planned, contextually relevant, and tailored to support the diverse abilities and interests of students (Ali, Qurnia, & Hasibuan, 2024). A strong educational foundation equips individuals with the critical skills to navigate future challenges, promoting adaptability and problem-solving competencies essential for personal and societal development.

According to Halawa, Zalukhu, Lahagu, and Laoli (2023), education is a conscious and planned effort to create a learning environment and instructional process that empowers learners to develop their full potential. This includes spiritual strength, character, intelligence, and the practical skills required to contribute meaningfully to society. One of the most immediate and tangible outputs of education—particularly in language learning—is literacy, especially in writing. Writing is not only a means of communication but also a manifestation of a student's ability to process, organize, and present ideas (Hadianto, Damaianti, Mulyati, & Sastromiharjo, 2021). Inadequate writing skills reflect deeper cognitive and linguistic challenges and are indicative of broader systemic issues in the teaching and learning of language.

The urgency to address writing proficiency in elementary students is underscored by widespread difficulties in transforming thoughts into coherent written texts. Writing is not an innate skill but rather a complex cognitive process that must be learned, practiced, and refined through structured and meaningful instruction (Febriyanti, Harsiati, & Dermawan, 2017). As Siswanto, as cited by Febriyanti et al. (2017), notes, effective writing requires not only technical knowledge but also creativity, diligence, and sensitivity. Without these elements, students may struggle to engage in sustained and expressive writing, especially narrative writing, which demands imagination and structural coherence.

Damaianti, Rahma, and Astini (2020) argue that foundational writing competence includes the ability to construct sentences from disordered words, revise for accuracy, identify sentence structures, and understand paragraph cohesion. These micro-skills form the building blocks of more advanced composition tasks. Failure in any of these aspects can significantly impair students' ability to produce meaningful written texts. Writing also plays a central role in developing critical thinking and communication. Karwati and Damaianti (2016) emphasize that good writing skills allow students to articulate ideas, respond to tasks effectively, and engage in discourse both inside and outside the classroom.

Several indicators demonstrate a student's writing proficiency. These include the presence of a clear plot, coherence in content, appropriate vocabulary selection, correct spelling and punctuation, and narrative elements such as conflict and resolution (Rahman et al., 2020). However, field data reveal persistent weaknesses among elementary school students in these areas. Many students struggle to generate ideas, organize story elements, and apply writing mechanics such as capitalization and punctuation. A recent study involving fifth-grade students found the average writing score to be only 56.2, with the lowest performance in creativity and organization—students often wrote stories without a clear structure, and many did not follow basic narrative conventions.

The challenges in writing are not solely the result of student limitations; they also stem from instructional shortcomings. Teachers often fail to design or implement effective learning strategies that support writing development. Traditional instructional models may not accommodate the diverse learning needs of students or provide sufficient scaffolding for complex writing tasks. Moreover, the national literacy level in Indonesia remains a concern. The Ministry of Education and Culture (2019) reported a national reading literacy index score of only 37.32 out of 100, highlighting a significant literacy gap (Laila, Budiningsih, & Syamsi, 2021). Poor reading comprehension further exacerbates writing difficulties, as the two skills are closely intertwined.

Research by Harris, Graham, Brindle, and Sandmel (2009), as cited in Ramadhanti and Yanda (2021), identifies five core writing competencies: content generalization, structural organization, goal formulation, efficiency in mechanics, and revision. Students who lack these competencies often experience frustration with writing, leading to disengagement. The COVID-19 pandemic has further compounded this issue, as disruptions to classroom instruction have led to a decline in writing performance across various educational systems globally (Di Pietro et al., 2020; Nurhayati, Aryana, Sobari, & Fauziya, 2022).

Given these pressing challenges, there is a clear need for more effective and contextually relevant instructional models to support writing development in elementary education. Writing is a cognitively demanding process involving multiple stages such as idea generation, planning, drafting, revising, and editing. These stages require the activation of memory, attention, executive function, and language processing (Owens, 2012; Ramadhanti & Yanda, 2021). A well-designed learning model must support these cognitive demands in a coherent and scaffolded manner.

Smith (2005), as cited by Nurhayati et al. (2022), emphasizes the importance of systematic writing strategies grounded in cultural and literary contexts. The integration of environmental and cultural relevance can make writing instruction more meaningful and engaging. In response to this need, the PATRIOT learning model was developed to enhance the narrative writing skills of elementary students. PATRIOT is an acronym inspired by the cultural slogan of Bekasi City, aiming to embed local identity within instructional practice while also emphasizing student-centered learning processes (Rikmasari, Damaianti, & Sa'ud, 2024).

The PATRIOT model comprises seven instructional steps: Learn, Analyze, Find a Solution, Design an Idea, Initiate Writing, Orientation, and Presentation. This structured sequence encourages students to observe their environment, identify problems, and formulate creative written responses. The model begins with observational and analytical tasks and gradually moves toward individual writing production, guided revision, and public presentation of student work. Each step is designed to align with students' cognitive development stages and provide sufficient scaffolding for narrative writing tasks.

Furthermore, the PATRIOT model supports both collaborative and individual learning. Early steps involve group-based discussion and problem-solving, promoting social interaction and shared learning. Subsequent steps shift toward independent writing and teacher-guided feedback, promoting autonomy and self-reflection. This dual emphasis helps students build confidence and develop both interpersonal and intrapersonal skills necessary for effective communication (Maulana & Sa'ud, 2022).

Implementing learning models such as PATRIOT also demands that educators consider students' readiness, classroom context, and the broader learning environment. A well-structured model not only addresses cognitive aspects but also nurtures emotional engagement and cultural connection (Puspita, Saud, Damaianti, & Mulyati, 2021). The unique contribution of the PATRIOT model lies in its integration of local cultural identity, structured instructional support, and emphasis on creativity and student agency. By guiding students through a systematic writing process and involving teachers in formative feedback, this model aims to significantly improve narrative writing performance.

In conclusion, improving students' narrative writing skills requires comprehensive instructional models that are responsive to both pedagogical and cultural contexts. The PATRIOT learning model offers a promising solution to the challenges identified in current classroom practices. Its systematic structure, cultural relevance, and cognitive alignment position it as a viable approach to enhance elementary students' writing outcomes. This study seeks to evaluate the effectiveness of the PATRIOT model in improving narrative writing skills and to contribute to the development of writing pedagogy in Indonesian primary education.

2. METHODS

2.1 Research Design

Metode penelitian yang digunakan dalam penelitian ini adalah Research and Development (R&D). Model pengembangan yang diadopsi adalah model ADDIE yang dikembangkan oleh William Lee (2004). Model ADDIE terdiri dari lima tahap sistematis, yaitu *Analyze*, *Design*, *Development*, *Implementation*, dan *Evaluation*. Model ini banyak digunakan dalam penelitian desain pembelajaran karena prosedurnya yang terstruktur, fleksibel, serta mudah dipahami dalam mengembangkan media pembelajaran (Slamet, 2022).



Figure 1. Step of Research and Development

2.2 Research Subjects and Sampling Technique

The research was conducted in the odd semester of the 2024/2025 academic year with fifth-grade students at elementary schools in Bekasi City as the research subjects. The research population included all fifth-grade students at the selected schools. Sampling was conducted using purposive sampling, based on school recommendations and equal ability between classes. Samples were taken from three different schools. All sample classes received the same treatment process. Sampling was conducted using purposive sampling, based on school recommendations and equality of ability between classes. Samples were taken from three different schools. All sample classes underwent the learning process using the PATRIOT learning model. Schools were selected based on the similarity of student characteristics to ensure that the academic levels of the two classes were relatively equal.

2.3 Research Instruments

The instrument used to measure students' writing skills is an essay-based writing test. Students are asked to write a short story based on personal experiences or interesting events. Writing skills are assessed using an assessment rubric consisting of several indicators:

- a. Content (relevance, clarity, and originality of ideas).
- b. Organisation (coherence, sequence of ideas, use of paragraphs).
- c. Use of Language (grammar, vocabulary, sentence structure).
- d. Mechanics (punctuation, spelling, and capitalisation).

Each aspect is assessed using a 1–3 Likert scale, where a score of 1 indicates the category 'very poor' and a score of 3 indicates the category 'very good'. This rubric is adapted from existing writing assessment standards and has been validated by two language education experts.

2.4 Instrument Validity and Reliability

The rubric and test items have undergone content validity testing through expert assessment. To ensure inter-rater reliability, students' writing was assessed independently by two assessors (language teachers with more than five years of experience). The instrument was declared valid and reliable based on the experts' decision. This was stated in a letter of validity from the assessors.

2.5 Data Collection and Analysis

Data collection was conducted through writing tests, interviews, and document analysis. The validity of qualitative data was tested using triangulation techniques (sources, methods, and theories). Quantitative data were analysed using SPSS version 27, through descriptive statistics and inferential tests to compare learning outcomes between the experimental and control classes.

2.6 Research Ethics

This study was conducted in accordance with research ethics principles. Prior to data collection, the researcher obtained:

- a. Approval from the school principal to conduct research in the designated classes.
- b. Permission from the students' parents/guardians is required through an informed consent form explaining the purpose and procedures of the research.
- c. Guarantees of confidentiality and anonymity of student identities. Student participation was voluntary, and they had the right to withdraw from the research at any time without negative consequences.

3. FINDINGS AND DISCUSSION

3.1 Findings

This research is carried out through the design of Development where the development stages used are ADDIE Steps:

3.1.1 Needs Analysis Stage

The analysis of needs was obtained through observation of field conditions with the subject of grade V elementary school students, in the observation there are several aspects that need to be seen and reviewed more deeply, namely the environment, teachers, students and the education system. To find out the environmental conditions well, the researcher conducted interviews with teachers and school principals in order to obtain complete information related to the environment that was the target of the researcher's observations in some elementary schools. Based on the results of interviews with teachers and principals, it can be seen that students follow the learning process by focusing on the length or shortness of an essay.

In accordance with the results of the study, the skills of writing essays among elementary students are still low, this is caused by several factors such as a lack of understanding of story's structure, lack of good vocabulary and sentence structure, and a lack of reading skills with understanding (Hayya & Bs, 2023). Other findings also mentioned that students also lack an understanding of written language, such as when to use paragraphs and how not to write in a style that still carries the local dialect (Suharto, 2022).

Students are positioned more as objects than as subjects, so that learning depends entirely on the teacher's initiative, which is considered a learning resource (Lusiani, 2019). Meanwhile, teachers hope that students will be able to make and write narrative essays that are in accordance with the rules and assessments of writing narrative essays. Utami et al., (2021) Writing proficiency constitutes a crucial component of language skills, particularly in conveying ideas, thoughts, and emotions through written compositions. Therefore, an effective and structured instructional approach is essential in the learning process to produce quality written works that are competitive and meaningful. Those problems need

to have the way out in order that students written proficiency finally being more confident to produce some masterpieces.

3.1.2 Design Stage

In developing the PATRIOT learning model, the researcher began by designing an initial instructional syntax, or sequence of learning steps, informed by principles of cooperative learning and rooted in the immediate environment and materials familiar to students. This localized approach was intended to make learning more meaningful and accessible by connecting students' experiences to instructional content. The development process took into account students' basic abilities in observing their surroundings or engaging with reading materials, with the aim of gradually guiding them toward creating written works that are not only coherent but also worthy of display or publication.

Central to this process is the cultivation of student confidence. When learners recognize their own capabilities and see the tangible results of their efforts, they are more likely to develop intrinsic motivation and a sense of ownership over their learning outcomes. As Keller (2010) emphasizes, sustained learning requires motivation, which can be fostered through strategies that enhance self-regulation and personal relevance. Similarly, Damaianti (2017) notes that self-control and purposeful engagement are key components in encouraging students to participate actively and meaningfully in the learning process.

The proposed syntax was subjected to expert review and validation by three specialists: a language education expert, a media and instructional technology expert, and a child development specialist. Based on their feedback, revisions were made to ensure that each step of the model aligned with pedagogical best practices, age-appropriate development, and the intended cultural context. Importantly, the model also integrates the local identity of Bekasi City, known by its slogan "PATRIOT," as both a thematic and structural foundation of the instructional process. This alignment with local cultural elements gives the model a distinctive character and grounds learning in students' lived experiences.

The incorporation of cultural context is not merely symbolic; it reflects a commitment to fostering cultural literacy, which plays a vital role in shaping character and civic responsibility. According to Damaianti, Damaianti, and Mulyati (2017), cultural literacy enables learners to understand ancestral wisdom, reduce individualism, minimize group-based egoism, prevent misunderstandings, and promote cooperation. Embedding cultural elements in the learning model supports the holistic development of students by nurturing their sense of identity and belonging while simultaneously enhancing their literacy skills.

Moreover, the integration of environmental and cultural contexts into language instruction aligns with the broader educational principle that learning should be connected to the world around students. As Trilepsy (2018) asserts, language learning should be grounded in real-life environments, as this approach introduces essential values and fosters a way of thinking that is natural, balanced, and harmonious. From early education onwards, this contextual grounding helps learners make sense of their world, express their thoughts more clearly, and develop a deeper appreciation for their cultural heritage.

Through the PATRIOT model, learning becomes not only a cognitive process but also a culturally embedded and socially meaningful activity. The development of its syntax reflects both theoretical rigor and practical relevance, aiming to enhance students' writing skills while promoting identity, motivation, and engagement within the classroom.

3.1.3 Development Stage

In the development phase, the researcher refined the initial design of the PATRIOT learning model based on feedback from expert validators. These validators, comprising specialists in language education, child development, and instructional technology, assessed the model's instructional syntax and provided critical input for improvement. As a result, several aspects of the model were revised or

redesigned to meet the expected pedagogical standards. Following these improvements, the validators declared the PATRIOT model instruments and materials to be "feasible with revisions" and ultimately suitable for pilot testing.

The instructional syntax of the PATRIOT model was then structured into two categories of student tasks: group-based tasks and individual tasks. Group tasks encompass the initial stages—Learn, Analyze, and Find Solutions—which are designed to foster collaboration, communication, and shared problem-solving among students. These activities encourage students to develop social interaction skills, a crucial component of 21st-century competencies. As noted by Maulana and Sa'ud (2022), modern learners must not only be self-reliant but also able to collaborate effectively to generate creative and innovative solutions.

Individual tasks build upon the foundation laid during the group activities and consist of the remaining four steps: Design a Draft, Initiation of Writing, Orientation, and Show Off. These stages promote personal responsibility, reflection, and the application of individual creativity in producing complete written works.

The Learn stage initiates the process by encouraging students to observe and reflect on their immediate environment or assigned reading materials. Through this activity, students are expected to internalize ideas and develop an awareness of their surroundings as potential narrative content. This aligns with Rikmasari, Damaianti, and Sa'ud (2024), who highlight that observational learning helps students process experiences into written form. Dewi (2022) also emphasizes that engaging with texts and environmental stimuli fosters idea generation, which is essential for developing writing fluency. Furthermore, as Mashudi (2025) asserts, instructional materials that are contextually relevant and engaging enhance student comprehension and motivation, making it imperative for educators to adopt innovative and relatable teaching strategies.

The second stage, Analysis, requires students to identify problems or phenomena based on their observations or reading. This step sharpens students' critical thinking and reasoning abilities by asking them to explore causes and underlying issues. When students are presented with stimulating materials—whether from their environment or from literature—they are more likely to engage in deeper analysis and develop original insights. According to Arifin and Ramadhan (2025), providing challenging and thought-provoking materials enhances students' motivation and encourages them to think creatively and critically.

Following analysis, the Find a Solution stage prompts students to generate ideas to address the issues they have identified. This step not only develops problem-solving skills but also lays the groundwork for the narrative structure they will later write. Setiawan, Sa'ud, Sujana, and Sopandi (2020) emphasize that nurturing innovative thinking from an early age allows students to apply classroom learning to real-life contexts, thereby fostering both academic and personal growth.

In the Plan stage, students begin drafting the structure of their narratives. At this point, they outline the introduction, climax, resolution, and conclusion of their stories based on the problem-solving framework developed earlier. Writing, as a fundamental mode of communication, serves not only to convey ideas but also to express creativity. Cultivating writing proficiency provides learners with an opportunity to articulate their perspectives and emotions while enhancing their overall language abilities (Jacques, 2017; Abdelazim, Seleim, & Badawi, 2022).

The fifth stage, Initiation, marks the transition from planning to actual writing. Students begin composing their stories using the drafts they have previously prepared. The focus at this stage is on transforming structured ideas into coherent paragraphs comprising a beginning, middle, and end. To support diverse themes, teachers are encouraged to provide enriching experiences that inspire new storylines. As Cahyani, Nugroho, and Rahma (2017) note, students draw heavily on personal experiences when writing, and exposure to diverse contexts enhances their capacity to generate meaningful narratives.

The Orientation stage serves as a formative feedback point. Here, teachers review students' drafts and offer constructive input on aspects such as grammar, punctuation, narrative coherence, and creativity. This individualized feedback is crucial for refining student writing and fostering confidence in their abilities. Rustan (2017) found that students who struggle with expressing creative ideas benefit significantly from continuous coaching and tailored guidance. In addition, Nurhayati et al. (2022) emphasize the importance of developing adaptive writing strategies to support students in producing high-quality literary work.

The final stage, Show Off, provides a platform for students to present their completed stories. This can take the form of oral presentations, classroom exhibitions, or displays on school bulletin boards. The aim is to celebrate students' efforts and give visibility to their work, thus enhancing motivation and promoting a sense of accomplishment. By showcasing their writing publicly, students also build self-esteem and develop pride in their creative expressions.

Together, these seven structured stages form the core of the PATRIOT learning model. The model not only supports the technical aspects of narrative writing but also encourages collaboration, independent thinking, creativity, and cultural identity. Each step is carefully sequenced to scaffold learning, from idea generation to final presentation, ensuring that students are equipped with the tools they need to become competent and confident writers.

3.1.4 Implementation Stage.

The implementation phase of the PATRIOT learning model involved a field trial conducted in three elementary schools located in Bekasi City. These schools were purposively selected by the researchers to serve as test sites for the experimental application of the model within Indonesian language instruction. The implementation aimed to evaluate the effectiveness of the PATRIOT model in improving students' narrative writing skills through direct classroom application.

To assess the outcomes, student writing performance was measured using specific assessment indicators adapted from Rikmasari et al. (2024). These indicators included the ability to identify the topic of the narrative text, present relevant story content, and organize events in a coherent sequence. Data were collected through pretest and posttest writing assignments administered in each school.

The results showed a consistent improvement in students' writing abilities across all participating schools. At SDN A, the average pretest score was 65, which increased to 74 in the posttest. At SDN B, students' average scores improved from 60 to 78, and at SDIT C, the average pretest score of 60 rose significantly to 80 in the posttest. These findings suggest that the PATRIOT model had a positive impact on students' narrative writing performance, as reflected in the increased posttest scores in all three experimental settings.

Table 1. Tests of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0.232	20	0.006	0.913	20	0.072
0.207	20	0.025	0.920	20	0.097
0.141	25	0.200	0.927	25	0.075
0.173	25	0.053	0.923	25	0.061
0.161	19	0.200	0.946	19	0.338
0.184	19	0.089	0.918	19	0.102

The data is stated to be normally distributed in the Kolmogorov-Smirnov test if the significance value (Sig.) > 0.05. Based on the results of the analysis from the three schools, the data obtained a Sig. > 0.05 for pretest data and posttest data. Since both values are greater than 0.05, it can be concluded that both the pretest and posttest data are normally distributed.

Table 2. One-Sample Test

	t	df	Sig. (2-tailed)	Test Value = 75		
				Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
SDN A	7.962	20	.000	13.050	9.62	16.48
SDN B	7.647	25	.000	11.920	8.70	15.14
SDIT C	7.722	19	.000	12.000	8.73	15.27

Based on the one-sample T Test (table 2) output table in the equal variances assumed section, it is known that the Sig. (2-tailed) value is $0.000 < 0,005$, so as the basis for decision-making in the Independent Samples T Test, it can be concluded that there is a significant difference between the average writing skills of students in the three schools.

In the implementation of the PATRIOT model, students are grouped. This is intended to make students' ability to share and express opinions to their peers easier, in line with The World and the World (2022). Students at the elementary school level have more significant potential for collaboration skills than students of previous age. It is deplorable if, at this age, children's collaboration skills are not planted and grown. The earlier students are conditioned in groups, the better the possibility of socializing.

The step contained in the PATRIOT model is Learn, students are asked to see and feel a situation or condition based on the life around them or from the text given by the teacher related to stories that are close to their daily environment. Affirmed by Wikanengsih et al. (2024) Learning to write text with teaching materials that use a contextual approach provides opportunities for students to learn according to their environment and experiences. The experience that is seen or felt by oneself will make it easier for students to tell it again, both orally and in writing, in addition, it is hoped that when students are faced with a problematic condition, they can solve the problem and this is meaningful learning.

In addition to seeing the surrounding environment or things that students usually experience, there are also exercises and habits, including getting used to writing. Training and getting students used to writing is important because if students are used to reading and writing, they will be able to create their own reading works according to what they feel (Dewi, 2022). The more you practice and hone your skills, the more your skills or proficiency will appear in doing something and producing products or works.

3.1.5 Evaluation Stage

At this stage, management of development results and conclusion drawing is carried out. The application of the PATRIOT learning model, it requires a lot of time for students to explore data/information, analyze a problem, and experience or the ability to make solutions, so time is an important thing to consider (Rikmasari et al., 2024). In addition, obstacles to teachers' abilities will also be another element that must be met because the orientation step is a step that teachers must pay attention to when providing input and suggestions for improvement in students' written works.

Some of the things that differentiate this research from others are the development of a learning model that has an acronym for local cultural jargon, namely Bekasi, a PATRIOT city, and is packaged practically and able to have an impact on students. This is what makes the syntax of the PATRIOT learning model worthy of being used by teachers in the teaching and learning process (Rikmasari et al., 2024). Teachers play a role in educating the nation's children. Various knowledge gathered in subjects at school is the responsibility of teachers. This knowledge will be conveyed well if teachers master various aspects of the learning process, including mastery of the learning model (Mulyati et al., 2023). In addition, stories are also packaged close to daily life in the student's immediate environment, making it easier for them to tell stories and weigh the solutions that will be carried out if it happen in the real world.

The development of the PATRIOT learning model can answer the formulation of existing problems; therefore, it can be concluded that the use of the ADDIE model for the development of the PATRIOT learning model can be categorized as good and suitable for use in the teaching and learning process in schools or outside schools.

3.2 Discussions

The results of this study clearly demonstrate that the PATRIOT learning model significantly enhances the writing skills of primary school students. This is supported by the statistical analysis, where t-test results in all experimental classes yielded a significance value ($p < 0.005$), indicating a strong effect of the intervention. Students showed notable improvements in their ability to generate ideas, structure narratives coherently, and apply writing conventions more accurately. Based on these findings, several recommendations can be made for educators, curriculum developers, and future researchers to optimize the teaching of writing at the primary school level.

First, it is recommended that teachers adopt structured models like PATRIOT to guide students through the writing process in a step-by-step manner. The success of the PATRIOT model lies in its systematic seven-step syntax: *Learn, Analyse, Find Solution, Plan, Initiation, Orientation, and Show Off*. This structure ensures that students receive adequate scaffolding at each stage of writing, from idea generation to the final presentation of their work. As writing is a cognitively demanding task, especially for young learners, such structured guidance is essential for building both competence and confidence (Jacques, 2017; Abdelazim, Seleim, & Badawi, 2022).

Second, teachers should take on the role of facilitators and consultants, rather than mere transmitters of knowledge. In the PATRIOT model, the teacher supports students through every stage, providing formative feedback and fostering reflection, particularly during the *Orientation* phase. This aligns with Nurhayati's (2022) assertion that intensive guidance significantly boosts students' creativity and encourages more diverse and meaningful writing outcomes. Teachers should be trained to guide students in developing ideas, identifying narrative elements, and revising their work critically.

Third, collaborative learning should be integrated thoughtfully with opportunities for individual accountability. One of the distinguishing strengths of the PATRIOT model is its balance between group and individual activities. In the early stages—*Learn, Analyse, and Find Solution*—students work in groups to build collaborative problem-solving and communication skills. Later stages, such as *Plan and Initiation*, focus on individual expression. This balance ensures that while students learn to cooperate, they also take ownership of their own writing (Maulana & Sa'ud, 2022). Other models, such as CIRC (Cooperative Integrated Reading and Composition), often emphasize group work without adequately fostering independence (Stevens et al., 1987; Slavin, 1995). The PATRIOT model's dual approach can serve as a more holistic alternative.

Fourth, writing instruction should be made more contextual and culturally relevant. The integration of local values and cultural identity into the PATRIOT model not only enhances engagement but also makes the learning process more meaningful for students. When students write about familiar environments, cultural themes, or everyday experiences, they are more likely to express themselves with authenticity and clarity. This finding is in line with Damaianti, Damaianti, and Mulyati (2017), who argue that cultural literacy helps students internalize values, understand their heritage, and foster civic awareness. Teachers should, therefore, design writing prompts and materials that reflect students' cultural backgrounds and lived realities.

Fifth, curriculum developers should consider incorporating PATRIOT or similarly structured models into national writing instruction frameworks, particularly at the primary level. As supported by the study, this model meets multiple instructional goals: it enhances language competence, supports character development, and nurtures creativity. In a broader pedagogical context, it addresses weaknesses in existing models. For example, while Problem-Based Learning (PBL) emphasizes critical thinking, it does not explicitly guide students toward producing structured written products (Hmelo-

Silver, 2004; Savery, 2006). Likewise, Contextual Teaching and Learning (CTL) offers real-world connections but lacks a clear, process-oriented writing structure (Johnson, 2002; Nurhadi, 2004). The PATRIOT model bridges these gaps by combining contextual relevance with a systematic instructional framework.

Sixth, educators should use models like PATRIOT to foster long-term writing motivation. Beyond improving technical skills, this model encourages students to take pride in their work through the final *Show Off* stage, where their writing is displayed or presented. Publicly acknowledging student work can foster intrinsic motivation and a sense of accomplishment. As Utami (2021) highlights, when students are given opportunities to share their narratives, they not only enhance their writing quality but also develop self-confidence. Rustan (2017) also emphasizes the value of recognition in motivating reluctant writers.

Seventh, teachers should be encouraged to use contextual and engaging teaching materials. The effectiveness of the PATRIOT model is also supported by the use of reading materials and environmental observations that are relevant to students' lives. As shown by Mashudi (2025), teaching materials that resonate with students' experiences are easier to comprehend and more likely to spark ideas. Arifin and Ramadhan (2025) further note that challenging and thought-provoking content helps sustain student interest and promotes critical engagement with texts. Teachers should therefore be trained to curate or develop materials that are both contextually appropriate and intellectually stimulating.

Finally, future research should explore the scalability and adaptability of the PATRIOT model across different educational settings. While this study was conducted in a limited number of schools in Bekasi City, broader trials across diverse regions and student populations are necessary to determine the model's generalizability. Future studies might also examine how the model performs over a longer duration or how digital tools can be integrated into its framework to support remote or hybrid learning environments.

In conclusion, the PATRIOT learning model provides a robust and adaptable framework for enhancing narrative writing instruction in primary schools. By combining structured learning steps, cultural relevance, collaborative and individual tasks, and teacher facilitation, the model responds effectively to both pedagogical and contextual needs. Its adoption can play a significant role in improving literacy outcomes, nurturing student motivation, and promoting creative expression in young learners.

4. CONCLUSION

This study concludes that the PATRIOT learning model is effective in enhancing the writing skills of primary school students, as evidenced by statistically significant improvements ($p < 0.005$) in students' ability to generate ideas, organize content, and produce coherent narrative texts compared to those in the control group. The model's main strength lies in its structured, step-by-step approach, integration of contextual and cultural elements, and its ability to guide teachers in facilitating writing instruction through practical activities and materials that encourage student creativity. However, a notable limitation of this research is the extended instructional time required to implement the model effectively, which may present challenges for teachers and students with limited classroom time. Therefore, future research should focus on applying the PATRIOT model across a more diverse set of schools and contexts, and explore ways to streamline the model for greater efficiency without compromising instructional quality. These findings suggest that with appropriate adaptation, the PATRIOT model holds strong potential to support teachers in achieving writing-related learning objectives and fostering more meaningful and engaging literacy experiences for students.

REFERENCES

- Abdelazim, H. A., Seleim, S., & Badawi, M. F. (2022). The effect of project-based learning on developing EFL creative writing skills for English majors, Faculty of Basic Education. *Journal of Positive School Psychology*, 6(8), 9179–9194. <http://mail.journalppw.com/index.php/jpsp/article/view/11420>
- Ali, G., Qurnia, A., & Hasibuan, R. (2024). Development of a case-based learning (CBL) model based on a knowledge management system to improve students' critical thinking skills. *Al-Ishlah: Jurnal Pendidikan*, 16(3), 3029–3040. <https://doi.org/10.35445/alishlah.v16i3.4904>
- Arifin, S., & Ramadhan, S. (2025). Development of e-modules learning explanatory text writing skill with discovery learning approach for grade XI. *Al-Ishlah: Jurnal Pendidikan*, 17(1), 439–453. <https://doi.org/10.35445/alishlah.v17i1.4766>
- Cahyani, I., Nugroho, R. A., & Rahma, R. (2017). Model problem-based learning dalam pembelajaran menulis puisi. In *Seminar Internasional Riksa Bahasa XIII* (pp. 1323–1334). <http://proceedings.upi.edu/index.php/riksabahasa/article/view/1016/920>
- Damaianti, V. S. (2017). Volitional strategies through metacognitive development in fostering reading motivation. *Indonesian Journal of Applied Linguistics*, 7(2), 274–284. <https://doi.org/10.17509/ijal.v7i2.8130>
- Damaianti, V. S., Damaianti, L. F., & Mulyati, Y. (2017). Cultural literacy-based critical reading teaching material with active reader strategy for junior high school. *International Journal of Evaluation and Research in Education*, 6(4), 312–318. <https://doi.org/10.11591/ijere.v6i4.10775>
- Damaianti, V. S., Rahma, R., & Astini, M. P. (2020). Basic dimensions of early reading skills of elementary school students in Bandung. *Jurnal Ilmu Pendidikan*, 26(1), 39–46. <https://doi.org/10.17977/um048v26i1p39-46>
- Dewi, N. E. (2022). Strategi guru dalam meningkatkan daya minat literasi membaca dan menulis siswa melalui dongeng dan cerpen. *OSF Preprints*, 1–6. <https://doi.org/10.31219/osf.io/p46x7>
- Febriyanti, A. L., Harsiati, T., & Dermawan, T. (2017). Pengembangan instrumen asesmen menulis kreatif cerita fantasi untuk siswa kelas VII SMP. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 2(10), 1399–1408. <http://journal.um.ac.id/index.php/jptpp/>
- Hadianto, D., Damaianti, V. S., Mulyati, Y., & Sastromiharjo, A. (2021). The role of multimodal text to develop literacy and change social behaviour of foreign learners. *International Journal of Instruction*, 14(4), 85–102. <https://doi.org/10.29333/iji.2021.1446a>
- Halawa, N., Zalukhu, L., Lahagu, M. L., & Laoli, J. (2023). Improving students' short story writing skills: A study on the effects of problem-based learning with image media. *International Journal of Contemporary Studies in Education*, 2(2), 137–148.
- Hayya, L. 'Adilah, & Bs, A. W. (2023). Implementation of the Cooperative Integrated Reading and Composition (CIRC) method in learning narrative writing for elementary students. In *The 2nd International Conference of Nusantara Raya* (Vol. 2, pp. 134–142).
- Karwati, W., & Damaianti, V. S. (2016). Pengaruh pendekatan proses menulis terhadap kemampuan menulis laporan kunjungan siswa kelas V sekolah dasar. *Jurnal Pendidikan Sekolah Dasar*, 2(1), 1–23.
- Laila, A., Budiningsih, C. A., & Syamsi, K. (2021). Textbooks based on local wisdom to improve reading and writing skills of elementary school students. *International Journal of Evaluation and Research in Education*, 10(3), 886–892. <https://doi.org/10.11591/ijere.v10i3.21683>
- Lusiani, N. W. (2019). Implementasi model pembelajaran Cooperative Integrated Reading and Composition (CIRC) untuk meningkatkan keterampilan menulis ringkasan pada siswa. *Cetta: Jurnal Ilmu Pendidikan*, 2(3), 541–552. <http://jayapanguspress.penerbit.org/index.php/cetta/article/view/308>
- Mashudi, I. (2025). Development of independence-based entrepreneurship textbook. *Al-Ishlah: Jurnal Pendidikan*, 17(1), 466–477. <https://doi.org/10.35445/alishlah.v17i1.6167>
- Maulana, A., & Sa'ud, U. S. (2022). Identifying elementary students' collaboration skills through the daily class picket. In *ICEE-4: The Direction of Elementary Education in the Future Challenge* (pp. 36–

- 42). <http://proceedings.upi.edu/index.php/icee/article/view/1969>
- Mulyati, Y., Damaianti, V. S., Sastromiharjo, A., Hidayatullah, A., Permana, I., Sulaiman, Z., & Sari, F. I. (2023). Pelatihan literasi model pembelajaran berbasis proyek (project-based learning) sebagai upaya peningkatan profesionalisme guru di Kabupaten Garut. *Abdimas Galuh*, 5(2), 1253–1265. <https://doi.org/10.25157/ag.v5i2.10684>
- Nurhayati, E., Aryana, S., Sobari, T., & Fauziya, D. S. (2022). Pendekatan STEM dalam pembelajaran online karya sastra menulis kreatif di era Covid-19. *Aksara*, 34(2), 282–295. <https://doi.org/10.29255/aksara.v34i2.831.282--295>
- Puspita, A. M. I., Saud, U. S., Damaianti, V. S., & Mulyati, Y. (2021). The effectiveness of the Ider-Ider learning model based on Javanese local wisdom on humanistic literacy of elementary school students. *Pedagogia: Jurnal Pendidikan*, 10(1), 51–60. <https://doi.org/10.21070/pedagogia.v10i1.855>
- Rahman, Hartati, T., Amelia, D., Rikmasari, R., Yugafiati, R., Hardini, T. I., & Sauri, S. (2020). The use of circuit learning model in improving students' writing skills in elementary school. In *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)* (Vol. 509, pp. 586–591). <https://doi.org/10.2991/assehr.k.201215.091>
- Ramadhanti, D., & Yanda, D. P. (2021). Students' metacognitive awareness and its impact on writing skill. *International Journal of Language Education*, 5(3), 193–206. <https://doi.org/10.26858/ijole.v5i3.18978>
- Rikmasari, R., Damaianti, V. S., & Sa'ud, U. S. (2025). Creative writing skill improvement of narrative through the Cooperative Integrated Reading and Composition (CIRC) method for V grade SDN in Bekasi. In *Proceedings of the 6th Sriwijaya University Learning and Education International Conference (SULE-IC) 2024*. Atlantis Press.
- Rikmasari, R., Damaianti, V. S., & Sa'ud, U. S. (2024). *Model Pembelajaran PATRIOT* (Issue 1). Daar Al Mutsaqqaf IKAPI.
- Setiawan, W., Sa'ud, U. S., Sujana, A., & Sopandi, W. (2020). Application of problem-based learning models to improve the innovative ability of basic school students. *International Conference on Elementary Education*, 2(1), 1862–1867. <http://proceedings.upi.edu/index.php/icee/article/view/816>
- Slamet, F. A. (2022). *Model penelitian pengembangan (R&D)*. Institut Agama Islam Sunan Kalijogo Malang.
- Suharto, A. W. B. (2022). Equipping undergraduate students with creative writing to improve the quality of journal article writing. *Eurasian Journal of Applied Linguistics*, 8(2), 149–164. <https://doi.org/10.32601/ejal.911549>
- Tulalessy, Q. D. (2018). Pembelajaran bahasa berbasis lingkungan sebagai upaya membangun kecerdasan ekologis. *Jurnal Triton Pendidikan*, 1(1), 51–62. <https://doi.org/10.30862/jtp.v1i1.795>
- Utami, K., Oktaviany, V., & Dwiprabowo, R. (2021). Hubungan minat membaca dengan keterampilan menulis narasi. *Proceedings of the Seminar Nasional Pendidikan*, 369–375.
- Wikanengsih, Saadah, S. H. N., Nurhayati, E., & Puspita, R. D. (2024). Development of teaching materials for writing description text using a contextual approach to improve writing ability in junior high school students: Photography as a media. In *Proceedings of the International Conference on Teaching and Learning Technology (ICTLT)* (pp. 28–35). Atlantis Press. https://doi.org/10.2991/978-2-38476-206-4_4