



Development of short story writing teaching materials on the website

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ABSTRACT

The rapid development of technology has a significant influence that requires teachers and students to use technology in active learning activities to overcome the limitations of short story writing skills in learning Indonesian. The use of this technology is marked by the ease of accessing information by anyone, anytime and anywhere, through efforts to develop teaching materials that are more innovative and more flexible in their use. This study aims to determine the validity and practicality of short story writing materials in the form of websites that have been developed. This is development research with the ADDIE development model with the subject of study in grade IV elementary school students at UPT SDN 060866 Medan. The research instrument uses a validation questionnaire and a response questionnaire. The testing results conducted on material experts, teachers, and students show that the quality of the media developed can be categorized as "very practical". Based on these results, teaching materials in the form of websites that have been designed meet very valid criteria, are very practical, and can be used and implemented in learning activities in elementary schools.

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ABSTRAK

Perkembangan teknologi yang pesat memberi pengaruh besar yang menuntut guru dan peserta didik agar memanfaatkan teknologi pada kegiatan pembelajaran yang aktif untuk mengatasi keterbatasan keterampilan menulis cerpen dalam pembelajaran Bahasa Indonesia. Pemanfaatan teknologi ini ditandai dengan kemudahan dalam mengakses informasi oleh siapapun, kapanpun dan dimanapun melalui upaya mengembangkan bahan ajar yang lebih inovatif serta lebih fleksibel dalam penggunaannya. Penelitian ini bertujuan untuk mengetahui kevalidan, dan kepraktisan materi ajar menulis cerpen berbentuk website yang telah dikembangkan. Penelitian ini merupakan penelitian pengembangan dengan model pengembangan ADDIE dengan subjek penelitian peserta didik kelas IV SD di UPT SDN 060866 Medan. Instrumen penelitian menggunakan lembar angket validasi dan angket respon. Hasil pengujian yang dilakukan kepada ahli materi, guru, dan juga peserta didik menunjukkan bahwa kualitas media yang dikembangkan dapat dikategorikan "Sangat Praktis". Berdasarkan hasil tersebut dapat dinyatakan materi ajar berbentuk website yang telah dikembangkan memenuhi kriteria sangat valid dan sangat praktis dan dapat digunakan dan diimplementasikan pada kegiatan pembelajaran di sekolah dasar.

Kata Kunci: ADDIE; materi ajar; menulis cerpen; website

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INTRODUCTION

The current learning process is closely linked to the Industrial Revolution 4.0 and Society 5.0. The era of the Fourth Industrial Revolution has given rise to various innovations in both the industrial sector and society at large, thereby representing the current condition of Society 5.0. Humans are required to be capable of collaborating with rapidly advancing technologies. This is due to the fact that science and technology have become an integral part of everyday life. Consequently, the development of science and technology significantly influences the field of education, particularly in the learning process, which today demands innovation in every aspect, be it from teachers, media, learning models, or instructional approaches. The advancements in the Industrial Revolution 4.0 and Society 5.0 can be utilized to support patterns of thinking and learning and foster creative and innovative ideas that each individual must possess to become a high-quality, excellent, and competitive future generation. Education plays a central role in shaping the quality of change in the next generation as agents of transformation. Thus, education must be designed and pursued in a way capable of developing each individual's potential by the aspirations and demands of the times. (Noorhapizah *et al.*, 2022)

The enhancement of students' thinking and learning patterns in schools, as a response to the ongoing changes brought about by the Industrial Revolution 4.0 and Society 5.0, can be achieved by developing Higher Order Thinking Skills (HOTS) (Kumala *et al.*, 2024; Rozali *et al.*, 2024). Technology integration into 21st-century learning activities is characterized by the ease with which information can be accessed by anyone, at any time, and from anywhere. Implementing the *Merdeka Belajar* Curriculum in primary schools aligns with the contemporary demands for 21st-century skills. This curriculum is oriented toward preparing students to develop critical and creative thinking and adaptability to the needs of the times (Faiz & Purwati, 2021). Therefore, classroom learning activities need to be developed to encourage students to be more active, creative, and engaged. Such activities should prioritize students' emotional well-being, ensuring they feel joyful and unburdened during the learning process.

Learning will feel enjoyable and meaningful for students when the activities involve all learners in the classroom to participate in unique and engaging ways. This highlights the crucial role of teachers in the development of education. Language proficiency among students in Indonesia remains relatively low compared to other countries. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) released Indonesia's 2022 PISA study results. PISA, the Programme for International Student Assessment, is a recurring international assessment initiated by the Organisation for Economic Co-operation and Development (OECD) in 2000. This program aims to evaluate and measure the knowledge, skills, well-being, and equity among 15-year-old students. An individual's language proficiency is a key component for effective communication. Language serves as a fundamental communication tool used by humans in daily life. When one communicates verbally, the intended message is delivered directly to the recipient, whereas written language tends to be more structured and organized. If an individual has strong language skills, they can better express their thoughts, emotions, and ideas. One's language reflects their thinking; the more proficient a person is in language, the more transparent and more coherent their train of thought becomes. (Pamuji & Setyami, 2018).

Language proficiency is not an instinct a person is born with; rather, it is a skill that can be learned and developed over time. One of the essential language skills that students must acquire is writing, as it enables them to convey messages, such as ideas, thoughts, opinions, information, and knowledge, from their minds into written language that others can read and understand. Writing is also considered a motor activity that involves mental processes, as it serves as a medium through which writers express their feelings (Safarina *et al.*, 2022). Several strategies can be employed to train writing skills among elementary school students, one of which is writing short stories. Short stories, or *cerpen* as commonly known in

Indonesian, are among the most popular forms of literary work. A short story is a literary product that narrates an event or occurrence in the life of a protagonist or main character. Compared to novels, short stories are simpler; they can typically be read in 10 to 20 minutes, consist of 3,000 to 10,000 words, and are fictional narratives that use sharp, suggestive, provocative, or attention-grabbing language, often featuring only one to three characters. Wahyu, in his book *Menulis Cerpen Itu Asyik (Writing Short Stories is Fun)*, states that the source of a short story is everyday human life. However, it does not depict the entirety of a character's life, but instead focuses on the most significant parts. As a result, the narrative becomes concise and meaningful, leaving a lasting "impression" on its readers.

Writing short stories is a language and literary skill that serves as a means of emotional expression, a medium for critique of events, and a form of expression that trains individuals to process ideas and produce a narrative creatively (Rahayu *et al.*, 2022). Proficient writing skills are a key component of literary writing instruction taught in the classroom, to develop a person's linguistic abilities, personality, and social awareness (Raissa *et al.*, 2022). Therefore, short stories can be considered an effective medium for learning activities aimed at nurturing and instilling character and personal values in students, in alignment with the demands of the present era, specifically, the development of 21st-century skills. To support this, it is essential to incorporate various instructional components into the learning process, particularly through diverse teaching materials. Teaching materials include all elements in texts, media, or information that are systematically organized and encompass the competencies students are expected to master. These materials are used during the learning process to ensure the achievement of learning objectives.

High-quality teaching materials are essential components that support the implementation of the learning process. Therefore, in their role as facilitators, teachers are expected to provide accommodations that ease students' learning experiences (Rahmawati & Suryadi, 2019). Based on preliminary observations and interviews conducted with the homeroom teacher of Grade IV at UPT SDN 060866 Medan Timur, several challenges were identified in the Indonesian Language (Bahasa Indonesia) subject learning process, particularly a lack of student interest or enthusiasm. Several factors contribute to this issue. Students often feel bored when asked to write compositions; their written pieces tend to be short, their ideas underdeveloped, and their vocabulary limited, making it difficult to articulate and connect their ideas effectively. Moreover, students struggle to organize sentences, and their writing often lacks coherence due to uncertainty about how to begin and proceed. Many students still require guidance in gathering and structuring their ideas into well-formed and cohesive paragraphs.

Efforts that can be undertaken based on the aforementioned issues include developing more innovative and flexible teaching materials. These materials should serve as comprehensive platforms that integrate all relevant content while accommodating a variety of learning resource formats. Web-based teaching materials are particularly effective and cost-efficient to produce. During the pandemic, the shift in learning methods created significant challenges for students, particularly due to limited access to facilities, increasing their dependence on teachers. Utilizing web-based instructional materials offers a practical solution for student learning and supports the development of content-rich instructional materials (Pratiwi & Wahyudi, 2021). In addition, the development of fable text instructional materials in the form of animated video content created using the KineMaster Pro application has proven to be highly suitable for students, particularly in the context of technology-based instructional development (Stepanyuk *et al.*, 2022; Suryawati *et al.*, 2021). What distinguishes the current research is the specific teaching materials and types of technology employed. Furthermore, these materials are developed specifically for the elementary school level.

Based on the aforementioned discussion, this study aims to develop a valid and practical web-based instructional material product for short story writing skills for Grade IV students. The goal is to offer an alternative learning resource that is enjoyable, interactive, and flexible in terms of access to learning

content while also providing rapid information connectivity and enhanced visualization throughout the learning process.

LITERATURE REVIEW

Writing Skills

Fundamentally, writing skills are part of the four core components of language: listening, speaking, reading, and writing. These skills are interrelated and form an inseparable unity (Anggraini *et al.*, 2019). Listening and speaking skills are aspects of oral language proficiency that are receptive, while reading and writing skills belong to written language and are productive, meaning they involve content creation. This categorization aligns with the statement made by Ilham and Wijati in their book *Keterampilan Berbicara: Pengantar Keterampilan Berbahasa (Speaking Skills: An Introduction to Language Skills)*. Writing skills must be taught to students from the beginning of their schooling.

In principle, the primary function of writing is to serve as an indirect means of communication. Wardhani, in her book entitled *Peningkatan Keterampilan Menyusun Teks Deskripsi Melalui Pembelajaran Dengan Mind Map (Improving Descriptive Text Composition Skills Through Learning with Mind Maps)*, asserts that in the process of language acquisition, writing skills are at a higher level compared to other skills. This is because writing is a highly complex activity and a productive skill that can only be acquired after an individual has mastered the skills of listening, speaking, and reading.

Short Story (Cerpen)

Children's stories are narratives based on the perspective of children. These stories are highly significant for children because they serve as entertainment sources and help cultivate empathy in a child's soul. In this context, children's stories play a role as a medium through which children can gain valuable experiences that help shape their character, guiding them to become good individuals in the future (Johansson, 2021). Furthermore, children's stories written in Indonesian aim to entertain, inform, and educate by shaping the child's personality with positive elements reflected in the narrative, whether through the characters or the storylines and conflicts that form the narrative (Mawadah & Hikmah, 2021).

Children's stories come in various forms, and the categorization of children's stories is based on the issues in children's lives. These categories include: 1) picture stories, 2) folklore (fables, myths, and legends), 3) biographical stories, 4) historical stories, and 5) realistic fiction (novels and short stories) (Sutarman, 2021). A short story is constructed from two main elements: intrinsic and extrinsic elements. The intrinsic elements, which serve as the internal components of the short story, are as follows.

1. A short story's theme can address issues such as love, conflict, friendship, family, and others. The theme's core is closely related to the author's observation of life. Ramadhanti, in his book *Apresiasi Prosa Indonesia (Appreciation of Indonesian Prose)*, states that a good short story will have an interpretative effect on its readers.
2. The plot is the sequence of events in a story that is not immediately visible. The storyline is strengthened by the presence of the plot, allowing readers to understand the cause-and-effect relationships that drive the narrative. The rise and fall of the plot can occur due to the presence of conflict. Conflict can arise within the character, either within themselves or their environment, which aligns with Kerti's statement in his book *Mengenali dan Menuliskan Ide Menjadi Cerpen (Recognizing and Writing Ideas into Short Stories)*.
3. Characters and characterization can be defined by portraying a character's behavior and speech. Rukayah *et al.*, in their book *Konsep dan Pendekatan Kajian Prosa Fiksi (Concepts and Approaches in Fiction Prose Studies)*, state that, based on the level of role or importance in a short story, characters

can be divided into the main character, who is presented continuously or most frequently in the narrative, and supporting or secondary characters, who appear only once or a few times within the story.

4. Setting plays a significant role in a story, as it greatly influences the narrative. According to Cikawati in the book *Sastra Indonesia untuk Peserta didik Madrasah Aliyah (MA)* (Indonesian Literature for Madrasah Aliyah Students), setting is divided into two types: material setting and social setting.
5. Point of view refers to the author's position in presenting the story.
6. The style of language or narrative style refers to the author's behavior in using language, which involves selecting linguistic materials, using commentary, and applying storytelling techniques. This aligns with Wahyuni's statement in her book *Model Pembelajaran Kooperatif CIRC dan Kebiasaan Membaca dalam Keterampilan Menulis* (Cooperative Learning Model CIRC and Reading Habits in Writing Skills).
7. Moral refers to the message or advice that the author wishes to convey to the readers of the short story. Nurhayati expresses this in her book *Cerita Pendek dan Cerita Fantasi* (Short Stories and Fantasy Stories).

Extrinsic elements are components that exist outside the fictional work but influence the creation of the work without becoming part of the work itself. According to Surastina in her book *Pengantar Teori Sastra* (Introduction to Literary Theory), the extrinsic elements in a short story are as follows.

1. Author's background

The author's background includes their life history, education, experiences, and the values they adhere to, all of which influence the outcome of their writing.

2. Social background

The social background refers to how the short story is created and can be influenced by the conditions of a particular society surrounding the author.

Instructional Materials in the Form of a Website

Instructional materials broadly consist of attitudes, knowledge, and skills that students must engage with to achieve the pre-established competency standards. Instructional materials can also be defined as facts, principles, concepts, procedures, and generalizations specifically designed to facilitate teaching. The instructional materials developed by teachers must align with the current curriculum so that these materials can be beneficial for teaching and learning activities aimed at achieving the competencies outlined in the curriculum. (Kormasela *et al.*, 2020).

One way to utilize technology in the field of education is through the use of websites in the learning process. Developing interactive website-based instructional materials can reduce the dominance of oral and written traditions in classroom learning, enabling the learning process to be conducted briefly yet meaningfully, rich in understanding. Website-based instructional materials implemented in the classroom can also enhance student independence, allowing students to learn independently without assistance from others (Pramestika & Wahyudi, 2021). Learning activities that involve website-based learning demonstrate that the advantages of websites, compared to other instructional materials, include increased enthusiasm among students when they are introduced to web-based learning media. This approach encourages students to be more active and independent in learning, allowing them to study anywhere and anytime, with content that remains engaging due to its attractive presentation.

METHODS

The type of research used in this study is development research, known as Research and Development (R&D), which is a research method aimed at producing products within a specific area of expertise and assessing the effectiveness of those products. This aligns with the statement of Saputro (2017) in his book *Manajemen Penelitian Pengembangan (Research and Development) Bagi Penyusun Tesis dan Disertasi*. The product generated in this study is instructional material in the form of *Website-Based Short Story Writing Materials for Grade IV Elementary School/Madrasah Ibtidaiyah*, which qualifies as valid and practical. In this study, the researcher employed the ADDIE development model, which was developed by Dick and Carey in 1996 and consists of five phases: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE development model is a systematic instructional design model that begins with needs analysis, followed by product design, instructional material development, field implementation, and evaluation.

The data in this study consists of two types: quantitative data and qualitative data. The quantitative data comprises scores from the validation assessments of the website-based short story writing instructional material by expert validators and scores from student response questionnaires used to evaluate the practicality of the website-based instructional material. These questionnaires were distributed to 25 Grade IV elementary school students. Meanwhile, the qualitative data were obtained from descriptive feedback, including suggestions, responses, comments, and criticisms from expert validators regarding the developed website-based instructional material. This feedback was used to make improvements to the product. The data collection technique employed in this study involved the use of questionnaires. These questionnaires were utilized to validate the developed product and assess students' responses to it. The results from both types of data were analyzed to determine the validity and practicality of the developed product, namely the *Website-Based Short Story Writing Instructional Material for Grade IV Elementary School/Madrasah Ibtidaiyah*. The formula used to calculate the level of validity is as follows:

$$P = \frac{\text{Total Number of Respondents' Answers}}{\text{Total Number of Ideal Scores}} \times 100\%$$

The determination of the validity level and the revision of the developed product, *Website-Based Short Story Writing Instructional Material*, is based on the theory proposed by Riduwan (2019) in his book *Pengantar Statistika Untuk Penelitian Pendidikan, Sosial Ekonomi, Komunikasi dan Bisnis (Introduction to Statistics for Research in Education, Socio-Economics, Communication, and Business)*, and can be seen in **Table 1** below.

Table 1. Product Validity and Revision Levels

Percentage (%)	Valid Criteria
0-20	Not Eligible
21-40	Less Eligible
41-60	Quite Eligible
61-80	Eligible
81-100	Very Eligible

Source: Riduwan in the book "Skala Pengukuran Variabel-variabel Penelitian"

Meanwhile, to calculate the practicality of the product, the data from the response sheets is calculated using the following formula:

$$\text{Practicality Level} = \frac{\text{Number of scores obtained per item}}{\text{Maximum Score per item}} \times 100\%$$

The determination of the practicality level of the instructional module can be seen in **Table 2** below:

Table 2. Practicality Criteria

Interval	Category
80 % - 100 %	Very Practical
60 % - 80 %	Practical
40% - 60 %	Quite Practical
30 %- 40 %	Less Practical
0 - 20 %	Not Practical

Source: Riduwan in the book "Skala Pengukuran Variabel-variabel Penelitian"

RESULTS AND DISCUSSION

This development was carried out using the Research and Development (R&D) method with the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation.

Analysis

The analysis was conducted by reviewing the curriculum and learning outcomes currently implemented at the school under study. This step was taken to ensure that the development aligned with the curriculum. The curriculum implemented in Grade IV at UPT SDN 060866 Medan Timur is the *Merdeka Curriculum*, which refers to the Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) Number 12 of 2024. In implementing the *Merdeka Curriculum*, learning activities are conducted based on the Learning Outcomes (*Capaian Pembelajaran* or CP) of the Indonesian Language subject in the writing element. The following is **Table 3**, which illustrates the analysis of Indonesian language learning at the elementary school level.

Table 3. Analysis of Indonesian Language Learning

Element	Learning Outcomes Based on the Merdeka Curriculum	Content	Learning Objectives	Learning Objective Pathway
I	Students can write narrative texts, descriptive texts, recount texts, procedural texts, and expository texts using a variety of sentence structures and providing detailed and accurate information on diverse topics.	Narrative Text (Short Story)	Writing a short story based on a predetermined topic or information	<ol style="list-style-type: none"> Understanding the elements that construct a short story. Writing a short story based on the given information or topic

Source: Research 2024

Based on interviews with teachers and students and an analysis of the instructional materials used by the students, the learning process is still teacher-centered. The teacher dominates the learning by explaining the material extensively in front of the class. This results in students having only theoretical knowledge

about short stories and very limited writing practice activities. As a result, students are not interested in creatively writing short stories, and their writing skills do not develop well.

The challenges teachers face in the classroom can be addressed in various ways, one of which is through the use of appropriate instructional materials that meet the needs of students and align with the development of the times. The use of instructional materials packaged with engaging learning media, in this context, is expected to resolve existing challenges and increase student engagement, motivate them to learn, and enhance their writing skills. The instructional materials will be designed as a website, which is believed to provide easy accessibility for users, including teachers, parents, and elementary school students. Therefore, the increased utilization of instructional materials packaged with engaging learning media can positively contribute to the effectiveness of Indonesian language learning, ultimately improving students' learning outcomes (Magdalena *et al.*, 2020; Palber *et al.*, 2021).

Design

The design phase aims to create the initial draft of the instructional materials to be developed. In this phase, the researcher begins to design the instructional material in the form of a website for the skill of writing short stories, based on the analysis conducted in the previous phase. The effort to develop the short story writing instructional material in the form of a website involves selecting supporting resources, both from the software and hardware aspects. This selection is made based on criteria for choosing instructional materials that take into account the achievement of instructional objectives, student characteristics, students' learning stimulus preferences (audio or visual), resource availability, practicality and durability of the instructional material, minimal cost of use, and aims to provide optimal support for the developer so that the final product developed can meet the established expectations (Hilman & Dewi, 2021). Several software applications used for designing the layout and editing must be integrated into the website-assisted instructional material, including Google Sites, Canva, YouTube, Wordwall, Freepik, and Gif Maker. The design of the instruments was carried out to facilitate the researcher in developing the instruments needed to obtain the required data. The research instruments designed are validation questionnaires and response questionnaires. **Figure 1** is the design of the website to be developed:

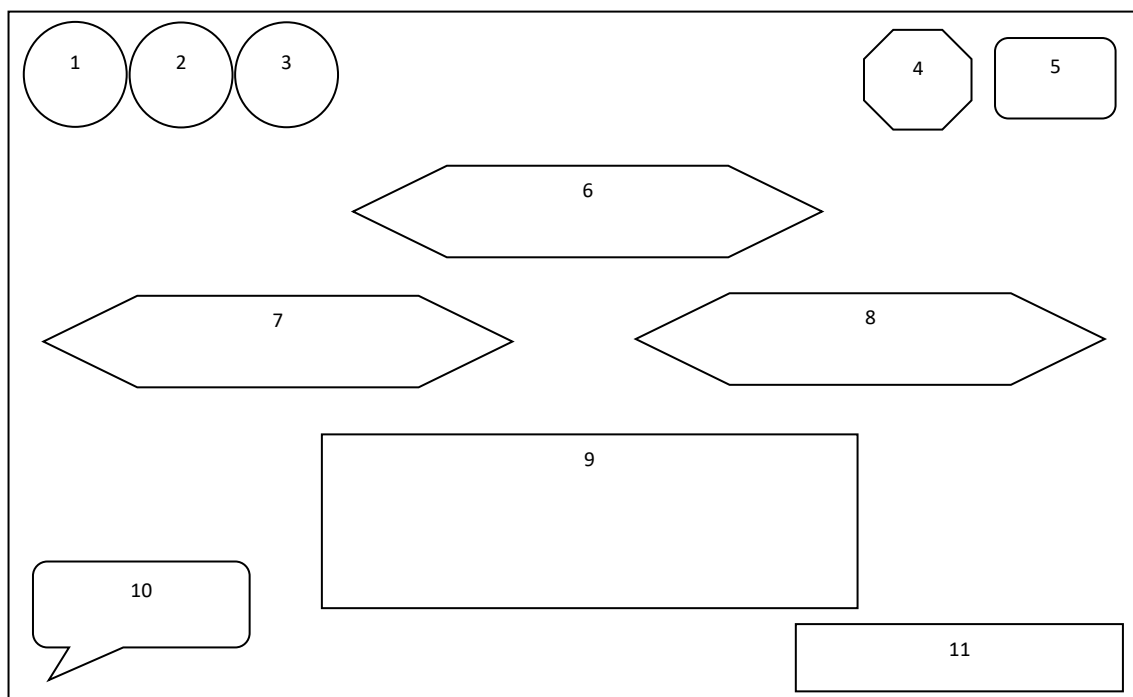


Figure 1. Storyboard Website
Source: Research 2024

Description:

1. Tut Wuri Handayani Logo
2. UNIMED Logo
3. Kampus Merdeka Logo
4. Website Logo
5. Menu
6. Website Title
7. Mascot
8. Introduction (Mascot Introduction)
9. Learning Materials
10. Tutorial Video on How to Use the Website
11. Website Creator's Identity

Development

Development is the third stage in creating instructional materials based on the media design referenced in the design stage. In this study, the development stage is the production phase of the instructional materials. The instructional material in the form of a website is developed using Google Sites and will be aligned with implementing the Merdeka Curriculum in elementary schools. Additionally, in this stage, the media will be revised by media experts and content experts to make improvements before being validated for its suitability for use in learning (Rozali et al., 2024). Below is the background and cover design (see Figure 2) created for the website page using Canva.

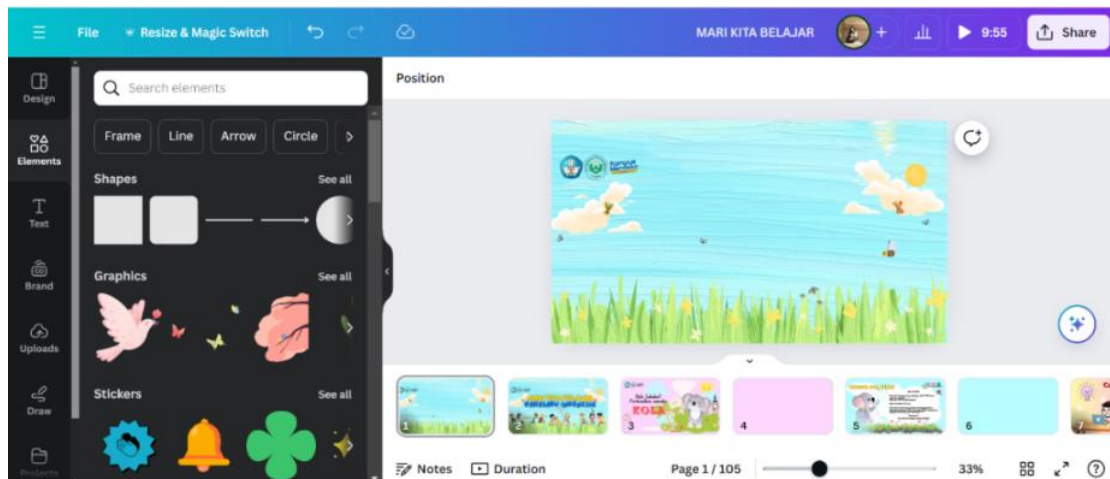


Figure 2. Background and Cover Page
Source: Research 2024

The development of the crossword puzzle game and matching image pairs using Wordwall is shown in **Figure 3**.

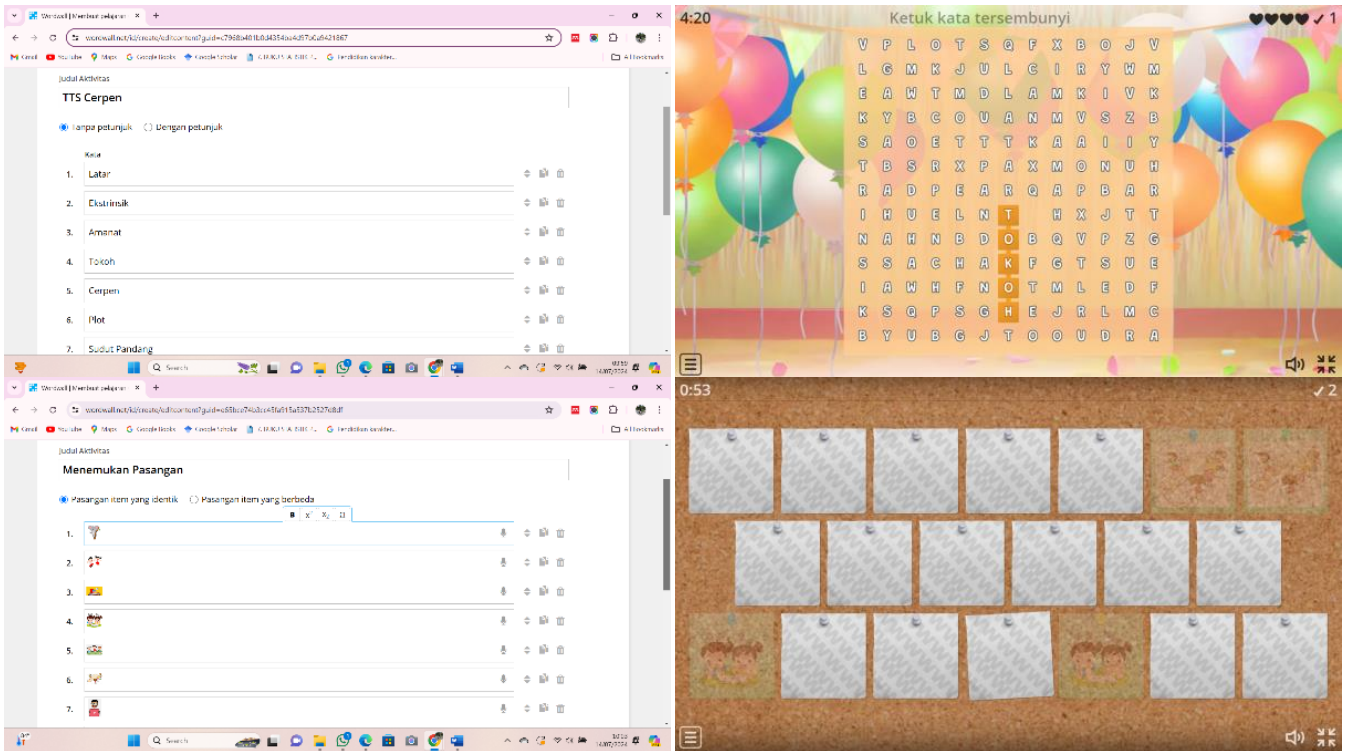


Figure 3. The Appearance of the Game on the Website.
Source: Research 2024

The appearance of the homepage and landing page is shown in **Figure 4**.



Figure 4. Homepage and Landing Page Website
Source: Research 2024

Evaluation

Evaluation is the stage conducted to assess the product that has been developed. A subsequent evaluation stage is carried out after undergoing the implementation or trial phase with fourth-grade students at UPT SDN 060866 Medan Timur. This evaluation aims to measure and assess the quality of the developed instructional product using validation questionnaires completed by experts and practicality questionnaires completed by students. The revision stage is based on the evaluation results or any unmet needs identified in the website-based instructional material. At this stage, the researcher will revise the product to address any shortcomings, and feedback will be solicited again concerning the appearance and feasibility of the presented product.

Subsequently, validation will be conducted by subject matter and language experts on the website-based instructional material, in order to assess the content and language appropriateness of the developed website-based short story writing instructional material. Design validation of the website-based instructional material is also conducted to evaluate the graphical aspects of the developed media. The validation process uses a questionnaire previously designed by the researcher, which includes assessment criteria for content appropriateness, presentation appropriateness, and language appropriateness, as well as model dimensions, cover design, and content layout design. The results of the expert validation are presented in the following recapitulation table.

Table 4. Recapitulation of Product Validity Results

Expert/Validator	Percentage	Category
Content and Language Expert	95,68%	Very Feasible
Design Expert	93,51%	Very Feasible
Average	94,59%	Very Feasible

Source: Research 2024

Based on **Table 4**, experts' recapitulation of the product validity results indicates that the instructional material in the form of a website received very positive evaluations from various experts. On average, the instructional material for writing short stories in website format obtained a score of 94.59%, categorized as "Highly Feasible" according to the feasibility scale, which ranges from 81% to 100%. Therefore, it can be implemented in Indonesian language learning, specifically in fourth-grade elementary school students' short story writing material. Experts conducted the validity test to determine the extent to which the developed teaching material is appropriate, followed by revisions based on expert suggestions to obtain a valid product suitable for student trials (Tugiman *et al.*, 2022). The resulting instructional product is considered feasible through feasibility testing, which can be achieved by assessing content validity. Content validity refers to the extent to which the elements within an assessment instrument are relevant and represent the concept intended to be aligned with specific evaluation objectives (Wulandari & Oktaviani, 2021). The instructional material in the form of a website that has been developed is then tested on students once the product meets the development criteria for instructional materials that are consistent with the curriculum and learning content (Nindiawati *et al.*, 2021; Tuljannah, 2021).

The practicality of the instructional material was assessed by distributing response questionnaires to both students and teachers. Student responses were collected to gain insights into their experiences using the website-based instructional material that had been developed. This activity involved 25 fourth-grade students from UPT SDN 060866 Medan Timur, who evaluated the website-based instructional material for the Indonesian language subject, explicitly focusing on short story writing. Student responses were analyzed to determine the practicality of the website-based instructional material. This assessment was carried out using a response questionnaire. The following presents the teacher's response to the developed website-based instructional material for short story writing.

Table 5. Teacher Response Questionnaire Results

Assessment Aspects	Ideal Score	Product Score	Percentage	Description
Content Quality	24	20	83,33%	The assessment of the content quality indicators includes: (1) the accuracy indicator, consisting of three assessment items with a total score of 10; and (2) the completeness indicator, consisting of three assessment items with a total score of 10. Thus, the total score for the content quality aspect is 20, with a percentage of 83.33%.
Instructional Quality	16	14	87,5%	The assessment of instructional quality indicators includes: (1) the opportunity to learn indicator with a score of 3; (2) the learning support indicator with a score of 4; (3) the impact on teachers indicator with a score of 3; and (4) the impact on students indicator with a score of 4. Therefore, the total score for the instructional quality aspect is 14, with a percentage of 87.5%.
Technical Quality	8	7	87,5%	The assessment of technical quality indicators includes: (1) the interest indicator with a score of 3, and (2) the attention and usefulness indicator with a score of 4. Consequently, the total score for the technical quality aspect is 14, with a percentage of 87.5%.
Total		41	86,11%	Very Practical

Source: Research 2024

Based on Table 5, the average percentage of teacher responses regarding the practicality of the website-based instructional material reaches 86.11%. This result indicates that the media quality can be categorized as "Very Practical," according to the feasibility scale within the range of 81%-100%. In the comment section provided, teachers remarked that the use of the website-based instructional material was very engaging, enjoyable, and made students enthusiastic about participating in the lessons. This is in line with the fact that using Google Sites as a learning medium can positively impact increasing students' learning interest (Hayunnita *et al.*, 2023). Furthermore, using this media also helps enhance students' motivation, enthusiasm, and learning outcomes. The following is a table showing the results of student responses based on the questionnaire filled out by the students.

Table 6. Students Responses Result

Assessment Aspects	Ideal Score	Product Score	Percentage	Description
Content Quality	16	13	81,25%	The assessment of content quality indicators includes 1) the accuracy indicator with a score of 3; 2) the completeness indicator with a score of 3; 3) the impact on teachers indicator with a score of 3; 4) the impact on students indicator with a score of 4. Therefore, the content quality aspect score is 13, with a percentage of 81.25%.
Instructional Quality	12	11	91,66%	The assessment of content quality indicators includes 1) the indicator of providing learning assistance with a score of 3; 2) the motivational quality indicator with a score of 4; 3) the impact on students indicator with a score of 4. Therefore, the content quality aspect score is 11, with a percentage of 91.66%.
Technical Quality	12	10	83,33%	The assessment of content quality indicators includes 1) the interest and attention indicator with a score of 3; 2) the usefulness indicator with a score of 3; 3) the appearance indicator with a score of 4.

Assessment Aspects	Ideal Score	Product Score	Percentage	Description
				Therefore, the content quality aspect score is 10, with a percentage of 83.33%.
Total	40	32	85,41%	Very Practical

Source: Research 2024

Based on **Table 6**, the results of the student response questionnaire regarding the learning using the website-based teaching material in the Indonesian Language subject on writing short stories have met the positive criteria with a percentage of 85.41%. Therefore, it can be stated that the website-based teaching material applied in the learning process meets the "Very Practical" criteria. Practicality relates to the ease and progress students gain by using teaching materials, instruments, or other products in the learning process. Practicality is empirically tested by implementing the teaching material in the learning process as a test of the developed product (Darma *et al.*, 2021; Fitri, 2023; Nurhikmah *et al.*, 2021). The practicality test aims to assess the extent of students' understanding and responses, as well as the feasibility of the developed teaching material. Furthermore, the practicality test is conducted to determine the ease of using the teaching material developed by the researcher when used by students during class learning. Well-designed learning materials, equipped with engaging content and illustrations, will stimulate students to use the learning materials as learning tools or resources (Nafala, 2022). Based on the student and teacher response data, it is evident that the developed product falls into the "**Very Practical**" category for use.

CONCLUSION

Based on the results of the research and discussion on the development of website-based teaching materials for the Indonesian Language subject on writing short stories in grade IV of elementary school, it was concluded that the website-based teaching material for writing short stories in the Indonesian Language subject developed is valid for use in the learning process. The validity test results from subject matter experts and design experts fall under the very valid category. This indicates that developing website-based teaching material can present highly valid explanations and an attractive layout. The website-based teaching material for writing short stories in the Indonesian Language subject that was developed is deemed practical for use in the learning process. This is evidenced by the high percentage of scores from the teacher response questionnaire and the student response questionnaire provided at the end of the lesson, which falls under the very high category. Therefore, it can be stated that the website-based teaching material applied in the learning process meets the "Very Practical" criteria and can be used and implemented in elementary school learning activities. Using website-based teaching materials for grade IV elementary school students on writing short stories is appropriate for students to use in lessons to actively involve them in learning, provide enjoyable and meaningful learning experiences, and facilitate students' understanding of the material. Furthermore, the website-based teaching material supports the flexibility of learning without limitations of space, distance, and time, as it can be accessed anytime and anywhere.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article and affirms that the data and content of the article are free from plagiarism.

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