



Development of Heron's cooperative inquiry model to improve narrative writing skills

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ABSTRACT

This study aims to develop and implement a cooperative inquiry-based learning model to enhance elementary school students' narrative writing skills and creativity. The model is based on the Cooperative Inquiry theory, emphasizing collaboration, reflection, communication, and shared experiences among learners. This approach encourages active student engagement, enabling them to create knowledge and reflect on their learning experiences collaboratively. The study employed a mixed-methods approach, integrating quantitative and qualitative data. The research subjects were fifth-grade students from an elementary school in Bandung, Indonesia. Data were collected through pre-tests, post-tests, interviews, questionnaires, and observations to understand the model's impact comprehensively. The results revealed that the EIDCP (Experience, Interpreting, Discuss/Dialog, Co-create, Publish/Presentation) learning model significantly improved students' narrative writing skills and creativity. Furthermore, this model effectively strengthened students' collaboration skills, enhanced learning motivation, and fostered a more dynamic and participatory learning environment. Based on these findings, the cooperative inquiry-based learning model is recommended for broader implementation at the elementary school level as an effective strategy to enhance students' literacy and creativity while supporting the development of their social skills.

ARTICLE INFO

Article History:

Received: 9 Des 2024

Revised: 13 Mar 2025

Accepted: 16 Mar 2025

Available online: 23 Mar 2025

Publish: 28 May 2025

Keywords:

cooperative learning; inquiry-based learning; narrative writing

Open access

Inovasi Kurikulum is a peer-reviewed open-access journal.

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan dan menerapkan model pembelajaran kooperatif berbasis inkuiri guna meningkatkan keterampilan menulis narasi dan kreativitas peserta didik sekolah dasar. Model ini didasarkan pada teori Inkuiri Kooperatif yang menekankan kolaborasi, refleksi, komunikasi, dan pengalaman bersama di antara peserta didik. Pendekatan ini dirancang untuk mendorong keterlibatan aktif peserta didik, memungkinkan mereka secara bersama-sama menciptakan pengetahuan serta merefleksikan pengalaman belajar mereka. Penelitian ini menggunakan metode campuran dengan pendekatan kuantitatif dan kualitatif. Subjek penelitian adalah peserta didik kelas V di sebuah sekolah dasar di Bandung, Indonesia. Data dikumpulkan melalui pre-test, post-test, wawancara, kuesioner, dan observasi untuk memperoleh pemahaman menyeluruh mengenai dampak penerapan model ini. Hasil penelitian menunjukkan bahwa model pembelajaran berbasis siklus EIDCP (Experience, Interpreting, Discuss/Dialog, Co-create, Publish/Presentation) secara signifikan meningkatkan keterampilan menulis narasi dan kreativitas peserta didik. Selain itu, model ini juga terbukti efektif dalam memperkuat keterampilan kolaborasi peserta didik, meningkatkan motivasi belajar, dan menciptakan suasana pembelajaran yang lebih dinamis dan partisipatif. Berdasarkan temuan ini, model pembelajaran kooperatif berbasis inkuiri disarankan untuk diterapkan secara luas di tingkat sekolah dasar sebagai strategi yang efektif untuk meningkatkan literasi dan kreativitas peserta didik, sekaligus mendukung pengembangan keterampilan sosial mereka.

Kata Kunci: menulis narasi; pembelajaran berbasis inkuiri; pembelajaran kooperatif

How to cite (APA 7)

Janul, E., & Sunendar, D. (2025). Development of Heron's cooperative inquiry model to improve narrative writing skills. *Inovasi Kurikulum*, 22(2), 737-748.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

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INTRODUCTION

In the 21st century, technological development and globalization have changed the paradigm of individual skill needs to adapt and compete in various aspects of life. Literacy skills are an indicator of academic success and an important foundation for dealing with the dynamics of an ever-changing world (Rahmadani et al., 2023). Modern literacy now includes reading and writing skills integrated with critical, creative, and collaborative thinking skills, which are the main demands of an information-based society. 21st-century literacy involves accessing information and evaluating, analyzing, and using it effectively, primarily through digital media (Afryaningsih et al., 2023). Digital literacy is now a key element supporting individual participation in a globalized society (Karimah et al., 2024). Collaborative literacy also plays an important role, emphasizing the ability to work in teams to evaluate and utilize information collectively.

The rapid advancement of technology in the digital age has significantly changed human life, shifting almost all aspects to digital and influencing individual lifestyles, both directly and indirectly. As dependence on digital technology increases, understanding its impact becomes essential to navigate social change and daily life. In globalization, every country must develop quality human resources to remain competitive internationally. Education plays an important role in preparing a generation that is skilled and able to adapt to technological and social changes, making the quality of education a crucial factor in improving national competitiveness (Purba & Purba, 2023).

Good literacy skills are the foundation for developing writing skills, especially in producing narrative texts with structure, creativity, and expressive value. Writing is a communication medium and a thinking tool that encourages analysis, reflection, and innovation (Wiguna et al., 2022). In primary school education, narrative writing skills are important in helping learners express their ideas, experiences, and imagination. Narrative writing allows learners to hone their logical thinking skills while exploring their emotions and creativity (Elvina & Putri, 2021).

Writing is an essential skill for learners at the primary school level, as it not only supports their academic achievement but also plays a role in cognitive and emotional development. Writing allows learners to express their ideas, feelings, and thoughts in a structured and meaningful way. In addition, good writing skills are also fundamental to developing critical, analytical, and creative thinking skills, which are much needed in 21st-century life (Wiguna et al., 2022). Learners learn to construct arguments, gather information, and express opinions clearly and organized through writing.

However, based on previous observations and research, primary school learners' writing skills still face various challenges, especially in writing narrative texts. Many learners find it difficult to organize ideas in a structured way and connect them in a coherent narrative text. In addition, the lack of skills in building the creativity and imagination needed in writing narratives is another obstacle. This is often caused by less interactive learning approaches and a lack of motivation for learners to write (Hasanah et al., 2022). Difficulties in understanding the structure of narrative texts, such as orientation, complication, and resolution, also become obstacles for students in producing quality writing.

Based on this condition, it is important for primary education to develop a learning model that teaches writing techniques and stimulates creativity and collaboration among learners. Learning models that involve direct experience and interaction between learners can provide solutions to improve their narrative writing skills more effectively. Heron's Cooperative Inquiry Model, which emphasizes the importance of collaboration and reflection in learning, is expected to be a relevant approach to improve primary school learners' narrative writing skills. However, learners often face challenges in mastering narrative writing skills in practice. These difficulties include understanding the text structure (orientation, complication, resolution), limited ideas, and low writing motivation (Hasanah et al., 2022). Conventional learning

methods, such as lectures and individual assignments, are often ineffective in improving learners' writing skills (Mulyani et al., 2023). As a result, learners' motivation and engagement in learning decrease.

To address this challenge, innovative approaches are needed to improve writing skills and motivate learners through active and collaborative learning experiences. One relevant approach is the cooperative inquiry-based learning model developed from Heron's theory. This model, known as Heron's Cooperative Inquiry Model, integrates a cycle of learning that involves hands-on experience, reflection, discussion, interpretation, and co-creation.

This study proposes the EIDCP (Experience, Interpreting, Discuss/Dialog, Co-create, Publish/Presentation) learning model to develop Heron's Cooperative Inquiry. This model is designed to help learners theoretically understand the structure of narrative texts and practice the creative writing process through discussion and collaboration. This approach can encourage learners to think critically, organize ideas creatively, and produce meaningful writing (Kurnia et al., 2022).

Previous research has shown that cooperative inquiry-based learning can improve critical thinking skills and learner engagement (Setiawan et al., 2022). In addition, experiential approaches, such as simulations or role plays, help learners better understand the structure of narratives (Kurnia et al., 2022). Thus, developing a learning model based on Heron's Cooperative Inquiry is expected to complement the shortcomings of the conventional approach, provide an interactive learning experience, and improve students' narrative writing skills comprehensively. Based on this urgency, this study aims to develop and implement Heron's Cooperative Inquiry Model in the context of basic education. With a focus on improving narrative writing skills, this model is designed to overcome learners' difficulties and build a strong literacy foundation to face the challenges of the 21st century.

LITERATURE REVIEW

Heron's Cooperative Inquiry Approach in Learning Narrative Writing

John Heron's Cooperative Inquiry, developed in 1995, emphasizes cooperative inquiry-based learning, where teachers and learners actively work together in a dynamic and collaborative learning process. This approach places the teacher as a facilitator who allows learners to explore, critique, and collaborate in learning. Heron identifies five modes of inquiry at the core of this approach: personal experience, practical knowledge, theoretical insight, critical questioning, and shared reflection.

In learning narrative writing, this approach allows learners to develop writing skills through collaboration and exploration of creative ideas (Andriansyah et al., 2022). Cooperative Inquiry provides opportunities for learners to discuss, share perspectives, and work together in small groups to produce coherent and meaningful narratives. This process supports learners' critical thinking, creativity, and the development of social skills, which are essential in writing in-depth and engaging stories (Suwardi, 2023). The teacher is a guide who facilitates learner interaction, provides feedback, and encourages further exploration of narrative writing techniques and structures (Sever & Akyol, 2022).

Collaboration and Creativity in Narrative Writing Learning

A collaborative approach to learning narrative writing allows learners to enhance their creativity. Through group discussions, learners can share ideas, get immediate feedback, and support each other in exploring narrative elements such as theme, plot, character, and conflict. This collaboration enriches learners' ideas and helps them overcome barriers such as fear of failure or lack of confidence in writing (Hambali, 2023). Creativity in narrative writing involves learners' ability to create a fictional world that attracts and captivates readers. Sharing ideas and reflecting allows learners to develop fresh and innovative narratives (Oktasari

& Kasanova, 2023). They also learn to give constructive criticism and correct mistakes, strengthening their understanding of the structure and elements of a compelling narrative (Jayanti, 2023).

Key Components of Narrative Writing

Writing a compelling narrative requires a deep understanding of the key components of a story: orientation, complication, climax, resolution, and coda. These components create a cohesive story framework and help the writer build a compelling and memorable story for the reader (Lu'luah et al., 2020). The following is an in-depth study of each component: Orientation is the first part of the narrative structure that introduces the main elements of the story, such as character, setting, and time. The main function of orientation is to provide a clear context for the reader to understand the story. Bulan et al. (2022) explain that a well-designed orientation grabs the reader's attention and creates a strong emotional connection. In mystery stories, for example, orientation often features in-depth descriptions of the atmosphere to build curiosity and suspense. Utilizing elements such as dark nights, cold weather, or gloomy places can create an atmosphere that supports the storyline. Strong descriptions in the orientation can influence the reader's perception of the conflict that will develop in the story (Amanda et al., 2023). In contrast, in adventure stories, orientation often focuses on introducing a protagonist with unique characteristics and clear motivations. Descriptive language style and compelling narrative in the orientation also play an important role in building the reader's imagination.

Complication is an important stage in the narrative structure where the story's main conflict begins to develop. This conflict becomes the narrative's core, creating tension that drives the storyline forward and maintains the reader's interest. Complication is a key element that determines the direction of the story. The conflict in the complication stage can be internal or external (Aulia et al., 2024). Internal conflicts often involve the protagonist's inner struggle to deal with fears, moral dilemmas, or existential questions. In contrast, external conflicts involve the character's interaction with the outside world, such as competition with other characters or environmental challenges. The element of surprise or twist that arises in complications can add depth to the story and keep the reader engaged. Conflict complexity is important in narratives to create a more meaningful reading experience (Habibah & Supriyanto, 2024).

Climax is the culmination of a story, where the developed conflict reaches its highest point of intensity. At this stage, the main character faces an important decision or critical situation that determines the direction and outcome of the story. The climax serves as the resolution of the main conflict and as the part of the story that gives the reader a profound emotional impact (Putri & Kartikasari, 2024). The climactic moment is often a story's most exciting and thrilling part. The use of surprise elements, such as an unexpected betrayal or a new power discovered by the main character, can increase the tension and make the climax even more impressive. In this way, the climax becomes a narrative element that finishes the story and provides a memorable moral message.

Resolution is the final stage in a story, where the main conflict is resolved and the narrative reaches its conclusion. At this stage, the reader is explained the consequences of the climax and how the main character overcomes the conflict. A well-designed resolution not only closes the story logically but also gives the reader a sense of satisfaction, bringing the elements of the story together in a coherent whole. An effective resolution should be relevant to the story's main theme, leaving a lasting impression on the reader (Maulina et al., 2021). The resolution is often a moment of reflection for the protagonist, where they reflect on their journey and the lessons learned.

The coda is an optional element in the narrative structure that provides additional closure or a final message to the reader. At this stage, the narrative often includes the main character's reflections on the story or conveys a broader moral message. The coda can provide additional depth to the story by

connecting it to universal themes or the reader's experience (Amanda et al., 2023). In an educational context, coda can help learners convey big ideas or important values through their writing.

By understanding and developing each of these components, writers can create narratives that are interesting and meaningful to readers. A structured approach to orientation, complication, climax, resolution, and coda in writing lessons enables learners to produce cohesive and memorable stories.

Implications for Teaching Narrative Writing

Heron's Cooperative Inquiry approach has great potential to be applied in learning narrative writing, primarily through small group-based learning strategies. This approach is designed to increase learners' participation in discussion, exploration of ideas, and collaborative writing. In this process, the teacher acts as a facilitator who provides systematic guidance, provides clear evaluation rubrics, and creates reflective opportunities for learners to evaluate and improve their work. Such an approach allows learners to be more actively involved in learning while providing a framework that supports them in achieving optimal results (Mumpuni, 2023).

Cooperation in small groups involving discussion and immediate peer feedback effectively boosted learners' confidence. This process allows learners to express ideas without fear of damaging criticism, helping reduce writing-related anxiety. With peer support and feedback, learners can feel more confident about experimenting with new ideas and creative language styles. In the long run, this approach not only builds confidence but also motivates learners to keep improving their writing skills (Fitriani, 2021).

In addition, Heron's Cooperative Inquiry approach provides the added benefit of cross-perspective learning. Learners are invited to listen, appreciate, and consider the viewpoints of others in their group. This directly enriches their ideas while encouraging the development of critical and creative thinking skills. The social interactions during the learning process also strengthen learners' communication and collaboration skills, essential competencies in 21st-century learning. Thus, this approach not only improves learners' narrative writing skills but also prepares them to become individuals who can think critically and work together in various contexts (Fitriani, 2021).

This approach can create a learning environment that supports the holistic development of literacy skills through consistent implementation. Teachers can utilize these cooperative inquiry-based strategies to encourage learners to become more confident, reflective, and innovative writers in expressing their ideas through writing.

METHODS

This study examines the effectiveness of John Heron's cooperative-inquiry cycle-based learning model developed through the ADDIE approach in improving the narrative writing skills of grade V learners in an elementary school in Bandung City. This learning model is expected to significantly impact learners' ability to develop their ideas and creativity in writing narrative texts (Shi et al., 2023).

The effectiveness of the Learning Model developed through the ADDIE approach has proven successful in creating a more structured and dynamic learning experience. This approach involves five main stages: Analysis, Design, Development, Implementation, and Evaluation. At the Analysis stage, this research analyzes learners' needs and the material's characteristics to be taught, which forms the basis for designing an appropriate learning model. At the Design stage, learning materials and activities are designed to create a more active, cooperative learning experience that involves in-depth discussion among learners. Development includes developing teaching materials and other supporting resources, which support implementing this model in the classroom. The Implementation stage examines the application of

the model in the classroom, which is proven effective based on the post-test results. In the Evaluation stage, feedback from learners and teachers is collected to assess the strengths and weaknesses of this learning model and improve the existing learning design.

The relevance of John Heron's Cooperative-Inquiry Cycle is evident in applying the EIDCP learning model. This approach consists of five stages- Experience, Interpreting, Dialogue, Creating, and Presentation- that directly involve learners in the learning process. In the Experience stage, learners can engage in hands-on activities, such as discussing the story or using pictorial media that stimulates their imagination. Interpretation involves learners analyzing the storyline or characters, which helps them build a deeper understanding of the narrative structure. Through Dialogue, learners share views and story ideas in small groups, enriching their ideas and learning from their peers' perspectives. In the creating stage, learners compose the story based on the discussion results and the understanding they have gained, and they get guidance from the teacher. Presentation allows learners to present their stories orally or through other media, strengthening their speaking and narrative skills.

RESULTS AND DISCUSSION

This study examines the effectiveness of John Heron's cooperative-inquiry cycle-based learning model, developed with the ADDIE approach, in improving students' narrative writing skills. The research method used is a quasi-experimental design, with a pre-test and post-test control group design. The study involved fifth-grade students in an elementary school in Bandung City who were divided into two groups: an experimental group using the EIDCP (Explore, Interact, Develop, Create, Present) model and a control group using conventional learning methods.

The development of the learning model is done through five stages of ADDIE. The first stage, analysis, was conducted to identify learning needs, weaknesses of conventional methods, and learner profiles as the basis for model development. The second stage, design, involves the preparation of the EIDCP model framework, including indicators of narrative writing skills, learning media, and assessment rubrics. The third stage, development, includes making learning tools, such as lesson plans, teaching materials, and formative evaluations. The fourth stage, implementation, applies the EIDCP model in the experimental class for several learning cycles, where students are actively involved in the cooperative learning process. Finally, the evaluation stage is conducted to measure the model's success by comparing pre-test and post-test results and analyzing observation, questionnaire, and interview data.

The research instruments were designed to measure different aspects of writing skills and learner engagement. The narrative writing test was used as the main tool to measure learners' abilities in five dimensions: idea development, story structure, language use, creativity, and story completeness. In addition, observations were made during the learning process to record learners' active participation and collaboration. Questionnaires were distributed to learners to evaluate their perceptions of the learning model. At the same time, interviews were conducted with teachers to gain in-depth insights into implementing the EIDCP model in the classroom.

Data analysis was conducted using quantitative and qualitative approaches. Quantitative data from the writing test were analyzed using a t-test to compare the pre-test and post-test results between the experimental and control groups. Descriptive analysis was used to evaluate the changes in learners' scores based on the score categories (moderate, good, excellent). Qualitative data from observations, questionnaires, and interviews were analyzed thematically to support the quantitative results and provide a holistic view of the effectiveness of the learning model.

The results showed that John Heron's cooperative-inquiry cycle-based learning model, developed through the ADDIE approach, significantly improved learners' narrative writing skills. The experimental group

showed more remarkable score improvement than the control group, with most learners moving into the "good" and "very good" categories. The model was also effective in developing learners' creativity, thinking structures, and social skills, making it a relevant alternative for learning at the primary school level.

Data Description of Pre-test and Post-test Results

The pre-test and post-test data description clearly compares the control and experimental groups. The control group, which used conventional learning methods, indicated that most students in the pre-test (25 students) scored in the "medium" category. In comparison, five students fell into the "low" category. After the learning intervention, the post-test results indicated that most students (20 students) improved to the "good" category, although 10 students remained in the "moderate" category. In contrast, the experimental group, which utilized the EIDCP learning model, showed a more significant improvement. In the pre-test, the majority of students (25 students) were also in the "moderate" category, with five students in the "low" category. Following the post-test, the results revealed that five students achieved an "excellent" score, 15 students scored in the "good" category, and 10 students remained in the "moderate" category. These changes reflect the effectiveness of the EIDCP model in enhancing students' narrative writing skills. **Figure 1** shows the results of the pre- and post-test.

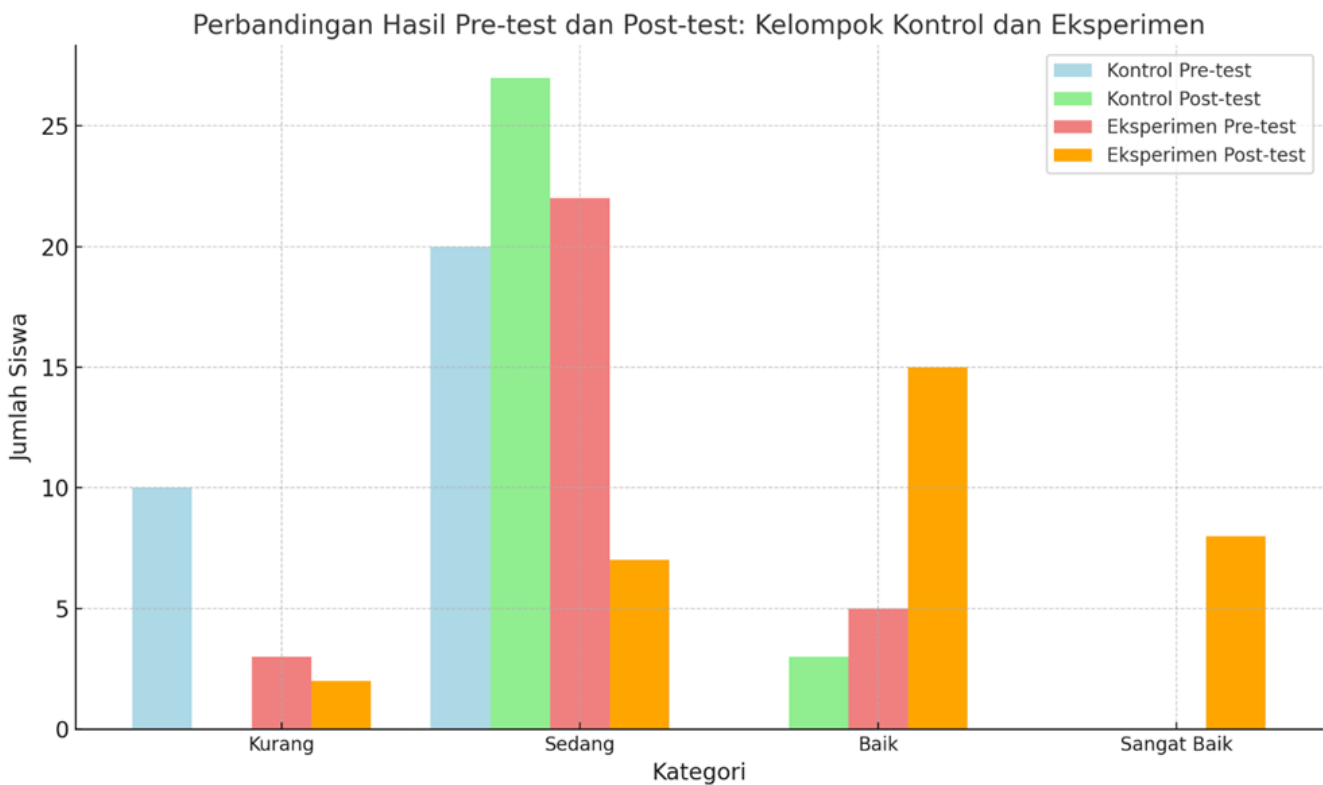


Figure 1. Results of Pre-test and Post-test
Source: Author's Documentation 2024

Average Score Changes

The changes in average scores observed in the control and experimental groups revealed a significant difference. In the control group, although there was an increase in the number of students who achieved a "good" score, the overall improvement was limited. Most students remained in the "moderate" category, indicating that the conventional learning model was less effective in supporting the development of students' creativity and idea generation. In contrast, the experimental group demonstrated more significant improvement, with most students progressing to the "good" category and reaching the "excellent"

category. This improvement indicates that the EIDCP learning model is more effective in encouraging students to produce better and more creative written work.

Discussion

Based on the results obtained, it can be concluded that the EIDCP-based learning model developed through the ADDIE approach has proven effective in improving students' narrative writing skills. The more significant improvement observed in the experimental group indicates that this method can foster students' creativity and idea development more than the conventional learning method in the control group.

The EIDCP learning model consists of several stages that support the development of students' writing skills. In the Experience stage, students are given direct opportunities to interact with the material and explore new ideas through discussions or other activities that stimulate their imagination. This stage has proven effective in introducing students to the creative process of narrative writing. The Interpreting stage helps students understand story structure and how to develop characters or plotlines more analytically, assisting them in writing more organized. The Dialogue stage promotes collaboration among students, allowing them to exchange ideas and receive feedback from their peers, which enriches their creativity. In the Creating stage, students compose stories based on the discussions and insights they have gained. Finally, in the Presentation stage, students present their work, either orally or in writing, which supports the development of both speaking and writing skills (Sudianta & Sueca, 2021). The use of an appropriate model in literacy instruction has a significant impact on students' learning outcomes. (Idris et al., 2025; Mardiani et al., 2024).

Meanwhile, the conventional method applied to the control group yielded some positive results but was less effective in fully supporting students' creativity development. Conventional instruction tends to be more structured and does not provide sufficient space for idea exploration, discussion, and collaboration, essential for developing narrative writing skills. These findings suggest that more active, cooperative, and inquiry-based learning approaches, such as the EIDCP model, offer better opportunities for students to develop their ideas and writing abilities (Rawin et al., 2023).

This study also demonstrates that the EIDCP model effectively improves narrative writing skills and helps students overcome difficulties in idea development. In the experimental group, only 7% of students remained in the "low" category after implementing the model, whereas in the control group, 33% were still in that category. This indicates that the EIDCP model effectively addresses students' challenges in generating creative ideas and composing more structured narratives. At this point, teachers may also consider designing complementary strategies such as the use of social media, the development of comic-based media, or other innovative approaches to enhance students' literacy skills further (Hadiapurwa et al., 2023; Simanjuntak et al., 2024).

The results of this study support John Heron's implementation of the cooperative inquiry cycle model with the ADDIE approach as an effective method for improving students' narrative writing skills. This model encourages students to think critically, collaborate, and create more creative works, enriching their learning experience. This research contributes to developing relevant and effective learning models for enhancing narrative writing skills at the elementary school level.

CONCLUSION

Based on the findings of this study, it can be concluded that the EIDCP (Experience, Interpreting, Discuss/Dialog, Co-create, Publish/Presentation) learning model is proven to be effective in improving the narrative writing skills of elementary school students. The strength of this model lies in its ability to

encourage creativity and idea development, allowing students to express their thoughts more freely, structurally, and meaningfully. The results indicate that this innovative approach can effectively enhance students' literacy skills, particularly in narrative writing. Therefore, it is recommended that teachers apply the EIDCP learning model more widely in the learning process, so that more students can benefit from a strategy that stimulates creative thinking and optimally improves their writing skills.

To enhance the effectiveness of the EIDCP learning model, teachers can implement strategies that are more interactive, reflective, and based on real-life experiences. Learning that involves direct experiences and critical reflection will help students construct narratives that are more meaningful and relevant to their lives. Additionally, teachers must create a conducive and supportive learning environment where students are encouraged to explore ideas, engage in discussions, and receive constructive feedback. With a supportive learning atmosphere, students will be more confident in expressing their ideas through writing and can develop their writing skills optimally.

In addition to recommendations for teachers, this study also opens opportunities for researchers to conduct further studies to examine the effectiveness of the EIDCP model in various learning contexts. For instance, future research could adapt this model to teaching exposition or argumentative writing, which also requires critical thinking and systematic idea development. Furthermore, developing variations of the EIDCP model by integrating educational technology could be an innovative strategy to enhance student engagement and motivation in writing.

Furthermore, in-depth research needs to be conducted to explore the factors supporting the effectiveness of the EIDCP model. Aspects such as parental involvement, the role of teachers, and students' social and emotional factors can potentially contribute to the successful implementation of this model. Further studies on the long-term impact of the EIDCP model are also important to understand how this approach can sustainably improve students' literacy skills at the elementary school level.

With broader implementation and ongoing research, it is hoped that the EIDCP-based learning model can continue to evolve and make a tangible contribution to improving students' writing skills. Collaboration between teachers, researchers, and various educational stakeholders is a key factor in ensuring the effectiveness and sustainability of this model in the education world. Thus, the EIDCP model will not only be a short-term innovation but can also create broader and more sustainable changes in enhancing literacy learning quality.

AUTHOR'S NOTE

Thanks to all parties who contributed to the process of writing this article. To the lecturers in Primary Education who have continuously supported, assisted, and shared their experiences. The researcher hopes to improve even further in article writing in the future. In the preparation of this article, there is no conflict of interest related to publication or anything else. The author affirms that the data and content of this article are free from plagiarism.

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