Research Article

Development and Effectiveness of SKIRD Media Integrated with the ONCE Model to Enhance Elementary Students Creativity in Writing Fiction Texts

Dani Darmawan[1,*] [ID], Henny Dewi Koeswanti[1] [ID], Wahyu Purwiyastuti[1] [ID]
[1] Master's Program in Primary Education, Faculty of Teacher Training and Education, Satya Wacana Christian University, Indonesia

Article Info

ABSTRACT

Purpose of the study: This study aims to develop and examine the effectiveness of SKIRD (Skill Card) learning media integrated with the ONCE (Observe, Analyze, Verify, Evaluate) learning model in enhancing elementary school students' creativity in writing fictional texts. The study addresses the need for innovative instructional media that systematically support creative writing processes at the primary education level.

Methodology: This study employed a quantitative research and development (R&D) approach using the 4D model (Define, Design, Develop, Disseminate). Data were collected through expert validation to assess media feasibility and creativity assessment rubrics administered during pretest and posttest activities. The data were analyzed using descriptive and inferential statistical techniques to evaluate the effectiveness of the developed learning media.

Main Findings: The results show that the SKIRD learning media achieved a high level of feasibility based on expert validation. Statistical analysis of pretest and posttest scores indicates a significant improvement in students' creativity in writing fictional texts ($p < 0.05$). The implementation of SKIRD integrated with the ONCE model enhanced students' fluency, flexibility, originality, and elaboration in developing fictional narratives.

Novelty/Originality of this study: The novelty of this study lies in the integration of SKIRD card-based learning media with the ONCE reflective learning model to systematically guide elementary students through the stages of creative writing. This study offers a structured instructional framework that links media use with reflective learning processes to enhance creativity in writing fictional texts at the elementary level.

Corresponding Author:
Dani Darmawan,
Department Master's Program in Primary Education, Faculty of Teacher Training and Education, Satya Wacana Christian University, Jl. Diponegoro No.52-60, Kota Salatiga, Jawa Tengah 50711, Indonesia.
Email: daniidarmawann20@gmail.com

1. INTRODUCTION

Writing is a fundamental language skill that plays a crucial role in developing students' literacy, communication, and higher-order thinking skills in the twenty-first century. Through writing activities, students are encouraged to organize ideas, express thoughts systematically, and engage in reflective thinking processes [1]-[3]. Writing is not merely a means of conveying information but also a cognitive activity that involves imagination, reasoning, and creativity [4]-[6]. In elementary education, writing skills are closely associated with

the development of students' creative potential, as students are required to generate original ideas, elaborate narratives, and express personal experiences in written form [7]-[10].

One form of writing that strongly reflects students' creativity is fictional text writing. Fictional texts allow students to explore imagination, emotions, and originality through narrative structures such as characters, settings, conflicts, and resolutions [11]-[13]. However, several studies report that elementary school students often experience difficulties in writing fictional texts, including limited idea development, weak narrative organization, and low originality in written works [14]-[17]. These difficulties are also influenced by the lack of instructional support and learning media that facilitate idea development and reflective writing processes among elementary students[18]

These difficulties are frequently associated with learning practices that rely on conventional instructional approaches and provide limited opportunities for students to actively construct and reflect on their writing ideas [19]-[22]. Previous research has highlighted the importance of integrating instructional media and learning models to support students' writing development. Interactive and visual learning media have been shown to enhance students' engagement, motivation, and comprehension of learning materials [23]-[27]. Recent empirical studies have also demonstrated that creativity plays a significant role in improving learning outcomes. For instance, research published in the Journal Evaluation in Education reported a significant correlation between teacher creativity in instructional practices and students' learning achievement, indicating that creative instructional approaches contribute positively to students' academic performance [29]. Card-based learning media, in particular, have been widely applied to assist students in organizing ideas and understanding narrative elements in writing activities [29]-[31].

Recent studies published in the Journal Evaluation in Education also demonstrate that card-based learning media integrated with specific instructional models can significantly improve students' learning motivation and outcomes through active and participatory learning experiences. Despite these promising findings, a critical review of the literature reveals several limitations. Existing studies, including those published in the Journal Evaluation in Education, primarily focus on the effectiveness of card-based media in improving motivation and conceptual understanding, particularly in subjects such as mathematics and general learning achievement [33]. Limited attention has been given to the integration of card-based learning media with reflective learning models aimed at fostering creativity in language learning contexts, especially in elementary students' fictional writing. Moreover, previous research tends to emphasize learning outcomes without explicitly embedding structured reflective stages that guide students through systematic processes of observation, analysis, verification, and evaluation in writing activities [33]-[36]. This indicates a research gap in the development of integrated instructional media that combine card-based learning with reflective pedagogical frameworks to enhance students' creative writing abilities. To address this gap, the present study proposes the development of SKIRD (Skill Card) learning media integrated with the ONCE (Observe, Analyze, Verify, Evaluate) learning model.

The integration of the ONCE model into SKIRD media is designed to provide a structured and reflective learning framework that guides students in generating ideas, organizing narrative elements, and evaluating their own writing. Unlike previous studies that apply instructional media or learning models independently, this research integrates a card-based learning medium with a reflective instructional model within a single development framework, thereby offering a novel approach to enhancing creativity in elementary students' fictional writing. Accordingly, the purpose of this study is to develop and examine the feasibility and effectiveness of SKIRD learning media integrated with the ONCE model in enhancing elementary school students' creativity in writing fictional texts. Specifically, this study aims to: (1) develop SKIRD learning media based on the ONCE learning model; (2) examine the feasibility of the developed media through expert validation; and (3) evaluate the effectiveness of the media in improving students' creative writing abilities.

Based on these objectives, the research questions of this study are formulated as follows: 1) How feasible is the SKIRD learning media integrated with the ONCE model based on expert validation?; 2) How effective is the SKIRD learning media integrated with the ONCE model in enhancing elementary students' creativity in writing fictional texts?

2. RESEARCH METHOD

This study employed a quantitative research and development (R&D) approach aimed at developing and evaluating SKIRD (Skill Card) learning media integrated with the ONCE (Observe, Analyze, Verify, Evaluate) learning model. The development process followed the 4D model proposed by Thiagarajan et al., which consists of four stages: Define, Design, Develop, and Disseminate. The 4D model was selected because it provides a systematic framework for producing instructional media and has been widely applied in educational development research [38]-[40]. At the Define stage, an initial needs analysis was conducted to identify students' difficulties in writing fictional texts and to examine curriculum demands related to creative writing at the elementary school level. The Design stage focused on designing the structure, content, and visual layout of the

SKIRD learning media, as well as integrating the instructional steps of the ONCE learning model into each card activity. The Develop stage involved expert validation and limited field testing to examine the feasibility of the developed media. The final stage, Disseminate, was conducted in a limited manner through classroom implementation to examine the effectiveness of the SKIRD learning media in improving students' creativity in writing fictional texts.
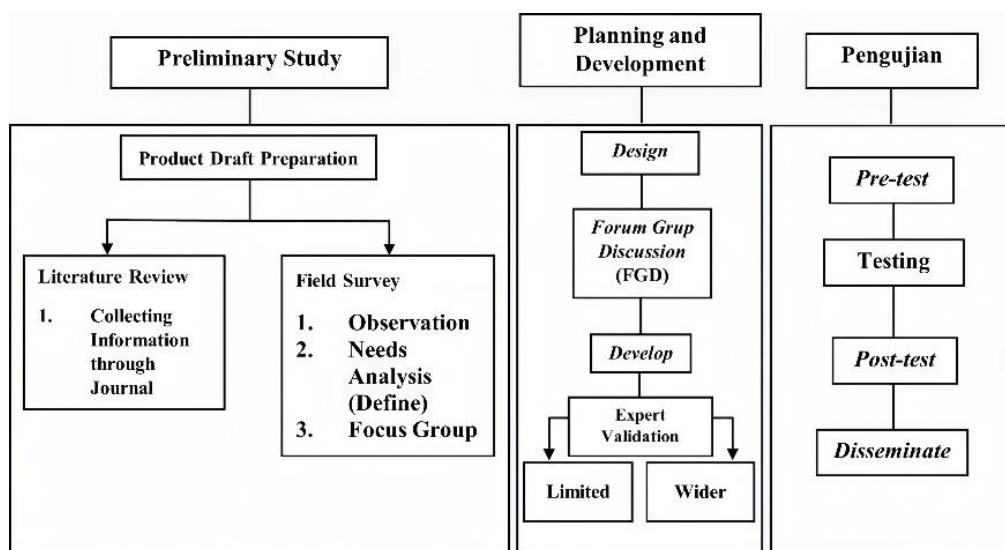

Figure 1. Development Model

The participants of this study were elementary school students involved in the field testing stage of the SKIRD learning media. The participants were selected using purposive sampling, considering their relevance to the research objectives, particularly students who had received instruction on fictional text writing. This sampling technique was chosen to ensure that the implementation of the developed media aligned with the learning context and the characteristics of the target users [41]. Data were collected using three main instruments. First, expert validation sheets were used to assess the feasibility of the SKIRD learning media in terms of content suitability, design, language clarity, and instructional aspects. Second, a creative writing assessment rubric was used to measure students' creativity in writing fictional texts. The rubric assessed four dimensions of creativity, namely fluency, flexibility, originality, and elaboration. Third, pretest and posttest writing tasks were administered to evaluate students' creative writing abilities before and after the implementation of the SKIRD learning media [7], [42]. The feasibility of the SKIRD learning media was determined through expert validation using a five-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5). The feasibility percentage was calculated using the following formula:

$$P = \frac{Actual\ Score}{Ideal\ Score} \times 100\% \dots (1)$$

Description:

P   : The percentage of each indicator
Actual Score   : The score assigned by expert validators
Ideal Score   : The maximum possible score obtained by multiplying the number of items by the highest score on the rating scale.

Where Actual Score refers to the score assigned by expert validators, and Ideal Score represents the maximum possible score obtained by multiplying the number of items by the highest score on the rating scale.

Table 1. Results of expert validation of the SKIRD learning media

Category	Score
Strongly disagree	1
Don't agree	2
Slightly Disagree	3
Agree	4
Strongly Agree	5

Table 2. Conversion of Achievement Levels

Interval (%)	Category
81.0 – 100.0	Very High
61.0 – 80.0	High
41.0 – 60.0	Moderate
21.0 – 40.0	Low
10.0 – 20.0	Very Low

The achievement level categories presented in Table 2 serve as general benchmarks for data interpretation. These categories were applied according to the construct being assessed, namely feasibility for expert validation results and creativity for students' writing performance. The instruments used in this study consisted of expert validation sheets and a creativity assessment rubric applied through pretest and posttest writing tasks. This study did not employ student response questionnaires or psychometric scales. Therefore, internal consistency reliability testing using Cronbach's alpha was not conducted, as such analysis is applicable only to questionnaire-based instruments designed to measure latent constructs. Instead, instrument reliability was ensured through expert agreement and consistent scoring procedures based on predefined creativity indicators, reflecting inter-rater consistency in performance assessment. Instrument validity was ensured through expert judgment focusing on content relevance, instructional design, and language clarity. Data analysis was conducted using both quantitative and qualitative techniques. Quantitative data obtained from expert validation and students' pretest and posttest scores were analyzed using IBM SPSS Statistics. Descriptive statistics were used to calculate feasibility percentages, while a paired sample t-test was employed to examine differences between pretest and posttest scores in students' creative writing performance. Qualitative data collected during the needs analysis stage through interviews with teachers and students were analyzed using MAXQDA to identify recurring themes related to students' difficulties in creative writing and instructional needs. The results of this qualitative analysis informed the design and development of the SKIRD learning media.

3. RESULTS AND DISCUSSION

This section presents the results of the study in accordance with the research questions. The findings are organized into two subsections: (1) the feasibility of the SKIRD learning media based on expert validation, and (2) the effectiveness of the SKIRD learning media in enhancing elementary students' creativity in writing fictional texts.

3.1. Feasibility of SKIRD Media Based on Expert Validation

The feasibility of the SKIRD learning media integrated with the ONCE model was evaluated through expert validation prior to its implementation in classroom learning. The validation aimed to assess whether the developed media met instructional standards and was appropriate for use in elementary writing instruction. The expert assessment focused on content relevance, instructional design, and language clarity, as specified in the validation instrument. The initial stage of expert validation focused on the quality of the media and its aesthetic aspects. This evaluation was conducted to examine whether the SKIRD media design, layout, and visual organization were appropriate for elementary school learners. The detailed results of the media expert validation and aesthetic assessment are presented in Table 3 and Table 4.

Table 3. Validation Results of SKIRD by Media Experts

No	Aspect	Score
1	Content and Objective Quality	13
2	Instructional Quality	12
3	Technical Quality	14
Percentage		39
		78%

Table 4. Results of Validation on the Aesthetic Aspects of SKIRD Media

No	Aspect	Score
1	Scientific	24
2	Philosophical	22
Percentage		46
		92%

In addition to media-related aspects, expert validation was also conducted to evaluate the instructional and assessment components of the SKIRD learning media. This stage aimed to ensure that the instructional design aligned with the ONCE learning model and that the creativity assessment rubric accurately reflected the indicators of students' creative writing performance. The results of expert evaluation on students' creative writing assessment and instructional design validation are presented in Table 5 and Table 6.

Table 5. Results of Expert Evaluation on Students' Creative Writing of Fictional Texts

No	Aspect	Score
1	Fluency	9
2	Flexibility	9
3	Originality	8
4	Elaboration	18
Percentage		44
		88%

Table 6. Results of Instructional Design Validation

No	Aspect	Score
1	General Information	14
2	Core Components	25
3	Appendix	5
Percentage		44
		88%

Based on the aggregation of expert validation results across all evaluated aspects (Tables 3–6), the SKIRD learning media achieved an average feasibility score of 86.5%, which falls into the Very High category. This finding indicates that the media is pedagogically appropriate, visually accessible, and instructionally aligned with the learning objectives of creative fiction writing at the elementary level. High feasibility scores on content relevance and instructional design suggest that the integration of SKIRD cards with the ONCE learning stages effectively supports students' cognitive engagement during writing activities. This aligns with prior studies emphasizing that instructional media must not only be visually appealing but also structurally guide learners through meaningful learning processes [31], [44]. Furthermore, qualitative feedback analyzed using MAXQDA revealed recurring themes related to clarity of instructional steps and age-appropriate language use. These findings reinforce the quantitative validation results and indicate that SKIRD media is suitable for classroom implementation with only minor refinements, consistent with expert-based media validation standards in educational R&D research

3.2. Effectiveness of SKIRD Media on Students' Creative Writing

After the SKIRD learning media was declared feasible based on expert validation, its effectiveness in enhancing students' creative writing skills was examined through a pretest–posttest design. Quantitative data were analyzed using IBM SPSS Statistics to determine whether there were significant differences in students' creative writing performance before and after the implementation of the SKIRD learning media integrated with the ONCE model. As a prerequisite analysis, the normality of the pretest and posttest data was examined using the Kolmogorov–Smirnov test. The results indicated that both datasets were normally distributed ($p > 0.05$), thereby meeting the assumptions for conducting parametric statistical analysis.

Table 7. Normality Test Results of Pretest and Posttest Scores

Data Set	Test Used	Sig. (p-value)	Interpretation
Pretest	Kolmogrov-Smirnov	0.180	Normally distributed
Posttest	Kolmogrov-Smirnov	0.181	Normally distributed

After the normality assumption was satisfied, a paired sample t-test was conducted to examine the effectiveness of the SKIRD learning media. The detailed results of the paired sample t-test are presented in Table 8.

Table 8. Paired Sample T-Test Results of Pretest and Posttest Scores

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-32.246	21.024	1.844	-35.894	-28.598	-17.488	129	.000

As shown in Table 8, the paired sample t-test results revealed a statistically significant difference between students' pretest and posttest creative writing scores (Sig. = 0.000 < 0.05). The negative mean difference indicates that students' posttest scores were substantially higher than their pretest scores, demonstrating a significant improvement in creative writing performance following the implementation of the SKIRD learning media integrated with the ONCE model. This result confirms that the use of SKIRD media had a statistically significant effect on enhancing elementary students' creativity in writing fictional texts. The observed improvement reflects meaningful gains across key dimensions of creative writing, including fluency, flexibility, originality, and elaboration, as evidenced by students' posttest performance. These findings indicate that the structured integration of the ONCE learning stages Observe, Analyze, Verify, and Evaluate effectively supports students in generating ideas, organizing narrative elements, and reflecting on their writing processes. Through this systematic guidance, writing activities shifted from predominantly product-oriented tasks toward reflective cognitive processes that promote higher-order thinking skills in elementary education [5], [45].

The findings of this study are consistent with previous research demonstrating that visual and card-based learning media enhance student engagement and writing performance by facilitating understanding of narrative structures and encouraging active participation in learning activities [45]-[47]. Furthermore, recent studies have emphasized that structured reflective learning stages play a crucial role in fostering creative thinking and improving overall learning outcomes [48] However, most prior studies primarily focused on motivational aspects or procedural writing skills, such as organizing story elements or improving surface-level writing performance. In contrast, the present study extends existing research by integrating a reflective learning model directly into the media design to explicitly cultivate core dimensions of creative thinking in fictional writing. The significant increase in posttest scores further supports earlier findings that guided and scaffolded writing strategies enhance students' writing outcomes by providing systematic support throughout the writing process [49].Unlike studies that concentrate on mechanical writing skills, such as punctuation or capitalization, this study places greater emphasis on creativity development, encompassing fluency, flexibility, originality, and elaboration as essential components of creative writing.

Beyond quantitative improvements, classroom observations revealed increased student engagement, collaboration, and self-reflection during writing activities. Students actively discussed story ideas, evaluated narrative coherence, and revised their writing based on reflective feedback. These qualitative findings support theoretical perspectives that conceptualize writing as both a cognitive and metacognitive activity, requiring learners to plan, monitor, and evaluate their ideas systematically [5], [50]. The reflective stages embedded in the ONCE model enabled students to internalize these processes, thereby strengthening their creative writing abilities. This study contributes to the existing literature by offering a novel instructional approach that combines card-based learning media with a structured reflective learning framework. While previous studies published in the Journal Evaluation in Education have reported the effectiveness of card-based media in improving learning motivation and general learning outcomes [33]. the present study extends these findings by demonstrating that the integration of reflective learning stages within card-based media can specifically enhance creativity in elementary students' fictional writing. This integration constitutes the primary novelty of the study and directly addresses the research gap identified in prior literature.

Despite these contributions, this study has certain limitations. The implementation of SKIRD learning media requires sufficient instructional time, and some students experienced difficulty completing their fictional texts within a single learning session. Therefore, future research is recommended to examine the application of SKIRD media over extended instructional periods or to explore the development of digital versions that support more flexible learning environments. Further studies may also investigate the long-term effects of reflective media-based writing instruction on students' creative and metacognitive development.

4.   CONCLUSION

This study concludes that the SKIRD learning media integrated with the ONCE learning model is both feasible and effective in enhancing elementary students' creativity in writing fictional texts. Expert validation confirmed that the developed media meets essential instructional standards, indicating its suitability for classroom implementation. The integration of structured reflective stages Observe, Analyze, Verify, and Evaluate provides systematic guidance that supports students in generating ideas, organizing narrative elements, and evaluating their own writing. The effectiveness of SKIRD media is reflected in the significant improvement of students' creative writing performance after its implementation. The learning process facilitated by SKIRD encourages active participation, reflective thinking, and collaborative learning, which are key components in developing creative writing skills at the elementary level. By positioning writing as a reflective cognitive activity rather than a purely product-oriented task, the SKIRD media contributes to the development of higher-order thinking skills in language learning contexts.

The primary contribution of this study lies in the integration of card-based learning media with a reflective learning model to foster creativity in fictional writing. Unlike previous studies that focused mainly on

learning motivation or mechanical writing skills, this research demonstrates that embedding reflective learning stages within instructional media can effectively enhance students' creative thinking dimensions, including fluency, flexibility, originality, and elaboration. Despite these contributions, this study has limitations related to instructional time constraints and the scope of implementation. Future research is recommended to examine the long-term application of SKIRD media, explore its adaptation into digital formats, and investigate its effectiveness across broader educational contexts. These efforts are expected to further strengthen the role of reflective media-based learning in developing students' creative writing abilities.

AUTHOR CONTRIBUTIONS

Conceptualization, D.D.; Methodology, D.D. and H.D.K.; Validation, H.D.K. and W.P.; Formal Analysis, D.D. and H.D.K.; Investigation, D.D.; Resources, W.P.; Data Curation, D.D.; Writing Original Draft Preparation, D.D.; Writing Review & Editing, H.D.K. and W.P.; Visualization, D.D.; Supervision, H.D.K. and W.P.; Project Administration, D.D.; Funding Acquisition, D.D.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The authors declare that no artificial intelligence (AI) tools were used in the generation, analysis, or writing of this manuscript. All aspects of the research, including data collection, interpretation, and manuscript preparation, were carried out entirely by the authors without the assistance of AI-based technologies.

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