



## Developing E-Module in Writing Narrative Text Integrated Short Movie for Students Adzkia University

Zherry Putra Yanti <sup>1</sup>, Syahrul R <sup>2</sup>, Mukhaiyar <sup>3</sup>

<sup>1</sup> Universitas Adzkia, Indonesia

<sup>2</sup> Universitas Negeri Padang, Indonesia

<sup>3</sup> Universtias Negeri Padang, Indonesia

**Corresponding Author:** Zherry Putra Yanti      E-mail: [zherryputriayanti@gmail.com](mailto:zherryputriayanti@gmail.com)

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### ABSTRACT

This study discusses the low ability of students in writing narrative texts, the limited use of e-modules in learning, and the low interest and motivation of students in writing narrative texts. This study aims to develop an e-module for writing narrative texts based on short film media that meets the criteria of validity, practicality, and effectiveness as teaching materials for Indonesian Language Education students at Adzkia University. This study uses the Research and Development (R&D) method with a 4D development model that includes the stages of define, design, develop, and disseminate. Data were collected through expert validation questionnaires (media, language, and materials), practicality questionnaires, and effectiveness test instruments. The validation results show that the e-module is in the very valid category with a percentage of media feasibility of 82.6%, language 87.5%, and material 90%. The practicality test shows very practical results based on the assessment of lecturers (90%) and students (87%). The effectiveness test shows an average value of student learning outcomes of 85.7% which is included in the very effective category. Thus, the e-module for writing narrative texts based on short film media is declared suitable for use as teaching materials to support learning to write narrative texts for Indonesian Language Education students at Adzkia University.

**Keywords:** *Language Education, Integrated Short Movie, Writing Narrative Text*

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## **INTRODUCTION**

Writing skills include final level language skills with aspects of the activity that are considered quite difficult. Writing can be a way to practice composing words and sentences so that they become a complete piece of writing (Indriyani, Asri, & Ramadhan, 2018). Writing is a creative process carried out using written language, writing skills have the aim of conveying a message from the author to the reader (Kurnia, Arief, & Indramurni, 2018). Writing is a gradual process, which cannot be mastered directly. In fact, writing does not think about what it thinks. Good writing is obtained from a long process with persistence and continuity (Erawati & Ramadhan, 2021).

Narrative text is a text that attempts to create, narrate and sequence human actions in an event chronologically. Events, characters and conflict form a single unit to form a narrative text (Dalman, 2014). Narrative texts are obtained from real events or the result of imagination or a collaboration of real and imagined events. Writing narratives requires the ability to imagine. Learning to write narratives hopes that students can develop their initiative and creativity (Surroiayah, 2022).

Students are able to imagine, compose sentences and choose words in learning to write narratives. They are expected to be able to express their thoughts and ideas in writing narratives. Narrative texts should be written using a narrative language style, have a clear flow from the beginning to the end of the story, contain an event or conflict, contain forming elements such as theme, setting, plot, character and point of view.

Students often face various challenges in writing narrative texts, from starting the story to finishing it clearly. Many of them experience confusion when they want to start writing, so it is difficult to find an interesting way to open the story. Apart from that, limited ideas and imagination often become obstacles, making the narrative feel less lively and boring. Another problem that often arises is unclear story structure, causing the plot to feel messy or difficult to follow due to a lack of consistency. The use of language that is too formal or stiff also often reduces the warmth and authenticity of the story. Characters that are not well developed make the characters in the story look flat and lack strong personalities. Unnatural dialogue is also often an obstacle, because it does not reflect the characters' characters well, and weak conflict causes the story to feel less tense. Apart from that, descriptions that are less detailed make it difficult for readers to imagine the scene or setting of the story. Limited vocabulary also affects students' ability to convey stories in more detail, while grammatical and spelling errors worsen the quality of the narrative. Ultimately, many students struggle to provide a satisfying ending to their story, often resulting in an ending that feels rushed or doesn't resolve the conflict well.

The problem above occurs because the learning tools used have not been able to answer students' needs in order to achieve learning objectives. Students have difficulty writing narratives because the teaching materials used are too ordinary. Lecturers still use diktats, not e-modules, in the learning process. As a result, students' narrative

writing skills are not optimal. Lecturers experience obstacles in using information technology-based media, such as designing and operating IT-based media, as well as facing limitations in terms of teacher creativity (Winda, Rose, & Febrina, 2021).

The use of teaching materials has the potential to facilitate students in understanding, reasoning, communicating, analyzing and creating (Alimah, n.d. 2018). Apart from that, teaching materials can also be used to train students in working on questions that can hone their reasoning power to be more creative and active in learning. However, in reality, educators have not used teaching materials that suit students' needs. This is an important concern, because learning should not be separated from analyzing the needs of students. Educators have not created new and innovative teaching materials to improve students' understanding and writing learning outcomes (Lubis, R, & Juita, 2020).

Short movie to (Arsyad, 2013), films or live pictures are pictures in frames where frame by frame are projected through the projector lens mechanically so that on the screen the image looks alive, short films are a favorite for independent film makers. Apart from being able to be achieved at a relatively cheaper cost than feature films, short films also provide more freedom for expression. Short films are essentially not a reduction of long story films, or just mere training vehicles. Short films have their own characteristics that are different from long story films, they are not narrower in meaning, or they are not easier (Atiah & Fitriyah, 2022).

The development of narrative writing e-modules that are integrated with short film media has a strong relationship in increasing learning effectiveness. Short films as a visual medium can enrich students' learning experiences by showing concrete narrative examples, including plot, characters, setting and conflict (Tsuraya & Ulya, 2023). By using e-modules, lecturers can deliver learning material in a more interactive, flexible and interesting way, so that students can more easily and deeply understand the concept of narrative writing. The integration of short films in e-modules adds a visual dimension that helps students understand narrative elements, such as story structure, character development, and the use of dialogue. Technology-based e-modules also enable more flexible learning, allowing students to study independently and repeat material as needed. Thus, the development of e-modules that incorporate short films not only makes the learning process more interactive and interesting, but also improves narrative writing skills significantly. In addition, this e-module can overcome the limitations of traditional dictation-based teaching methods, which are often less interactive and visual. The use of short films in e-modules provides real examples that help students analyze and practice various aspects of narrative writing. This strengthens understanding, increases creativity, and makes learning to write narratives more effective and enjoyable.

The novelty of this research lies in the development of an e-module for narrative text writing that systematically integrates short films as a learning stimulus. Previous studies generally focused on developing e-modules based on text, static images, or simple multimedia without involving complete narrative audiovisual media in the

writing learning process. Furthermore, the use of short films in writing learning in previous studies was more often positioned as a supporting medium for classroom learning, rather than as a main component integrated into the structure of the e-module. In contrast to previous studies, this study positions short films as visual stimuli pedagogically designed to stimulate imaginative ideas, plot development, and narrative construction in narrative text writing. This is supported by Supriatini (2017) statement that audio visual media (multimedia) in the form of videos or movie can be applied to improve students' learning outcomes in narrative text writing skills. "Thus, this study fills the research gap by offering an integrated e-module model that combines narrative writing learning and short film media in a structured and sustainable manner." The Nature of Narrative Text (Aswita, Ramadhan, & Taufik, 2018):

In simple terms, narrative is known as a story. In a narrative there are events or occurrences in a time sequence. In this incident there were also characters who faced a conflict. The three elements in the form of events, characters and conflict are the main elements of a narrative (Aswita et al., 2018). If these elements come together, the three elements are called a plot or plot. So, narrative is a story that is told based on a plot or plot (Keraf, 2007: 136). Narrative is divided into two, namely expository narrative and suggestive narrative. Expository narrative provides information to readers so that their knowledge increases. Suggestive narratives convey meaning to readers through their imaginative power (Islami, Ramadhan, & Asri, 2018).

Narrative is telling a story. Telling stories actually reveals experiences. Be factual or imaginative. Most narrative texts result from remembering, reviewing, and recounting past activities, events, and experiences (Zahra, 2021). Narrative text contains a series that presents or tells an event through characters with the aim of expanding the knowledge of listeners or readers (Munirah, 2015:13). Narrative text tries to tell an incident or event so that the reader feels as if they have experienced or seen the incident or incident themselves. Writing narrative texts requires skills in packaging story ideas as interestingly as possible, such as creating a dynamic plot, creating a climax and making the reader feel what the author feels (Ansoriyah & Siti, 2019).

Eriyanto, 2013: 1) states that narrative comes from the Latin word *narre*, which means "to make known". Narrative is related to efforts to tell something or an event. Glard Ganette (Eriyanto, 2013) says that narrative is a representation of an event or series of events. Peter Abbot (Eriyanto, 2013: 2) states that narrative is a representation of events, including stories and narrative discourse, where stories are events or series of events (actions) and narrative discourse is events as they are displayed. Meanwhile, according to Keraf, (2007: 136). Narrative is a form of discourse that tries to describe as clearly as possible to the reader an event that occurred. Eriyanto (2013) states that narrative comes from the Latin word *narre*, which means "to make known". Narrative is related to efforts to tell something or events. Glard Ganette in Eriyanto (2013) says that narrative is a representation of an event or series of events.

Based on the explanation of the nature of narrative text, it can be concluded that narrative is writing that tells a series of incidents or incidents or someone's experiences

which are written and depicted through characters so that the intent and purpose of the writing is conveyed to the reader (Habibi et al., 2020). Narrative writing, the skill of packaging story ideas, will become more interesting, requiring the creation of a dynamic plot and climax that makes the reader feel what is conveyed through the characters in the story. Writing narrative texts requires skills in packaging story ideas as interestingly as possible, such as creating a dynamic plot, creating a climax and making the reader feel what the author feels (Aswati, 2018).

Gorys Keraf divides narrative into two types, 1) Expository narrative is a narrative that aims to convey accurate information about an event and aims to expand people's understanding of someone's story. Expository narrative tells an event based on actual data. Highlighting one character in the writing. The characters are told from childhood to the last moments of their lives. Examples of expository narratives include biographies, autobiographies, travel stories, heroic stories, diaries, and others. (Dalman, 2014:111-112). 2) Suggestive narrative is a narrative that aims to convey information or messages to the reader through events or occurrences written in such a way as to bring out the reader's imagination (Nadhya, 2016:210-211).

### **The Nature of Short Movie**

The essence of short movie, according to Arsyad (2013), is that movie or live pictures are pictures in frames where frame by frame they are projected through the projector lens mechanically so that on the screen it looks like the picture is alive. Short movie are a favorite for independent filmmakers. Apart from being able to be achieved at a relatively cheaper cost than feature movie, short movie also provide more freedom of expression. Short movie are essentially not a reduction of long story movie. Short movie have their own characteristics that are different from long story movie, they are not narrower in meaning, or easier. Another opinion expressed by Cahyono (2019) states that short movie are a type of movie that is simple in presentation. However, packaged simply, short movie contain the same story idea, plot, characters and message.

The use of short movie media in learning to write narrative texts can increase student activity. Sadiman (2008: 29) states that short movie media can be classified into audiovisual media in learning, the role of audiovisual media in learning to write is very complex, apart from being a tool to attract students' attention in learning, audiovisual media can also overcome students' passive attitudes.

The following are the benefits of using short movie as a learning medium, including: 1) developing students' thoughts and opinions, 2) increasing memory in lessons, 3) developing students' fantasy power, 4) growing interest and motivation to learn (Sudjana, 2016). Based on the explanation of the benefits of using short film media, it can be concluded that the benefits of using short movie media as a learning medium include, among others. Developing students' thoughts and opinions. Increase memory in lessons. Developing students' fantasy power. Develop interest and motivation to learn. Steps for implementing short movie media, 1) the first preparatory step, educators must prepare the lesson unit first. 2) preparing for class, the audience is prepared in advance so that they get answers to the questions that arise in their minds



while watching the movie. 3) presentation step, after the audience is prepared then the movie is shown The Nature of E-Modules.

E-module is a form of presentation of independent learning materials which are arranged systematically into certain learning units, which are presented in electronic format, where each learning activity in it is connected with a link as navigation which makes students more interactive with the program, equipped with a presentation. video tutorials, animation and audio to enrich the learning experience (Kemendikbud, 2015:3).

Electronic modules are one of the teaching materials used to motivate students to study subject matter independently through electronic media, with educators only functioning as facilitators. The use of e-modules as a technology-based teaching tool can make it easier for educators to introduce students to the cultures around them. Teaching practice, students are allowed to connect the material discussed with short film media (Rahmat, 2020).

It is believed that the combination of teaching materials with computer or electronic media can make the learning process more interesting and challenging for students. This is because teaching materials that are adaptive to technological developments enable learning to be effective and efficient, because they feel fun for students, stated by Wena and Prastowo, 2011).

The aim of making the module is for learning effectiveness and efficiency. The module can overcome the limitations of time, space and sensory power. It is hoped that the use of the module can increase students' motivation and enthusiasm for learning. The module makes it possible to convey information not only verbally or in writing but can be a combination of both (Kosasih, E., 2021).

E-modules have various very important benefits in the learning process which will certainly have a significant impact on students. First, e-modules are able to increase student involvement in learning. With an interactive and multimedia format, students become more interested and motivated to learn the material being taught. Be actively involved in every step of the learning, making it possible to understand the concepts better. Apart from that, e-modules also make it easier for students to access learning materials. In today's digital era, students can easily access e-modules via electronic devices such as laptops or smartphones. Students can access it anytime and anywhere according to their needs. This is very helpful for students who have problems participating in face-to-face learning. With e-modules, students don't need to worry about time and space limitations, so they can organize their study time according to their individual preferences and comfort. Finally, e-modules are also very effective in encouraging independent learning. With e-modules, students can study material at a speed and learning method that suits their needs. Can take the time needed to understand each concept, without having to rush or feel left behind (Idayanti, Zulfi, & Dkk, 2024).

The ease of accessing e-modules really helps students in obtaining learning resources (Sitorus, Siswandari, & Kristiani, 2019). Simply by using a device such as an Android cell phone, the e-module can be accessed easily. E-modules can also be

accessed offline, especially for areas with signal problems and students who are hampered by internet quota availability. Apart from text and images, e-module content can also include sound recordings, videos and links to learning resources.

E-modules have stand-alone characteristics, namely that the module is developed without depending on other media. Characteristics of e-modules according to (Prastowo, 2011) include, 1) self instructional, able to teach oneself, not dependent on other parties, 2) user friendly, e-modules should be friendly to the user, 3) self contained, all learning material from one unit of competency or sub-competency studied is contained in one complete module, between the initial objective and the final objective of the module must be formulated clearly and measurably, 4) the material is packaged in small and complete units, 5) examples, illustrations, questions are available practice questions, assignments, and the like, 6) the material is up to date and contextual, 7) the language is simple and communicative, 8) there is a summary of the learning material, and 9) assessment instruments are available for conducting self-assessments.

## **RESEARCH METHODOLOGY**

### **Research Design**

This research is a research and development (R&D) study that uses the 4D development model (Four-D Model) proposed by Thiagarajan, which includes the stages of define, design, develop, and disseminate. This model was chosen because it is systematic and appropriate for the development of teaching materials in the form of an e-module for writing narrative texts integrated with short film media (Amril & Thahar, 2022). This research is a research and development (R&D) project using the Four-D Model proposed by Thiagarajan, which includes the stages of define, design, develop, and disseminate. This model was chosen because it is systematic and appropriate for developing teaching materials in the form of an e-module on narrative text writing integrated with short films. In the define stage, a learning needs analysis was conducted through identifying problems in learning to write narrative text, analyzing student characteristics, and analyzing the curriculum and learning outcomes of the related course. This stage aims to formulate appropriate competencies, materials, and learning media requirements. The design stage includes designing the e-module structure, developing learning objectives, selecting and adapting short films as learning stimuli, and designing learning activities and narrative writing exercises. The product produced at this stage is an initial draft of the e-module on narrative text writing based on short films. The develop stage includes product validation by media experts, linguists, and material experts. The validation results were used as the basis for revising the e-module to ensure it met the eligibility criteria. Next, the revised e-module was tested for practicality through limited trials with lecturers and students, and its effectiveness was assessed through student learning outcomes measurements. The dissemination phase involved implementing the e-module, which was found to be valid, practical, and effective, in teaching narrative text writing to Indonesian Language Education students

at Adzkie University. Furthermore, the research results were disseminated through scientific publications to disseminate the research product and findings.

This 4D development model was chosen because it is considered systematic and suitable for developing narrative text e-modules assisted by short film media. The development model chosen in each study has advantages that can be used as a basis and reference in selecting the model to be created. The advantage of the 4D development model is that it is better used as the main point for developing a learning tool, not just for developing a learning system (Arywiantari & Dadek, 2015). The description of the content of this research method includes the method used, population/sample/subjects, instruments, data collection techniques, and data analysis techniques.

### **Research Participants or Population and Sample**

The population is the entire research object selected by the researcher because it has characteristics that meet the research requirements (Khoirunnisa, 2016). Meanwhile, according to the opinion of other experts, the population is the entire object or subject of research (Asrulla, Risnita, Jailani, & Jeka, 2023). So it can be concluded that the population is the entire object chosen by the researcher because it suits the characteristics of the research. The population of this study includes all Indonesian language education students class of 2022-2023. The sample is part of the population taken as a representative and is representative (Khoirunnisa, 2016). Meanwhile, according to other experts, the sample is a portion or representative that has representative characteristics of the population (Asrulla et al., 2023). So it can be concluded that the sample is a part or representative of the population taken because it has representation.

The sampling technique in this research is to use a purposive sampling technique, namely by taking samples based on research objectives and certain considerations. Purposive sampling technique is a sample taken based on research needs, meaning that each class taken from the population is chosen deliberately based on certain considerations (Nataliya, B, Martin, M, & C, 2015). In this research, the sample has criteria and considerations that are in accordance with the research objectives student class 2023.

### **Instruments**

Data collection instruments used to obtain accurate data are by using interviews, questionnaires and tests.

### **Data Analysis**

Data analysis techniques for testing the effectiveness of questionnaires that have been distributed to students after the trial are analyzed to determine the effectiveness of the teaching materials. Scoring teaching material data can use a Likert scale. The data obtained was described using data frequency analysis techniques using the equation.



**RESULT AND DISCUSSION****Research Findings****Student Practicality Results**

The practicality results obtained through the practicality questionnaire filled out by the lecturer, namely Lisa Yuniarti, M.Pd, on October 26 2024 obtained practicality results of 90% in the practical category and were suitable for use without revision. Practicality of E-modules by students The practicality results are obtained from the results of students' responses to the learning e-modules. Students assess the practicality of the e-module based on the instruments that researchers have prepared. The practicality test was carried out on 36 students from the class of 2023. The practicality results of the e-module by the students can be seen in the table below:

**Table 1. of Student Practicality Results**

<b>No</b>	<b>Student Name</b>	<b>Value</b>	<b>Category</b>
1	Aulia Almeyda	96	Very Effective
2	Annisa Dwi Putri	85	Very Effective
3	Ayu Atika	96	Very Effective
4	Afriza Nilawati	86	Very Effective
5	Eka Rahma Putri	86	Very Effective
6	Engel Nopita	81	Very Effective
7	Faris Al Afif	95	Very Effective
8	Feni Riskiani	81	Very Effective
9	Grisma Yuli	85	Very Effective
10	Ismilatifa	83	Very Effective
11	Ivoni Amelia	83	Very Effective
12	Ledy Guska	83	Very Effective
13	Mala	83	Very Effective
14	Mutya	89	Very Effective
15	Moulina Contesa	93	Very Effective
16	Miftahul Rohmah	95	Very Effective
17	Micel Desandi	83	Very Effective
18	Mutiara	94	Very Effective
19	Nela Putriga	83	Very Effective
20	Nafiah	83	Very Effective
21	Naila Fitria	83	Very Effective
22	Nur Ramadani	81	Very Effective
23	Niken Aprilia	96	Very Effective
24	Natasya Lady	100	Very Effective
25	Putri Wulandari	95	Very Effective
26	Radiatul Fadillah	100	Very Effective
27	Ranti Karmila	83	Very Effective
28	Rizka Frasa	86	Very Effective
29	Rizki Putra	81	Very Effective
30	Setia Rosanda	83	Very Effective
31	Salma Srinengsih	84	Very Effective
32	Senia Fitri	83	Very Effective
33	Wendrizal	93	Very Effective

34	Yola	83	Very Effective
35	Zulfia Hadini	83	Very Effective
36	Zenia	83	Very Effective
<b>Average</b>		<b>87%</b>	<b>Very Effective</b>

The practicality test results indicate that the developed e-module is highly feasible for use in narrative writing instruction. Both lecturer and student responses demonstrate that the e-module is easy to use, well-structured, and supportive of the learning process. From the students' perspective, the e-module facilitates independent learning through clear instructions, systematic material organization, and the integration of short films that help contextualize narrative elements. These findings suggest that the e-module successfully functions not only as instructional material but also as a learning guide that supports students' engagement in narrative writing activities. The consistently positive responses from students reflect a pattern of acceptance toward digital learning materials that combine textual explanations with audiovisual elements. This indicates that the e-module aligns well with students' learning preferences and technological familiarity, reducing cognitive load during the learning process and allowing students to focus on developing narrative content.

Research at the effectiveness testing stage was carried out by testing 36 students. The aim is to test the effectiveness of using e-modules in learning activities. The effectiveness observed in research using this e-module is the result of student learning. To see student learning outcomes, namely by using practice performance tests on the e-module. The results of the e-module effectiveness test can be seen in the following table:

**Table 2. of Effectiveness Test Results**

No	Name of Student	Effectiveness Value	Category
1	Aulia Almeyda	83	Very Effective
2	Annisa Dwi Putri	91	Very Effective
3	Ayu Atika	83	Very Effective
4	Afriza Nilawati	83	Very Effective
5	Eka Rahma Putri	75	Effective
6	Engel Nopita	83	Very Effective
7	Faris Al Afif	83	Very Effective
8	Feni Riskiani	75	Effective
9	Grisma Yuli	83	Very Effective
10	Ismilatifa	91	Very Effective
11	Ivoni Amelia	83	Very Effective
12	Ledy Guska	83	Very Effective
13	Mala	83	Very Effective
14	Mutya	91	Very Effective
15	Moulina Contesa	83	Very Effective
16	Miftahul Rohmah	83	Very Effective
17	Misel Desandi	91	Very Effective
18	Mutiara	75	Effective
19	Nela Putriga	91	Very Effective

20	Nafiah	91	Very Effective
21	Naila Fitria	91	Very Effective
22	Nur Ramadani	83	Very Effective
23	Niken Aprilia	100	Very Effective
24	Natasya Lady	91	Very Effective
25	Putri Wulandari	100	Very Effective
26	Radiatul Fadillah	91	Very Effective
27	Ranti Karmila	91	Very Effective
28	Rizka Frasa	83	Very Effective
29	Rizki Putra	91	Very Effective
30	Setia Rosanda	83	Very Effective
31	Salma Srinengsih	75	Effective
32	Senia Fitri	83	Very Effective
33	Wendrizal	75	Effective
34	Yola	91	Very Effective
35	Zulfia Hadini	91	Very Effective
36	Zenia	83	Very Effective
Average		85,7	Very Effective

The effectiveness test results show that the use of the e-module contributes positively to students' narrative writing performance. Overall, students demonstrated strong mastery of narrative structure, including orientation, complication, and resolution, as well as improved coherence and idea development. The integration of short films appears to function effectively as a visual stimulus that helps students generate ideas, understand plot development, and construct narratives more systematically. However, a small number of students achieved results categorized as Effective rather than Very Effective. This pattern suggests that differences in individual learning readiness, writing proficiency, and prior experience with narrative writing may influence learning outcomes. Students who achieved lower effectiveness scores tended to experience difficulties in translating visual stimuli into written narratives, particularly in elaborating ideas and maintaining narrative coherence. This indicates that while the e-module is effective overall, some students may require additional scaffolding or guided practice to fully benefit from the audiovisual integration.

Products that have been designed can be validated and revised by material validators, media validators, material validators and language validators. Several aspects that will be assessed by the validator of this material are in accordance with CPMK, and sub-CPMK, the accuracy and up-to-dateness of the material, as well as encouraging students' curiosity which is assessed by filling out an assessment questionnaire on a scale of 1 to 4. Validators are welcome to provide suggestions regarding the quality of the material in the teaching materials (e-module) developed. The validator provides an assessment once, with the final result being declared suitable or valid for use.

**Table 3. Media Expert Validation Results**

Aspects	Validation Values	Category
Media	82,6%	Very Valid

The table above displays assessments from media expert validators for all aspects. Obtained 82.6% of the final validator assessment results, seen from the overall score obtained. Based on the final results of the assessment, the e-module is said to be very valid and suitable for use.

#### ***Material Expert***

Materials Expert Material expert validation was carried out by one material expert, namely Mrs. Erina Erlis. The following are the results of the validation assessment from material experts:

**Table 4. Material Expert Validation Results**

<b>Aspects</b>	<b>Validation Values</b>	<b>Category</b>
Material	90%	Very Valid

The table above displays assessments from material expert validators for all aspects. Obtained 90% of the final validator assessment results, seen from the overall score obtained. Based on the final results of the assessment, the e-module is said to be very valid and suitable for use.

#### ***Language Expert Validation***

Material expert validation was carried out by one material expert, namely Wahyuni, M.Pd. The following are the results of the validation assessment from linguist experts:

**Table 5. Linguist Expert Validation Results**

<b>Aspects</b>	<b>Validation Values</b>	<b>Category</b>
Language	87,5%	Highly Valid

The table above displays the assessments from language expert validators for all aspects. Obtained 87.5% of the final validator assessment results, seen from the overall score obtained. Based on the final results of the assessment, the e-module is said to be very valid and suitable for use.

The research results showing that the e-module succeeded in achieving an effectiveness level of 85.7% in the “very effective” category can be linked to narrative writing theory. In the learning context, developing e-modules that follow narrative principles, such as a clear and systematic structure, plays an important role in making it easier for students to understand the material. E-modules are structured with an orderly narrative flow, use communicative language and are appropriate to students’ level of understanding, helping to simplify complex concepts. Apart from that, good narratives are also able to engage readers emotionally and cognitively, and this is relevant in learning. An effective e-module may contain examples or case studies that make the material more interesting and easy to understand, thereby increasing student engagement. By creating relevance between the material and students’ daily lives, as is done in personal narratives, the e-module succeeds in improving students’ understanding and performance. Therefore, the success of this e-module in increasing students’ understanding is in line with narrative theory which emphasizes the

importance of structure, appropriate language, emotional involvement, and relevance of content.

Theoretical studies from previous research related to the effectiveness of e-modules in learning show that educational technology, including e-modules, has a significant role in improving students' understanding and performance. There are several studies that consistently highlight the importance of using digital media in learning, along with increasingly rapid technological advances. A study by Saparuddin (2022), revealed that the use of e-modules can increase student motivation and engagement due to the ease of access and interactive features offered. This is in accordance with narrative principles that engage the reader cognitively and emotionally. Interactive elements in e-modules, such as videos, simulations, and quizzes, provide a more in-depth and contextual learning experience, allowing students to better understand the material being studied. In addition, research by Suartini, Ni, & Ketut (2020), shows that well-designed e-modules, especially those that adopt a narrative-based approach, have a significant impact on improving learning outcomes. They stated that a coherent flow and clear delivery of material made it easier for students to understand the concepts presented. This strengthens narrative theory which emphasizes the importance of a clear and systematic structure in conveying information. Furthermore, research by Noverisa, Eva, Jeniar, & Dkk (2022), highlights that e-modules designed according to students' needs, with simple language and attractive visual presentation, are able to significantly increase student engagement and learning outcomes. This research confirms that using a narrative approach, where material is presented through stories or contextual situations, makes it easier for students to learn abstract concepts. These findings are consistent with the idea that narratives help students connect learned concepts to their everyday experiences. Furthermore, a recent study by (Ahmad, 2012), found that e-modules with a digital-based narrative approach not only increase understanding, but also support the development of critical and analytical thinking skills. This is because e-modules are able to present scenarios or case studies that trigger in-depth thinking processes, which ultimately improve students' ability to apply the knowledge gained. Overall, the theoretical review of these various studies highlights that e-modules developed with a narrative approach, which utilize communicative language and clear structures, have proven to be very effective in improving participants' understanding and performance.

From a pedagogical perspective, the findings imply that e-modules integrated with short films can serve as effective instructional materials for narrative writing courses. However, instructors are encouraged to provide additional guidance for students who struggle to translate visual stimuli into written form, such as through collaborative discussions, guided writing exercises, or reflective prompts. By combining structured e-modules with targeted instructional support, narrative writing instruction can be optimized to accommodate diverse student abilities.



## CONCLUSION

Based on the research and development results, it can be concluded that the electronic module for writing narrative texts integrated with short films was successfully developed using Thiagarajan's 4-D development model, which includes the stages of defining, designing, developing, and disseminating. The resulting e-module met the eligibility criteria based on expert assessments, with validation results by media experts of 82.6%, linguists of 87.5%, and material experts of 90%. This resulted in an average validity of 86.7%, categorized as highly valid. These results indicate that the e-module is suitable for use as a teaching material in narrative text writing for Indonesian Language Education students, both in terms of content, language, and media presentation. In addition to being valid, the developed e-module also demonstrated a high level of practicality and effectiveness. Educator responses to the use of the e-module showed a practicality score of 90%, categorized as practical and suitable for use without revision. Meanwhile, student responses yielded an average practicality score of 87%, categorized as very practical. The effectiveness test showed that the use of the e-module resulted in an average student learning achievement of 91.6%, which is categorized as highly effective. This finding indicates that the integration of short films into the e-module can increase student engagement and help them understand and develop narrative texts more systematically. Thus, the e-module on narrative text writing integrated with short films is not only feasible but also effective as an alternative teaching material that can support and enrich writing learning in higher education.

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