

Self-Directed Learning (SDL) Model on Pentagraph Writing Skills Among Primary School Students

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<p><i>creative writing;</i></p> <p><i>elementary student's pentagraph;</i></p> <p><i>self-directed learning;</i></p> <p><i>writing skills</i></p>	<p><i>Students' waning interest in writing personal narratives and the rise of readily available online examples have led them to take shortcuts, hindering their creative development. Traditional writing instruction, often limited to theoretical explanations, fails to engage students and lacks innovative strategies. This research investigates the effectiveness of the Self-Directed Learning (SDL) model in improving the pentagraph (three-paragraph) writing skills of fifth-grade students. Employing a quasi-experimental design with a quantitative approach and a Posttest-Only Control Design, the study involved 82 fifth-graders from Taman Kota Elementary School in Madiun, Indonesia. Convenience sampling selected two classes (VB and VC) with 20 students each. Data collection utilized questionnaires, tests, and documentation. Findings revealed a positive impact of the SDL model on students' Indonesian pentagraph writing skills. Through independent learning, students demonstrated improvement, progressing from basic tasks to planning, controlling, and self-assessment. The SDL model empowers students to develop their writing based on their unique learning styles. This research highlights the effectiveness of the SDL approach in enhancing pentagraph writing and student ownership of the learning process.</i></p>

INTRODUCTION

Background of the Study

Indonesian language instruction in elementary schools emphasizes the development of four core skills: listening, speaking, reading, and writing (Usman & Anwar, 2021). Among these, writing skills hold a particularly important place in modern life. Effective writing fosters intellectual growth, sparks

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initiative and creativity, builds courage, and ignites the desire and ability to gather information (Dalle et al., 2020). Indeed, writing is a cornerstone of language proficiency, complementing and building upon the foundation laid by speaking, listening, and reading skills (Perumal & Ajit, 2020). Its significance in today's world is undeniable (Ristina et al., 2019). Writing serves a multitude of purposes, from recording information and communicating ideas to reporting, informing, and even influencing others.

For students, writing activities transform into powerful tools for thought development and learning (Solissa, 2021). The act of writing allows them to express ideas and imaginations, as exemplified in story composition. This, in turn, fosters greater independence in learners (Solissa, 2021). Lu (2021) identifies a wider range of purposes for writing, encompassing information provision, creative exploration, task completion (both self-directed and assigned), problem-solving, and even consumer-driven applications. Ultimately, writing serves as a fundamental communication tool, enabling individuals to convey ideas in written form (Yarmi, 2017). As Trismanto (2017) highlights, writing is one of the four core language skills in Indonesian language learning, alongside listening, speaking, and reading. It is an activity that allows individuals to translate their thoughts into written works, encompassing a diverse range of formats such as poetry, short stories, novels, romances, and pantuns.

Self-directed learning (SDL) emerges as a prominent 21st-century learning model that fosters student independence. Characterized by an individual's initiative to undertake learning activities autonomously or with some external support, SDL leverages intrinsic motivation as its driving force. This approach empowers students to tailor their learning pace and style to their unique interests and skillsets, while also encouraging the utilization of their multiple intelligences. Furthermore, within the SDL framework, students have the autonomy to select learning materials and tools that best align with their individual needs (Baharuddin et al., 2022). Unsurprisingly, SDL is intrinsically linked to the development of student learning independence.

In response to the identified limitations of traditional methods, educators can explore the implementation of an independent learning model, also known as self-directed learning (SDL). In this model, the teacher transitions from a role of direct instruction to that of a facilitator, guiding and supporting students as they pursue their learning goals within established parameters. This approach empowers students to embark on a journey of independent exploration, fostering the development of critical thinking skills and knowledge discovery through diverse media, including technology, which can lead to the acquisition of broader and deeper insights. SDL aligns with the principles of learner-centered education, emphasizing individual development through student initiative in setting learning goals, crafting personal learning strategies, and self-assessing their progress (Sugerman et al., 2022)

Problem of The Study

Observations at Taman Kota Elementary School in Madiun, Indonesia, reveal a persistent lack of interest among many students in writing short stories about personal experiences. When assigned such tasks, students often resort to internet searches or quick online solutions to complete them hastily, bypassing opportunities to develop their writing skills – a crucial aspect of Indonesian language proficiency (Musyafa, 2020). Research suggests multiple factors contributing to this difficulty, including students' struggles to express their emotions, articulate personal experiences, and even choose titles (Shidiq, 2023).

Moreover, students frequently face challenges in formulating ideas into sentences and structuring their narratives, often unsure where to begin (Patimah, 2023). Furthermore, traditional teaching methods employed by instructors may be contributing to this disengagement. Overreliance on theoretical explanations of short story writing, devoid of practical strategies and support (Mashura,

2016), combined with a lack of innovation and creativity in instructional models (lectures, questions and answers, assignments) can lead to student boredom and a lack of practice opportunities (Hartati, 2021). Addressing these issues necessitates the implementation of engaging learning models that can reignite students' interest in developing their writing skills.

Research's State of the Art

Students' writing skills can be enhanced through the concept of independent learning, which has been integrated into a curriculum aligned with 21st-century learning models that prioritize student-centered approaches. This modern learning model emphasizes critical thinking, effective communication, collaboration, and high creativity. An independent curriculum grants teachers the flexibility to create educational and enjoyable learning experiences. Teachers must be adept at modeling and implementing the learning process to select the most appropriate learning model (Indarta et al., 2022).

Short stories, narratives crafted from an individual or group's ideas, imagination, or experiences, offer a valuable platform for students to hone their independent writing skills (Ibrokhimovich, 2022). These narratives, capturing snapshots of human life, are constructed using a combination of intrinsic elements (Purwati et al., 2018). Authors, through the deliberate arrangement of these elements, create the illusion of reality and imbue their work with life (Limjong & Suparman, 2018). While intrinsic elements form the core of a short story, extrinsic elements, such as the author's background, societal context, and underlying message, also contribute significantly. In the context of independent writing, students can leverage their observations, internet resources, and guidance from others to generate ideas for their short stories.

Self-Directed Learning (SDL) is an innovative educational model that empowers students to take initiative in diagnosing their learning needs, formulating learning goals, identifying resources for learning, selecting and implementing learning strategies, and evaluating learning outcomes (Mulube & Jooste, 2014). SDL is a process where individuals, independently or with minimal assistance, diagnose their learning needs, set learning objectives, identify human and material resources for learning, choose and implement suitable learning strategies, and assess their learning outcomes (Pitaloka & Arsanti, 2022). The SDL framework empowers students to become active participants in their learning. It grants them the freedom to determine their learning path, fostering self-regulation. Students set personalized goals and independently strive to achieve them, aligning their learning trajectory with their own aspirations (Hanik, 2020). At its core, SDL cultivates independent learning systems, enabling students to develop self-directedness and flexibility in pursuing their educational objectives (Zamnah & Ruswana, 2018).

Self-Directed Learning (SDL) empowers individuals to take charge of their educational journey, fostering optimal learning outcomes (Hamid & Jahan, 2023). This model emphasizes student autonomy, allowing them to work at their own pace and actively participate in learning activities that align with their goals.

A key aspect of SDL is the role of the teacher in facilitating student self-awareness. By helping students identify their learning needs and desired skills, teachers empower them to establish meaningful goals (Hartati, 2021). SDL promotes independent learning through various avenues. Students can immerse themselves in relevant literature, such as short story collections (Helda, 2017).

The SDL process unfolds in a cyclical fashion, encompassing three key stages: planning, monitoring, and evaluating (Geng et al., 2019). During the planning stage, students take ownership of their learning by actively shaping their educational environment. This involves selecting a comfortable and conducive study space and timeframe. Students then define the specific learning components they wish to explore and establish clear learning objectives that guide their progress.

The monitoring stage emphasizes self-awareness and reflection. Students actively track their learning journey, identifying challenges and areas requiring further exploration (Geng et al., 2019;

Savolainen et al., 2022; Sugerman et al., 2022). The evaluation stage culminates the cycle, prompting students to assess their acquired knowledge and understanding. While teachers refrain from direct evaluation, they play a crucial role in facilitating this process. By allocating dedicated time for evaluation and feedback, teachers can foster collaboration among students, enabling them to refine their understanding and ensure a comprehensive grasp of the concepts explored (Maruti & Kusumawati, 2018).

Gap Study & Objective

A significant body of research has explored the development of writing skills in elementary school students. Previous studies have investigated the use of image media to enhance narrative text writing (Renza et al., 2022). Nisa et al., (2023) examined the efficacy of storyboards in improving students' short story writing abilities. Salwa (2023) further explored innovative strategies to bolster short story writing skills in vocational high school students. However, despite these advancements, a critical gap exists in the current research landscape: the application of pentigraphs as a tool for learning short story writing in elementary school.

The limitations of traditional instructional methods necessitate the exploration of alternative approaches. Self-Directed Learning emerges as a promising model, empowering students to pursue learning independently, aligning with their unique learning styles and interests (Kovalyova et al., 2016). In this student-centered approach, the teacher transitions into a facilitator role, providing guidance and support as students strive to achieve their predetermined learning objectives. SDL fosters an environment of exploration, encouraging students to develop independent thinking skills and utilize various media resources, including technology, to gain a broader and deeper understanding of the subject matter. Furthermore, SDL emphasizes individual development, as students take ownership of their learning journeys by crafting personalized learning strategies and self-assessing their progress (Sugerman et al., 2022). Building on this foundation, the present study investigates the influence of the SDL model on enhancing Indonesian pentigraph writing skills among fifth-grade students at Taman Kota Elementary School in Madiun.

METHOD

Type and Design

The research employed a quasi-experimental design, specifically a posttest-only control group design. This design involved two groups: an experimental group and a control group. The experimental group received the intervention (treatment), while the control group did not. An overview of this posttest-only control group design in Table 1 (Sugiyono, 2011).

Table 1. Posttest-Only Control Research Design

Class	Variable	Posttest
R (experiment)	X	O ₁
R (control)	-	O ₂

Data and Data Sources

This research was conducted at Taman Kota Elementary School in Madiun, located in Taman District, Madiun City, East Java. The study was initiated based on the observation that many students struggle with short story writing skills. It is hoped that the implementation of the self-directed learning model will significantly improve these skills. The research was carried out in the Even Semester of the 2022/2023 Academic Year, specifically in June 2023. The population for this research consisted of 82

fifth-grade students at Taman Kota Elementary School in Madiun. The sample for this study included half of the fifth-grade students, specifically from classes VB and VC.

The sampling technique used in this research was the Side Probability technique, which ensures that each member of the population has an equal chance of being selected as a sample member. Specifically, simple random sampling was employed, wherein sample members are randomly selected from the population without regard to strata (Sugiyono, 2011). The sample was chosen randomly using data sampling techniques assisted by the Microsoft Excel program. Consequently, the sample comprised 20 students from class VB and 20 students from class VC, totaling 40 students.

Data Collection Technique

This study employs two data collection techniques. The first involves a descriptive writing test, where students will be asked to create a three-paragraph short story. This task allows for the analysis of students' writing skills in a more holistic manner. The second technique utilizes a questionnaire designed to assess participants' initial knowledge about writing skills. This questionnaire will employ a Likert scale to measure students' self-reported proficiency in various writing aspects (Table 2).

Table 2. Short Story Knowledge Questionnaire

Questions	Strongly Agree (SS)	Agree (S)	Disagree (TS)	Strongly Disagree (STS)
Do you like writing short stories in Indonesian?				
Do you often write short stories about your experiences?				
Do you think writing short stories is difficult?				
I prefer asking friends rather than teachers when I face difficulties writing short stories				
Do you think writing short stories is easy?				
I like writing short stories about vacations				
When given a short story assignment, I often copy from the internet				
Do you know the definition of a short story?				
Does the teacher provide examples of how to write short stories?				
Do you take a long time to write a short story?				
Do you have trouble coming up with ideas for short stories?				
I like discussing with my seatmate when writing short stories				

Table 3. Likert Scale Assessment of Initial Knowledge of Short Story Writing

Information	Score
SS (Strongly Agree)	4
S (Agree)	3
TS (Disagree)	2
STS (Strongly Disagree)	1

The analysis of short story writing involved establishing a scoring rubric based on the criteria outlined in Table 3. This rubric, presented in Table 4, categorizes students' short story writing ability across various aspects.

Table 4. Criteria for Assessing Short Story Writing Skills

Score	Category
85-100	Very good
75-84	Good
60-74	Sufficient
0-59	Insufficient

Data Analysis

Following data collection, the analysis phase began with processing the gathered information. This involved identifying appropriate statistical formulas for the research question. A pilot test was then conducted to evaluate the questionnaire and writing task. Items deemed unsatisfactory in terms of validity or reliability were excluded. The research proposes the following hypotheses, H_0 : There is no significant effect of using the SDL learning model on the Indonesian pentagraph writing skills of fifth-grade students; and H_1 : There is a significant effect of using the SDL learning model on the Indonesian pentagraph writing skills of fifth-grade students. Given the equal sample sizes (n_1 and n_2), a separated variance t-test (Haliq, 2020) was employed for hypothesis testing.

RESULTS

The experimental and control groups each underwent learning according to their assigned learning model. Researchers provided treatment during meetings aligned with the respective models. Data on short story writing skills was collected from the post-test scores of both the experimental and control classes after the implementation of the learning models. This allowed researchers to compare the post-test scores and assess improvements.

Results of Short Story Writing Skills

Student Respondent Questionnaire Data

This questionnaire was used to determine students' initial short story writing skills. It contained 12 statements with the following response criteria: SS (Strongly Agree) worth 4 points, S (Agree) worth 3 points, TS (Disagree) worth 2 points, and STS (Strongly Disagree) worth 1 point. The data obtained is shown in Figure 1.

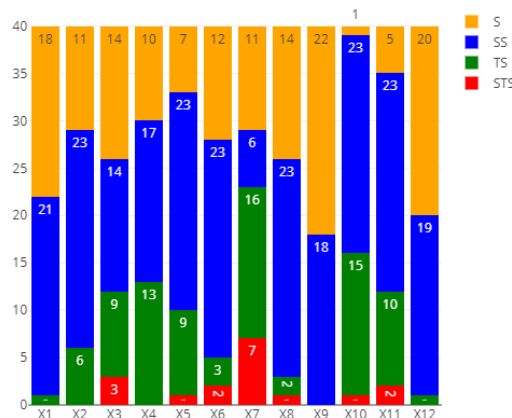


Figure 1. Results of the Initial Short Story Writing Skills Questionnaire

As shown in Figure 1, the data from students X1-X6 suggests a positive initial attitude towards short story writing, particularly regarding personal narratives and potentially involving collaboration.

Experimental Group Posttest Value

Following instruction using the Self-Directed Learning model, the experimental class completed post-test questions at the session's end.



Figure 2. SDL on short story writing skills in Experimental Class

The average score for students was 82.7, with the lowest score at 78, the highest at 86, and a standard deviation of 2.33 (see Figure 2). These post-test results will be further analyzed by generating a frequency table to understand the distribution of scores within the experimental class.

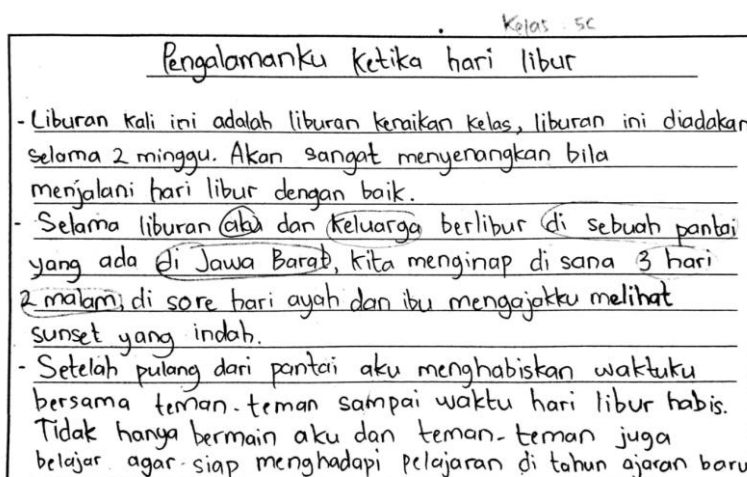


Figure 3. The Results of Short Story Writing Skills in the Experimental Class

Table 3 shows that the frequency table illustrates the highest and lowest scores in the VC class, which served as the experimental class. The following is the frequency distribution table for the VC class.

Table 5. Frequency of Experimental Class Post-test Results

Mark	Frequency	Percent
78-80	3	15%
81-83	10	50%
84-86	7	35%
Amount	20	100%

Examining the frequency table (refer to Table 5), the highest score range in the experimental class was 84-86, achieved by 7 students. Conversely, the lowest score range was 78-80, with 3 students falling within this category.

The distribution of post-test scores for the experimental class is further visualized in Figure 4.

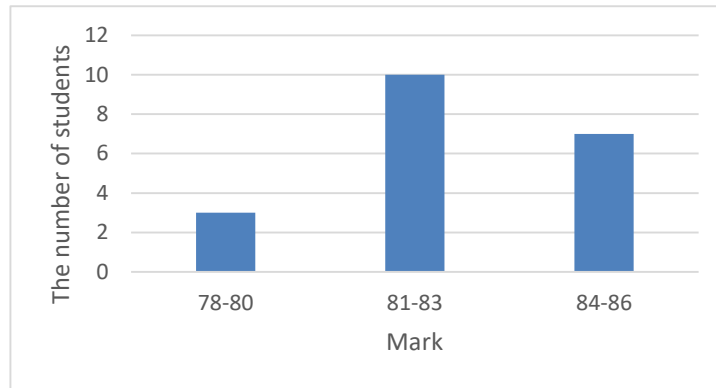


Figure 4. Post-Test Score Distribution: Experimental Class

As shown in Figure 4, the post-test scores in the experimental class are distributed with 3 students scoring between 78-80, 10 students between 81-83, and 7 students achieving scores in the 84-86 range.

Control Group Post-test Values

After the control class received instruction using conventional learning models, post-test questions were administered at the end of the session. The results of the students' short story writing skills are presented below. Based on the test results, the average post-test score for students in the VB control class is 59.2, with the lowest score being 33 and the highest score 78. The standard deviation is 12.60. From these post-test results, a frequency table of the control class students' scores can be created. The frequency table can elucidate the highest and lowest values in the VB control class. Below is the frequency table of post-test scores for class VB.

Table 6. Frequency of Control Class Post-test Results

Mark	Frequency	Percent
31-40	1	5%
41-50	3	15%
51-60	9	45%
61-70	2	10%
71-80	5	25%
Amount	20	100%

Based on the frequency in Table 6, it can be concluded that the highest score in the control class's short story writing skills test was 78, achieved by 5 students. The lowest score was 33, achieved by 1 student.

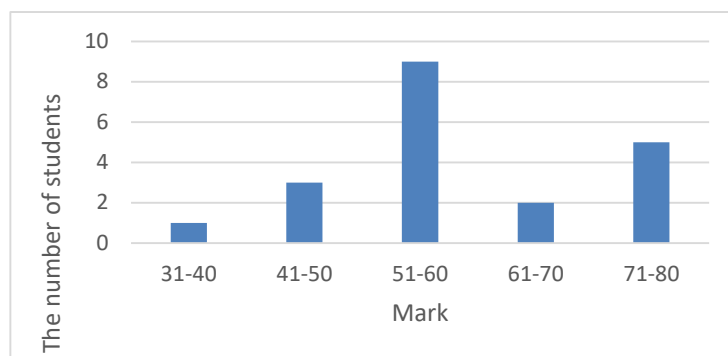


Figure 5. Control Class Post-test Frequency Distribution

The data in Figure 5 shows that 1 student scored 31-40, 3 students scored 41-50, 9 students scored 51-60, 2 students scored 61-70, and 5 students scored 71-80.

Comparison of Post-test Scores for Experimental Class and Control Class

The purpose of administering a post-test at the end of the lesson is to determine the short story writing skills after different treatments were given to the control class and the experimental class. The short story writing skills test was in the form of a post-test administered to 40 randomly selected class V students at Taman Kota Elementary School, with 20 students from class VB as the control class and 20 students from class VC as the experimental class.

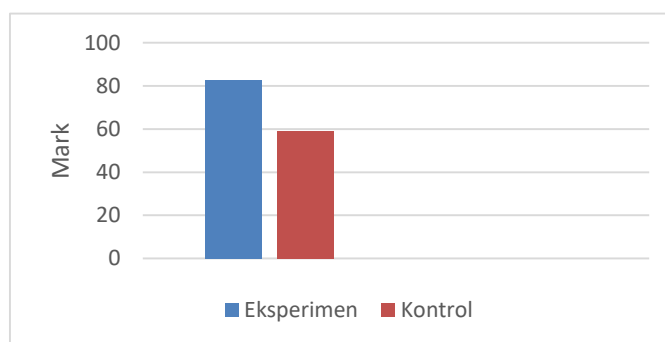


Figure 6. Comparison of the Means of the Experimental Class and the Control Class

Post-test results showed that the average score for the experimental group was 82.7, while the average post-test score for the control group was 59.2. The post-test data obtained by both groups is presented in the following table. Based on Figure 6, the difference in the average post-test score between the experimental group and the control group is 23.5. The short story writing skills of the experimental group students were higher than those of the control group. This indicates that there is a significant difference in short story writing skills between the experimental group students and the control group students.

Hypothesis Testing Results

To calculate the hypothesis test in this research, a t-test was used. Before carrying out the t-test, it is necessary to perform prerequisite tests, namely the normality test and the homogeneity test. The steps in testing the hypotheses in this research are as follows.

Normality test

The normality test aims to determine whether the population is normally distributed. The statistical test used is the normality test with the Liliefors method at a significance level of $\alpha = 5\% = 0.05$. The results of the normality test for the experimental class and control class are presented in Table 7.

Table 7. Normality Test

Statistics	Post-test	
	Experimental Class	Control Class
N	20	20
Mean	82.7	59.2
Standard deviation	2.3346	12,602
Lcount	0.0669	0.1502
Table	0.19	0.19
Conclusion	Normal Distribution	Normal Distribution

With the test criterion $L_{count} < L_{table}$ at a significance level of $\alpha = 0.05$, it can be said that the data is normally distributed. From the results of the normality test analysis for the experimental class post-test, the calculated L value (0.0669) is less than the L table value (0.19), therefore H_0 is accepted. For the control class post-test, the calculated L value (0.1502) is less than the L table (0.19) therefore H_0 is accepted. Hence, it can be concluded that the post-test score data for the experimental class and control class came from a normally distributed population.

Homogeneity Test

The homogeneity test is used to determine whether two samples come from a homogeneous population. This test assesses whether the variances of several populations are equal. In this study, the homogeneity test was conducted using the F test. Below is a table of homogeneity test results for the experimental class and control class.

Table 8. Homogeneity Test

Statistics	Post-test	
	Experimental Class	Control Class
Variance	4.75	158.8
Fcount		0.03
Ftable		0.46
Conclusion	Homogeneous	

Based on the Table 8, it can be said that the data is homogeneous if $F_{count} < F_{table}$. Conversely, if $F_{count} > F_{table}$ the data is not homogeneous. The table shows the results of the homogeneity test for the post-test scores of short story writing skills in the experimental class and control class, with the smallest variance found in the experimental class (4.747) and the largest variance in the control class (158.8). Therefore, it can be concluded that $F_{count} (0.02989) < F_{table} (0.46120)$. From the homogeneity test of the post-test results for short story writing skills, it can be concluded that the variance data is homogeneous.

Hypothesis testing

The hypothesis test used in this research is the Independent t-test. This test aims to determine whether there are differences in short story writing skills between classes that use the Self-Directed Learning (SDL) model and classes that use the conventional learning model. The hypothesis in this research can be tested using the t-test with a significance level of $\alpha = 0.05$. Based on the data analysis, the calculated t-value (t_{count}) is 7.6637 and the critical t-value (t_{table}) is 2.0930. Because $t_{\text{count}}(7.6637) \geq t_{\text{table}}(2.0930)$, H_0 is rejected and H_a is accepted. This indicates that the application of the Self-Directed Learning model has a significant impact on the Indonesian pentigraph writing skills of fifth-grade students at Taman Kota Madiun Elementary School.

The average post-test score for the experimental group was 82.7, whereas the control group achieved an average post-test score of 59.2. Comparing the averages of the two groups reveals that the experimental class, which received treatment using the Self-Directed Learning (SDL) model, had a higher average score than the control class, which received treatment using the conventional learning model. The final scores of the experimental group and the control group showed differences attributed to the use of different learning models. In the control class, the implementation of a conventional learning model seems to dampen students' enthusiasm for asking questions and diminish their engagement in discussions with peers during learning activities.

DISCUSSIONS

Analysis of the student response questionnaire regarding initial short story writing skills revealed a positive response to the activity of writing stories based on personal experiences and engaging in class discussions. This suggests that students actively sought solutions for generating story ideas, demonstrating their capacity for independent learning. The positive student response further indicates the effectiveness of the SDL learning model, as it allows them the freedom to choose their learning pace and style.

These findings resonate with Mariadi et al. (2022), who highlight the efficacy of learning systems that empower students to take ownership of their learning goals and participate actively. SDL fosters the development of student abilities and skills throughout the learning process, empowering them to learn independently without constant external guidance. Ultimately, the SDL model serves as a valuable tool for enhancing student learning outcomes through the promotion of independent learning. This approach enables students to progress from basic learning tasks to mastering the processes of planning, controlling, and self-assessing their learning progress.

The results of this study support the notion that students who employed the Self-Directed Learning (SDL) model exhibited demonstrably stronger short story writing skills compared to their counterparts in the conventional learning group. This is evidenced by the significant disparity in average post-test scores, with the experimental group utilizing SDL achieving a score of 82.7, while the control group using the conventional method attained an average of 59.2. This substantial difference in group averages underscores the effectiveness of the SDL model in fostering student development in writing short stories.

The present study demonstrates that the implementation of the SDL model has led to significant improvements in the short story writing skills of fifth-grade students at Taman Kota Elementary School in Madiun. This learner-centered approach empowers students to actively discover, comprehend, and master the essential concepts of short story writing. By leveraging their prior experiences and knowledge as a foundation, the SDL model fosters student readiness and engagement in receiving, processing, and retaining new information, ultimately enriching the teaching and learning experience.

Operationally, the SDL model prioritizes student initiative and independent learning, allowing them to tailor the learning process to their preferred learning styles to achieve optimal results. This aligns with the findings of Mariadi et al. (2022), whose research in Islamic Studies revealed the effectiveness of the SDL model in unlocking student potential. Their study suggests that the model not

only deepens students' understanding of Islamic religious education but also fosters their personal development through activities that encourage creativity and innovation. Furthermore, research by Mulube & Jooste (2014) highlights that the SDL approach enhances student engagement and enjoyment of the learning process. This is attributed to students' ability to identify learning styles, strategies, methods, and approaches that best suit their needs for comprehending active learning concepts.

The SDL learning model also garnered positive student feedback, aligning with research by Cleary and Kitsantas (2017) who found that students engaged more actively in writing short stories when employing the SDL model in Indonesian language learning. This heightened engagement likely stems from the model's incorporation of diverse and stimulating media, such as videos, pictures, and even the surrounding environment, as learning resources (Nisa et al., 2023). Within the SDL framework, students retain the autonomy to choose their preferred learning styles while still receiving necessary guidance. This fosters a more comfortable learning environment, where students are no longer hesitant to express their opinions or seek clarification when encountering difficulties.

Furthermore, the SDL model aligns with research conducted by Zamnah and Ruswana (2018), which highlights the effectiveness of independent learning models in invigorating the classroom atmosphere. This approach empowers students to take a more active role by fostering critical thinking, encouraging them to express their opinions and engage in collaborative discussions. The freedom to express their imaginations, a key component of the SDL model, allows students to generate a wealth of ideas for their short story writing endeavors.

In the experimental group that implemented the Self-Directed Learning (SDL) model, students were more active in their learning. The structured stages of the SDL model allowed students to actively ask questions, discuss with peers, or consult researchers who acted as teachers in the classroom (Islamiah et al., 2022).

The SDL model begins with the planning stage, where students determine the learning objectives and identify the resources they will use. Next is the implementing stage, during which the teacher explains the concept of short stories and the steps involved in writing them, while students work to understand the provided information. The monitoring stage follows, where students complete assignments and express themselves through their work. In this stage, the teacher supervises, inviting students to discuss with their classmates or ask questions if they encounter difficulties. Finally, in the evaluating stage, the teacher asks students about their assignment process and assesses their work against the predetermined goals.

The Self-Directed Learning model is a learner-initiated process that encourages students to actively and flexibly determine their own learning goals. SDL motivates students to enhance their abilities and skills independently, without external assistance (Hanik, 2020). This model effectively improves student learning outcomes through autonomous learning. As students engage in independent learning, they develop their skills from basic levels to more complex tasks, such as planning, controlling, and assessing their own progress (Rufaidah et al., 2020). In Madrasah Ibtidaiyah, it has been concluded that self-directed learning fosters independence and increases students' responsibility in the learning process.

The Self-Directed Learning model is a student-centered approach that engages students' interest and allows them to explore the differences between academic life and their daily experiences (Fitri, 2020). Through this independent learning process, students develop self-awareness and find personal meaning in their education. Consequently, education must provide a variety of learning experiences and positive role models. According to Sugerman et al. (2022), the SDL model is highly relevant to the goals of independent learning, as it requires students to learn autonomously, tailored to their individual needs, talents, and interests.

The author opted for the Self-Directed Learning (SDL) model to develop short story writing skills because it empowers students to utilize their preferred learning styles freely, thereby enhancing their knowledge, skills, and abilities without restrictions. SDL encourages autonomous learning, allowing students to progress at their own pace and according to their interests and talents. This approach fosters students' environmental awareness and enables them to make informed decisions when tackling daily challenges.

Based on the research data and hypothesis testing outlined earlier, it is evident that implementing the SDL model significantly impacts the short story writing skills of fifth-grade students at Taman Kota Elementary School in Madiun. This conclusion is supported by research conducted by Purwaningsih & Widodo (2023), underscoring the SDL model's effectiveness in improving learning outcomes, particularly in mathematics among fourth-grade students.

In summary, this research effectively addresses the formulated problem regarding the influence of the Self-Directed Learning (SDL) model on enhancing Indonesian short story writing skills among fifth-grade students at Taman Kota Elementary School in Madiun, while also improving their understanding of writing concepts.

CONCLUSION

This study stands out for its focus on pentigraph writing skills, a specific and relatively unexplored area in primary education and literacy development. While SDL's application in higher education is well-documented, its impact on primary school students, especially in developing specific skills like pentigraph writing, is still a novel area of exploration. This research underscores how SDL strategies can be integrated into traditional writing instruction, presenting a fresh approach to teaching writing skills in primary schools. It offers insights into how SDL effectively enhances specific literacy skills among young learners and provides evidence-based recommendations for integrating SDL into primary school curricula to bolster writing abilities. However, this research has its limitations. The study may be constrained by a small sample size, potentially limiting the generalizability of findings to a broader population. Moreover, it primarily focuses on short-term improvements in pentigraph writing skills without evaluating their long-term retention and application. Future SDL research could benefit from longitudinal studies to assess the sustained impact of SDL on writing skills and overall academic performance. Through independent learning, students can refine their learning abilities, progressing from foundational skills to self-assessment and strategic planning. Utilizing the SDL model in developing short story writing skills empowers students to write according to their unique learning styles and capabilities.

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