Development of Learning Tools Model (CIRC) With Portfolio Assessment to Improve Indonesian Writing Skills in Grade V Elementary School

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Abstract. Since elementary school, students have been taught six basic literacies. Literacy skills are fundamental skills that need to be owned and mastered by every indi-vidual. One of the components that determine the success rate of language learn-ing is the ability to write, read and count, which are basic literacy skills. The pur-pose of this development research is to, 1) identify factors that cause elementary school students to have low writing skills, 2) develop learning tools based on the CIRC model with portfolio assessment that are valid, practical, and effective as an effort to improve the writing skills of grade V elementary school students. This research is a Research and Development (R&D) development research that adopts the ADDIE model with Analysis, Design, Development, Implementation, and Evaluation processes. This study used observation, interviews, question-naires, writing skills tests, and pre-test post-test questions to collect data. Mean-while, validity, practicality, and normalized gain (N- gain) tests were used to ana-lyze the data. Based on the validity test of material experts and media experts conducted by the two validators, the average scores were 87% (valid) and 85% (valid), respectively. Then, from filling out the practicality questionnaire by the teacher, an average score of 88.6% (very practical) was obtained. Finally, the re-sults of filling out the pre-test and post-test questions by students obtained an N-gain result of 0.57 (medium). Thus, the teaching module based on the CIRC model with portfolio assessment can be declared valid, practical, and effective for improving the writing skills of grade V elementary school students.

Keywords: writing skills, CIRC model, portfolio assessment, elementary students

1. Introduction

Basic education is the starting point for every child to develop their skills so that they can live useful lives in the community [1]. Basically, education in elementary school can provide changes regarding the cultivation of initial concepts towards a better direction in an integrated and synergistic manner in children [2]. Skills that have been supported since basic education are children's writing skills in Indonesian language learning at school. Writing skills are one of the prerequisites for life skills in the 21st century, this can be developed through integrated education in the family, school and community environments [3]. Writing skills are active- productive, because writing produces a product obtained by designing language. Writing skills are considered the most difficult and complex compared to other types of language skills [4]. Writing skills require mastery of linguistic elements, namely grammar, vocabulary, punctuation, and spelling.

In Indonesian language learning, the writing process is one of the signs of student success. Many elementary school students still have difficulty expressing their ideas and ideas well in writing [5]. So in reality, students' interest in writing activities is very low or minimal [6]. They think that writing is difficult and complicated to do, because it requires a thinking process to develop different ideas and ideas in each writing [7]. In addition, teachers also experience obstacles in planning Indonesian language learning to be interesting and memorable to students [8]. Thus, the learning delivered to students becomes boring and tends to be teacher centered.

The low writing skills experienced by students usually lead to the teacher, because the teacher is still not maximizing the learning process or there is still a lack of treatment chosen by the teacher for students. In addition to guiding students, teachers also have an important task in creating a positive, conducive and productive learning environment. It aims to achieve a certain atmosphere in the learning process so that students feel comfortable in learning [9], [10]. Therefore, the learning models and strategies chosen by teachers affect their learning in class which will also have an impact on their learning outcomes, especially in writing activeness. It is possible that the Cooperative Integrated Reading and Composition (CIRC) model can help students improve their literacy skills simultaneously. In a number of studies, learning models that can improve students' reading and writing skills are not limited to the CIRC model. However, there are still several other models, including: Visual, Auditory, Read-Write, Kinesthetic (VARK) and Picture and Picture learning models. These three learning models have their own advantages in an effort to improve the reading and writing skills of elementary school students [11]. In relation to this approach, [12] states that the CIRC model is a comprehensive technique used by teachers in teaching writing, reading, and other language arts in the higher grades of elementary school. Improved reading and writing skills simultaneously are seen from significant results after using the CIRC model [13]. Another study also mentioned that a learning strategy that integrates different learning materials is the use of the CIRC model [14].

In the context of improving writing skills, [15] argue that the use of the CIRC model has been shown to delegate students in collaborating, interacting with classmates, and providing constructive feedback in the reading and writing process. In particular, collaborative small group discussion of texts with peers is a form of dialogic teaching. It has been shown to benefit students' cognitive development, including reading comprehension, critical thinking, argumentation, relational thinking, and academic achievement [16]. Thus, students can develop critical thinking and in-depth understanding of the text, thus improving their ability to express their thoughts effectively in writing.

To see the level of students' ability in writing, it can be done by assessment. Assessment as a reference carried out by the teacher to understand how much each student's ability to develop knowledge has been achieved in each lesson. Meanwhile, the assessment of the learning process is a way for teachers to determine the extent to which students have acquired the competencies given in learning according to the expected criteria [17]. One of the assessments that can be used is portfolio assessment. Portfolios consist of student assignments, teacher observations, some student achievements, essays done by students and student activity reports [18]. Portfolio assessment is a

continuous assessment method that systematically collects data and information about the results of one's work [19]. By using teaching modules based on the CIRC model assisted by portfolio assessment, it is hoped that grade V elementary school students will experience a significant improvement in writing skills in Indonesian.

2. Method

This research method uses the Research and Development (R&D) development research method that adopts the ADDIE model. The ADDIE model has systematic and sustainable development stages [20]. ADDIE has a strong development pattern in each process of developing a product and revising it at each stage. These stages consist of analysis, design, development, implementation, and evaluation. Teaching modules based on the CIRC model with portfolio assessment are products that are made as well as developed in this study.

The location of this research was at SD N Pajang 03 Surakarta which is located at Jl. Transito No.18, RT.3/RW.8, Pajang, Laweyan District, Surakarta City, Central Java 57146. This study involved 26 elementary school students from class V at SD N Pajang 03 Surakarta in the 2023/2024 school year, consisting of 10 male students and 16 female students. Meanwhile, 2 material and media experts who are lecturers and classroom teachers to assess the validity of learning devices, and 1 educator who is a grade V teacher to assess the practicality of the learning devices that have been developed.

This study used interviews, observations, questionnaires, writing skills tests, and pre- test post-test questions in the data collection process. Interviews were conducted to obtain further information directly about the subject and object of research. Observation was conducted to pay attention to all writing activities, both by teachers and students during the learning process. Meanwhile, questionnaires were conducted to assess the validity and practicality of the developed learning tools. Writing skill test is a measurement instrument to determine the ability and writing skills of students [21]. Meanwhile, the pre-test and post-test carried out by students aim to determine how effective the product has been developed and to find out whether students' writing skills have improved significantly after using the product.

Data analysis in this study used data analysis such as material and media expert validity tests, practicality tests, and N-Gain tests. Analysis of the results of the validity of material and media experts obtained from the results of filling out questionnaires by lecturers and fifth grade elementary school teachers. The results of the questionnaire were calculated using a four-scale Likert scale-based instrument, namely very good, good, good enough, and less good. For statements in the questionnaire, a very good response is given a score of 4 and a less good response is given a score of 1, which is then analyzed by calculating the total score using the formula:

$$V = \frac{f}{n} \text{ x } 100\%$$

Description:
V = Final Score
f = Score acquisition

n = Maximum score

The assessment instrument is declared theoretically valid if the results of the validator's assessment reach a feasibility percentage of $66 \leq V < 88\%$.

A learning tool product can be said to be practical if the teacher knows how to use the product practically and efficiently in learning. The purpose of assessing the practicality of the module is to determine how easily the module is applied by teachers and students during classroom learning. The analysis of the practicality of the teaching module was obtained from the results of filling out a questionnaire by the class teacher. The questionnaire results were calculated using a four-scale Likert scale-based instrument, namely very good, good, quite good, and less good. For statements in the questionnaire, a very good response is given a score of 4 and a poor response is given a score of 1, which is then analyzed by calculating the total score using the formula:

$$P = \frac{f}{n} \text{ x } 100\%$$

Description:

P = Final Score

f = Score acquisition

n = Maximum score

The assessment instrument is declared theoretically practical if the results of the validator's assessment reach a feasibility percentage of $63 \leq P < 84\%$.

Analysis of the effectiveness of the teaching module is shown by the pre-test and post-test questions that have been done simultaneously by fifth grade students of SD N Pajang 03 Surakarta. The results were analyzed using the normalized gain test analysis technique using the formula by Hake as follows [22]:

$$N\text{-}gain = \frac{Spost - Spre}{Smax - Spre}$$

Description:

N-gain: normalized gain score

Spost: average post-test score

Spre: average pre-test score

Smax: maximum score

The procedure for conducting this research began with conducting an interview with the fifth-grade homeroom teacher. It aims to get a basic understanding of learning methods in the classroom, especially Indonesian language lessons, as well as the condition of students in the classroom. Second, the researcher made observations about the Indonesian language learning process in class V, especially in writing activities. Third, researchers tested students' writing skills in class V, the results of which were then calculated using instruments that had been adapted and had been confirmed to be valid and reliable. Fourth, researchers began to apply learning tools based on the CIRC model that had been developed by integrating portfolio assessments that had been tested for validity and practicality by validators to grade V students. Fifth, researchers analyzed the data that had been obtained from filling in the pre-test and post-test questions using the normalized gain test (N-gain)..

3. Result and Discussion

The product produced in this development research is a teaching module. Several previous studies have mentioned that teaching modules can help students improve creativity, communication, and collaboration [23]. In accordance with the development model that researchers use, this chapter describes the activities that researchers carry out at each stage of the ADDIE development model, resulting in a teaching module based on the CIRC model with portfolio assessment that can improve the writing skills of grade V elementary school students.

a. Analysis

The first stage of the ADDIE model is analysis. Researchers analyze problems, ranging from problems that teachers often face to problems faced by elementary school students. The purpose of this analysis stage is to analyze the possibility of gaps in the teaching and learning process. The learning models and strategies chosen by teachers are not in accordance with the target needs, learning environment, and student characteristics, which often cause learning gaps in elementary schools. Therefore, the researcher conducted observations and interviews with class teachers and conducted writing skill tests on students to obtain more detailed data.

The Indonesian writing skills test was conducted with the aim of measuring the initial written Indonesian language skills of fifth grade students of SD N Pajang 03 Surakarta. The results of the Indonesian writing skills test were seen from the aspects assessed by the researcher, namely aspects of word selection, spelling and punctuation, neatness of writing, and clarity of content. A very good response is given a maximum score of 4 and a poor response is given a minimum score of 1. The results of the student writing skills test are shown in the following table, and the analysis results are attached:

Table 1. Writing Skills Test Results

No	Assessment Aspect	Average	Interpretation Criteria
1.	Word Selection	60,5%	Good enough
2.	Spelling and Punctuation	59%	Good enough
3.	Writing Neatness	61,5%	Good enough
4.	Clarity of Content	60,5%	Good enough

The table above presents the test results of students' writing skills and shows that grade V students show good enough criteria with an average score from all aspects of 60.375%. Therefore, fifth grade students of SD N Pajang 03 Surakarta are considered to have good enough criteria in terms of writing skills. Meanwhile, from the results of observations and interviews, researchers found gaps in Indonesian language learning. The gap in question is the lack of variety of learning models chosen by the teacher, especially in writing activities. This is supported by the opinion of [24] which states that relevant learning methods, such as cooperative learning, can later improve student learning outcomes.

Researchers analyzed that the CIRC model is an effective solution. Through this learning model, students will take part in various reading activities integrated with writing activities, which in

turn gives them the opportunity to develop language skills holistically [25]. The advantages of the CIRC model are: 1) Students are able to convey the solutions they have to problems from the teacher, 2) Able to be used for students with various abilities including low-level abilities, 3) Increase student participation during learning, 4) Increase student confidence by helping them become more courageous in voicing their opinions in front of the class and become more independent in finding understanding of the topics studied [26].

b. Design

The second stage of the ADDIE model is design. At this stage, the results of the analysis stage are used to design learning devices. Previously, researchers already knew the curriculum applied in class V SD N Pajang 03 Surakarta, namely the independent curriculum. Thus, researchers will compile learning tools in the form of teaching modules. According to [27], one of the teacher's responsibilities before starting learning in the classroom is to prepare learning tools (teaching modules). The stages that researchers carry out at the design stage include:

1) Determine the Materials to be Used

Learning materials are materials that are arranged coherently and systematically so that they provide a complete picture of the skills and abilities that students will master and achieve during the learning process [28]. Thus, determining the material is carried out before making learning devices so that the material presented can be adjusted to the target needs, learning environment, and student personality. The material chosen by researchers in this development research is explanatory text. The material is divided into 3 activities, including: in activity 1 the material recognizes about the explanatory text, this activity is like students observing a text that tell's about the explanatory text, the text can be a text about natural phenomena or social phenomena that are around. In activity 2, the material understands the explanatory text, this activity is like understanding what is meant by explanatory text, what the purpose of the explanatory text is, and knowing the characteristics and structure of the explanatory text. In activity 3, the material creates explanatory text, this activity is carried out by grouping then students are asked to compile and create explanatory text according to a predetermined theme. The learning materials above are compiled by researchers in teaching materials. Teaching materials or textbooks usually contain a summary of the subject matter. Textbooks must be in accordance with the curriculum used for certain types and levels of education [29].

2) Determine Learning Outcomes and Learning Objectives

During the learning process, students must achieve a series of abilities, knowledge, and skills that are intact and transformed into a subject known as learning outcomes. In the 2013 curriculum, learning outcomes are known as Core Competencies / Basic Competencies. In its implementation, learning outcomes are organized and packaged for each learning phase [30]. Meanwhile, learning objectives in learning tools are mastery of competencies that are operational and targeted at students

[31]. In this development research, the Learning Outcomes that will be achieved are: Write a topic with an explanatory structure with the help of visual supports, for a variety of purposes; Write new words using his knowledge of all letter combinations; Write a brief opinion on the reading creatively; Categorize information on reading in more complex graphic organizers. Meanwhile, the learning objectives are: Through creativity activities, learners are able to use the clues given to answer questions appropriately and confidently. (knowledge - C3; attitude - confidence; TPACK); Through reading journal activities, learners are able to describe their opinions on the similarities and differences of two reading sources appropriately and independently. (knowledge - C4; attitude - independent; TPACK); Through writing activities, learners are able to elaborate on learning experiences appropriately and independently. (knowledge - C4; attitude - independent; TPACK); Through group discussion, learners are able to create an explanatory text appropriately and responsibly. (skill - P3; attitude - A4: responsible; mutual cooperation; TPACK).

3) Develop a Teaching Module Using the CIRC Model Assisted by Portfolio Assessment.

The learning process will become conventional if the teacher does not plan or design the module properly, this will cause disruption in the delivery of material to students, resulting in disproportionate learning between teachers and students [32]. The important role that teaching modules have in learning achievement is to be a source of student learning in learning independently [33], [34]. The initial design that will be carried out is designing teaching modules using the CIRC model by referring to the independent curriculum which contains elements or domains, learning outcomes, learning objectives, initial competencies, learning methods, learning models, learning materials, assessment plans, sequences of learning activities based on the CIRC model (opening, core, and closing), LKPD, reading materials, teaching materials, assessments, follow-up plans, and learning media. Furthermore, designing portfolio assessment which includes: instruments, rubrics, and scoring guidelines. The next stage of development will depend on this learning design.

c. Development

The third stage of the ADDIE model is development. The material that leads to writing skills is described in the teaching module made in this study. Writing skills material consists of cognitive elements (intelligence) and psychological elements (emotions, feelings, and motivation) which are reflected in daily behavior [35]. At this stage, researchers carried out product development based on the following steps: a) Researchers re-corrected the teaching modules that had been designed as well as developed and the product was ready for validity. b) Researchers made a questionnaire instrument for the validity of the material and media expert test. c) Furthermore, researchers asked two material and media experts who were lecturers and classroom teachers to fill out a questionnaire for the validity of the material and media expert test of the teaching modules that had been developed. d) Researchers revised the product if there were suggestions and input from the validators.

The validity test is a test used to state that the measuring instrument can accurately measure what is intended to be measured [36]. Therefore, the validity test is used to determine the validity of a product. In this development research, the teaching module is tested for the validity of the product that has been designed as well as developed with the aim of obtaining assessments, comments and suggestions for improvements to the teaching module so that it is feasible to implement in schools.

Validity in this study was carried out by two validators, namely Honest Ummi Kalstum, S.S., M.Hum. as a PGSD lecturer at Muhammadiyah University Surakarta, and Enik Nurul Hidayah, S.Pd. as a fifth-grade teacher at SD N Pajang 03 Surakarta. Comments, suggestions, or input from validators on the teaching module developed can be a reference in improving the teaching module. The results of the material and media expert validity tests are shown in the following table, and the analysis results are attached:

Table 2. Material Expert Validity Test Results

No	Assessment Aspect	V (1)	V (2)	Average	Criteria
1.	Feasibility of teaching module content	91,7%	100%	95,85%	Very Valid
2.	The language of the teaching module	79%	79%	79%	Valid
3.	Presentation of teaching module	86%	88,8%	87,4%	Valid

The table above presents the results of the material expert validity test and shows that the teaching module based on the CIRC model with portfolio assessment has valid criteria with an average score of 85.5 from validator 1 and 89.2 from validator 2. Judging from the aspect of the feasibility of the teaching module content, the two validators gave a score with an average of 95.85 in very valid criteria, indicating that this aspect is suitable for testing. In the linguistic aspect of the teaching module, both validators gave a score with an average of 79, in the valid criteria, indicating that the language guideline aspect was appropriate. In the presentation aspect of the teaching module, the two validators gave a score with an average of 87.4 in the valid criteria, indicating that this aspect is clearly presented according to the Learning Outcomes and Learning Objectives. The researcher made revisions, because the teaching module based on the CIRC model with portfolio assessment was feasible to be tested in accordance with the suggestions. Thus, the teaching module based on the CIRC model with portfolio assessment is valid for use.

Table 3. Media Expert Validity Test Results

No	Assessment Aspect	V (1)	V (2)	Average	Criteria
1.	Display screen design	95,8%	100%	98%	Very Valid
2.	Ease of use	87,5%	93,7%	90%	Very Valid
3.	Consistency	75%	75%	75%	Valid
4.	Graphics	89,2%	85,7%	87,5%	Valid
5.	Usability	75%	75%	75%%	Valid

The table above presents the results of the media expert validity test and shows that the teaching module based on the CIRC model with portfolio assessment has valid criteria with an average score of 84.5 from validator 1 and 85.89 from validator 2. In the aspect of screen design

appearance, both validators gave a score with an average of 98 in very valid criteria, indicating that this aspect is appropriate. On the ease of use aspect, both validators gave a score with an average of 90 in very valid criteria, indicating that this aspect is easy to use. On the consistency aspect, both validators gave a score with an average of 75 in the valid criteria, indicating that this aspect is consistent. On the graphing aspect, both validators gave a score with an average of 87.5 in the valid criteria, indicating that this aspect is in accordance with the graphing. In the aspect of usefulness, both validators gave a score with an average of 75 in the valid criteria, indicating that this aspect is suitable for testing. The researcher made revisions, because the teaching module based on the CIRC model with portfolio assessment was feasible to be tested in accordance with the suggestions. Thus, the teaching module based on the CIRC model with portfolio assessment is valid for use.

d. Implementation

The fourth stage of the ADDIE model is the implementation stage. This implementation stage is the result of learning development that is used to determine its impact on certain learning qualities, such as efficiency, attractiveness, and effectiveness of learning [37]. At this stage the researcher implements the product that has been developed previously, namely the teaching module based on the CIRC model with portfolio assessment that has been validated and revised at the previous stage. The researcher acts as a class teacher and conducts learning as usual based on the teaching modules that have been developed.

Researchers also conducted a product practicality test obtained from the results of filling out a questionnaire by a fifth-grade teacher. Furthermore, the results of the normalized gain (N-gain) test analysis can be used to determine the effectiveness of the teaching module. Meanwhile, to ensure that the teaching module based on the CIRC model with portfolio assessment can be used by students and teachers at SD N Pajang 03 Surakarta for the long term, the product practicality test was carried out. The results of the practicality test by the fifth-grade teacher are shown in the following table, and the analysis results are attached:

Table 4. Product Practicality Test Results

No	Assessment Aspect	Average	Interpretation Criteria
1.	Effective	84%	Practical
2.	Interactive	91,6%	Very Practical
3.	Creative	87,5%	Very Practical
4.	Practicality	91,6%	Very Practical

The table above presents the results of the practicality test and shows that the teaching module based on the CIRC model with portfolio assessment has very practical criteria with an average score of 88.67 from the validators. In the effective aspect, the validator gave a score with an average of 84 in the practical criteria. In the interactive aspect, the validator gave a score with an average of 91.6 in very practical criteria. On the creative aspect, the validator gave a score with an average of 87.5 in very practical criteria. On the practicality aspect, the validator gave a score with an average of

91.6 in very practical criteria. Therefore, the results of the teacher's practicality questionnaire show that the CIRC-based teaching module with portfolio assessment is feasible to be applied by teachers to students in the long term because it is very practical.

The results of the pre-test and post-test by class V students are intended to assess the effectiveness of the developed module. The results of the normalized gain test (N-gain) are shown in the following table, and the analysis results are attached:

Table 5. N-gain Test Results

No	Data	Average	N-gain	Criteria
1.	Pre-test	60,96	0,57	Medium
2.	Post-test	82,88		

The table above presents the results of the pre-test and post-test by students and obtained an N-gain score of 0.57 in moderate criteria. In the pre-test, a score with an average of 60.96 was obtained. While the post-test obtained a score with an average of 82.88. In short, the teaching module based on the CIRC model with portfolio assessment is said to be effective because it has been used well as a reference for the fifth-grade Indonesian language learning process, especially in terms of writing skills.

e. Evaluation

The fifth or final stage in the ADDIE model is evaluation. At this stage, researchers must evaluate the success rate of learning based on the learning tools that have been developed. This evaluation is carried out to improve the learning tools that have been designed after revision in order to produce better learning tools.

The evaluation model is divided into two: formative evaluation and summative evaluation. The formative-summative evaluation model is an evaluation model created by [38]. Scriven states that: "formative evaluation is a method of classifying data by means of gathering information aimed at improving instruction as instruction is given and summative evaluation is a way of assessing, assessing the curriculum at the end of the syllabus with a focus on outcomes".

This study used formative evaluation, with the aim of collecting data and information during the ongoing learning device development process [39]. Formative evaluation is obtained from the results of the practicality questionnaire filled out by the fifth-grade teacher. Calculation of the percentage of feasibility of teaching modules is carried out at the evaluation stage. The calculation results of the feasibility test are already in the very good category even though there are several revisions, such as the addition of sources in reading materials and teaching materials, the addition of learning styles, improvements in steps, and improvements in the cognitive assessment grids [45]. Overall, this development research can be said to be successful, although in its implementation there are still some obstacles that can be anticipated and overcome properly by researchers.

4. Conclusion

Teaching modules based on the CIRC model with portfolio assessment are ap-plied to fifth grade students of SD N Pajang 03 Surakarta as a researcher's effort to improve the writing skills of elementary school students. The CIRC model is able to provide opportunities for students to collaborate and interact with classmates. This is because the CIRC model is a learning model that uses a group system or collaborates between students. Thus, this can help students who are still lacking in writing skills. Meanwhile, the purpose of this portfolio assessment is to determine or determine the level of knowledge ability that each student has and develops. Portfolio assessment contains the results of work or work on problems that students have done, so that student learning outcomes are neatly and well archived. Thus, the teacher can con-duct a good assessment and can find out the development of each student.

Based on the results of the study, it was found that students' learning outcomes increased significantly in writing activities in Indonesian language learning in the classroom. This is evident from the assessment results of two consecutive validators from material and media experts who showed that the developed teaching module has valid criteria through scores with an average of 87% for material validity and 85% for media validity. Furthermore, the results of the questionnaire assessment of practitioners from class teachers showed very practical criteria through a score with an average of 88.6%. Finally, student results in completing pre-test and post-test questions showed moderate criteria through an N-gain score of 0.57. Thus, the teach-ing module based on the CIRC model with portfolio assessment is declared success-ful because it has been tested regarding its validity, practicality, and effectiveness in classroom learning, especially in improving students' writing skills.

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