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The Effect of a Problem Solving Based Personalized Learning Model on Elementary Student's Short Story Writing Skills

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ABSTRACT: This study aims to examine the effect of the personalized learning model assisted by interactive video on the short story writing skills of fifth-grade elementary school students. The research used a quantitative approach with a quasi-experimental design of the non-equivalent control group type. The sample consisted of two classes: the experimental class, which was taught using the personalized learning model with interactive video assistance, and the control class, which received conventional instruction. The instrument used was a short story writing test administered as a pretest and posttest, with assessment indicators including theme, title, characters, setting, plot, point of view, and language style. The results showed a significant difference in posttest scores between the experimental and control groups. The independent t-test yielded a significance value of less than 0.05, indicating that the personalized learning model with interactive video has a statistically significant effect on improving students' short story writing skills. Therefore, the personalized learning model assisted by interactive video can serve as an innovative alternative for teaching short story writing in elementary schools.

KEYWORDS: Personalized Laearning, Problem Solving, Short Story, Writing Skills.

I. INTRODUCTION

Education is widely recognised as a fundamental pillar of national development, as it shapes students' intellectual, social, and emotional capacities (Fajria et al., 2021). In Indonesia, ongoing reforms under the Merdeka Curriculum demonstrate a national commitment to fostering flexible, student-centred, and competency-based learning that aligns with learners' needs and potential (Rahmadayanti & Hartoyo, 2022; Widyalistyorini et al., 2023). Within this curricular framework, language education, especially writing, plays a central role in developing students' ability to communicate ideas, construct meaning, and express creativity. Writing is considered one of the most complex language skills because it requires integrating idea generation, organisation, and linguistic expression (Martha & Situmorang, 2018; Niswariyana & Muhdar, 2021). At the elementary level, short story writing is an essential narrative competency, demanding students' understanding of theme, characterisation, plot structure, setting, point of view, and stylistic elements (Fariani, 2023).

Despite its importance, numerous studies report that elementary students often face substantial difficulties in short story writing. Research indicates that students struggle to generate ideas, build coherent narratives, describe characters, and apply expressive vocabulary appropriately (Roslina & Ainun, 2020). A study in Bandung shows that 65% of Grade V students perform in the "low" category of short story writing, with only 8.7% achieving satisfactory results (Sulastri & Indihadi, 2022). Classroom observations at SDIT Ghilmani Surabaya further reveal persistent challenges: students frequently experience difficulties identifying main ideas, elaborating narrative components, and selecting appropriate linguistic expressions. Teachers have also reported that limited use of engaging and interactive learning media contributes to students' low motivation and reduced ability to expand narrative ideas (Rohima, 2023). These findings suggest that conventional teaching practices are not sufficient to support students in mastering the cognitive and creative demands of narrative writing.

To address these challenges, the personalized learning model offers a promising pedagogical alternative. The personalized learning model emphasises four stage problem identification, idea generation, solution development, and evaluation which align with the cognitive processes required for constructing narrative texts (Satriani & Wahyuddin, 2019). Studies consistently show that personalized learning enhances students' creativity, motivation, and problem-solving abilities by encouraging divergent thinking and active exploration of ideas (Asmidar, 2019; Kartikasari et al., 2022). In language education, personalized learning

provides a structured yet flexible framework that guides students to create story ideas, examine narrative possibilities, and refine textual coherence. However, the effectiveness of personalized learning may be strengthened when integrated with interactive digital media.

Interactive video serves as a multimodal learning tool that combines visual, auditory, and interactive features, enabling students to understand narrative elements more concretely and vividly. Research demonstrates that interactive video increases motivation, engagement, and comprehension by presenting content in dynamic and visually enriched formats (Carstens et al., 2021; Indartiwi, 2020; Kasturi et al., 2022). In addition, studies show that digital storytelling media enhance vocabulary use, creativity, and narrative fluency among elementary learners (Istiq'faroh et al., 2020). Through visual representation of characters, settings, and conflicts, interactive video helps students imagine narrative possibilities more effectively, complementing the exploratory and creative features of the personalized learning model. Thus, integrating personalized learning with interactive video has the potential to offer a robust instructional design for improving students' short story writing skills.

However, a clear research gap remains. Although previous studies have examined the isolated effects of personalized learning on creativity or literacy (Dayanti et al., 2021; Faturohman & Afriansyah, 2020), and the pedagogical benefits of interactive video for motivation or comprehension (Muliani & Tindaon, 2021; Rahmawati et al., 2021), very few studies have investigated the combined application of personalized learning and interactive video specifically to enhance short story writing at the elementary level. Research focusing on Grade V narrative writing is also limited, and the integration of problem-solving pedagogy with interactive technology has not been empirically examined in relation to students' ability to generate narrative ideas, organise story structures, and express descriptive details. This gap indicates the need for innovative instructional solutions aligned with the learning characteristics of digital-native students and the competency goals of the Merdeka Curriculum.

The novelty of this study lies in its integrated approach, examining how the personalized learning model supported by interactive video influences Grade V students' short story writing skills. Unlike prior research that investigates personalized learning or interactive video independently, this study positions both elements as a unified pedagogical intervention that strengthens creativity, narrative organisation, and linguistic expression. The study contributes theoretically by demonstrating how personalized learning can be enhanced through multimodal digital media to support complex writing tasks. Methodologically, it offers empirical evidence through a quasi-experimental design involving validated and reliable writing assessments. Practically, the study provides actionable insights for teachers and curriculum designers seeking to implement engaging and effective writing instruction tailored to the digital generation. Overall, the research aims to address existing instructional limitations while offering a model that can improve narrative writing competency in elementary schools.

II. METHODOLOGY

This study employed a quasi-experimental design with non-equivalent control groups, chosen because random assignment could not be applied at the classroom level (Capili & Anastasi, 2024; Krishnan, 2019). Two intact fifth-grade classes at SDIT Ghilmani Surabaya were designated as the experimental and control groups. The experimental group received instruction using the personalized learning model supported by interactive videos, while the control group received conventional learning. The study was conducted on May 2025, at SDIT Ghilmani Surabaya, a school selected for its heterogeneous student population, providing a representative context for testing short story writing skills among elementary school students.

The population consisted of all fifth-grade students (N = 110), spread across four classes. Sampling was conducted by randomly selecting two intact classes, resulting in Class V-C (n = 27) as the experimental group and Class V-D (n = 25) as the control group, after accounting for student absences during the data collection phase. This study investigated two variables: the independent variable was the personalized learning model supported by interactive videos, and the dependent variable was students' short story writing skills. Writing competency was operationally defined using seven indicators—title relevance, theme development, plot structure, setting, characterization, point of view, and style (Fauzi & Pratama, 2021). Data were collected through pre-test and post-test writing assessments administered before and after the learning intervention. The assessment rubric aligned with the operational indicators for short story writing. Instrument validity was assessed using Pearson Product-Moment correlation with a significance threshold of 0.05; items were considered valid when the correlation coefficient exceeded the critical r-table value. Reliability was tested using Cronbach's Alpha, where a coefficient greater than 0.60 indicates acceptable internal consistency. Both instruments for the experimental and control groups met reliability criteria.

Data analysis began with assumption tests. Normality was tested using the Shapiro–Wilk test because the sample size was less than 50 students per group, and all pre-test and post-test scores showed p-values above 0.05, indicating normally distributed data. Homogeneity of variance was verified using Levene's Test, which yielded a significance value above 0.05, confirming equal variances between groups. Hypothesis testing was conducted using an independent sample t-test at a significance level of $\alpha = 0.05$ to determine whether the difference in post-test scores was statistically significant. A p-value of less than 0.05 indicates that the interactive video-assisted personalized learning model has a significant effect on students' short story writing skills.

III. RESULT AND DISCUSSION

A. RESULT

The results of this study were directed toward answering the research questions that had been formulated. Research data were obtained through the administration of a short story writing pretest and posttest. The study was carried out at SDIT Ghilmani Surabaya, where Class V-C served as the experimental group and Class V-D served as the control group. The learning process differed from regular instruction, particularly in the experimental group, where the personalized learning model was implemented. The following sections present the outcomes of the research data analysis:

Instrument Testing:

Validity Test

Data analysis for the validity test was conducted using the Pearson Product–Moment correlation through SPSS Version 26 at a 5% significance level ($\alpha = 0.05$). Table 1 presents the results for the pretest instrument in the experimental group:

Table 1. Results of Validity Test for Short Story Writing Pretest (Experimental Class V-C)

No.	Item	r count	r table 5% (27)	Sig.	Information
1.	1.	a	0,381	-	Constant
2.	2.	0,734	0,381	0,000	Valid
3.	3.1	0,713	0,381	0,000	Valid
4.	3.2	0,713	0,381	0,000	Valid
5.	3.3	0,596	0,381	0,001	Valid
6.	3.4	0,749	0,381	0,000	Valid
7.	3.5	0,525	0,381	0,005	Valid
8.	3.6	0,588	0,381	0,001	Valid
9.	3.7	0,688	0,381	0,000	Valid

Based on Table 4.1, using the 5% significance level, the results show that items 2 through 3.7 had r-calculated values greater than r-table, indicating that these items had a significant correlation with the total score. Item 1, however, showed a constant value because all responses were identical; therefore, it could not be analysed for validity. Overall, the instrument was deemed valid and suitable for use as a measurement tool in this study.

Table 2. Results of Validity Test for Short Story Writing Pretest (Control Class V-D)

No.	Item	r count	r table 5% (25)	Sig.	Information
1.	1.	a	0,396	-	Constant
2.	2.	a	0,396	-	Constant
3.	3.1	0,652	0,396	0,000	Valid
4.	3.2	0,840	0,396	0,000	Valid
5.	3.3	0,889	0,396	0,000	Valid
6.	3.4	0,869	0,396	0,000	Valid
7.	3.5	0,857	0,396	0,000	Valid
8.	3.6	0,506	0,396	0,010	Valid
9.	3.7	0,734	0,396	0,000	Valid

The results from Table 2 show that items 3.1 through 3.7 had r-calculated values greater than r-table at the 5% significance level, indicating that these items were significantly correlated with the total score. Items 1 and 2 showed constant values because all responses were identical, making them unsuitable for analysis. Thus, the instrument for the control class was also considered valid for use in this research.

Reliability Test

The reliability test results for both the experimental and control groups are shown below:

Table 3. Reliability Test Results for Pretest (Experimental Class V-C)

Cronbach's Alpha	Number of grains
0,643	9

According to the reliability criterion (α > 0.60), the pretest instrument for Class V-C was considered reliable and internally consistent.

Table 4. Reliability Test Results for Pretest (Control Class V-D)

Cronbach's Alpha	Number of grains
0,857	9

With an alpha value above 0.60, the pretest instrument for Class V-D was also deemed reliable and appropriate for use.

Data Analysis:

Normality Test

The Shapiro–Wilk test was used to assess the normality of the data distribution in both classes using SPSS. The results are summarised in Table 5.

Table 5. Shapiro–Wilk Normality Test Results

Class	Sig. Shapiro-Wilk	Information
Pretest 5C (Experiment)	0,274	Normal
Postest 5C (Experiment)	0,052	Normal
Pretest 5D (Control)	0,083	Normal
Postest 5D (Control)	0,258	Normal

Based on the results, the pretest and posttest scores in both the experimental and control classes showed significance values greater than 0.05. This indicates that all datasets were normally distributed, fulfilling the assumption required for subsequent parametric analyses.

Homogeneity Test

The homogeneity of variance was examined using Levene's Test for Equality of Variances. The summary is presented in Table 6.

Table 6. Homogeneity Test Results

Mark	Sig.	Information
Based on Mean	0,905	Homogen
Based on Median	0,989	Homogen
Based on Median and witn adjusted df	0,989	Homogen
Based on trimmed meman	0,903	Homogen

All significance values exceeded 0.05, showing that the variances between groups were homogeneous. This confirms that the data met the assumptions necessary for conducting parametric statistical procedures, including the independent samples t-test.

Hypothesis Testing

Hypothesis testing was performed using an independent samples t-test in SPSS. The mean posttest results for both groups are shown in Table 7.

Table 7. Mean Posttest Scores

Class	Number of Students	Mean
Postest_Kontrol	25	28,40
Posttest_Eksperimen	27	33,04

The difference in mean scores indicates a potential effect of the intervention on students' learning outcomes. The t-test results (Table 7) show a t-value of –8.983 with a significance value of 0.000 ($p < 0.05$). As the significance level is far below 0.05, H0 was rejected, confirming a statistically significant difference between the control and experimental groups. The mean difference of –4.637 further demonstrates that the experimental group outperformed the control group, with a 95% confidence interval indicating the reliability of this effect.

B. DISCUSSION

The study was conducted at SDIT Ghilmani Ketintang Surabaya over a period of approximately two days. During the learning process, several challenges were encountered. Some students arrived late to school, while others demonstrated slow learning characteristics, requiring the researcher to provide additional one-on-one explanations. These conditions reduced the effective learning time and resulted in certain students being unable to complete their writing tasks. Despite these challenges, the implementation of the personalized learning model proceeded smoothly and successfully encouraged students to become more active and creative when formulating main ideas for short story writing.

The increase in students' engagement was largely attributed to their enjoyment of learning while watching the instructional videos. Beyond promoting active participation, the videos stimulated students' creativity in generating key ideas. This finding aligns with Zulfa and Prastowo (2023), who argue that interactive video can enhance students' interest and motivation while fostering participation and enthusiasm in the classroom. Faturohman & Afriansyah (2020) explains that the personalized learning model trains students to design discoveries, think creatively, solve realistic problems, and develop creative thinking skills for more effective and efficient problem resolution. Similarly, Pradana (2024) notes that personalized learning encourages students to actively explore solutions through sequential stages of understanding the problem, searching for ideas, developing solutions, and implementing actions. In this process, the teacher's role shifts from being a transmitter of information to a facilitator who creates a learning environment that promotes active participation, collaboration, and critical thinking.

Therefore, the success of personalized learning implementation greatly depends on the instructional strategies and media used to support students' cognitive processes. The selection of an appropriate learning model cannot be separated from the supporting media, as both complement each other in creating an effective and efficient learning process. The use of interactive video strongly supports personalized learning because it presents problem contexts visually and attractively. The advantages of interactive video-based learning, as highlighted by Zulfa and Prastowo (2023), include improved ease of learning, enhanced clarity through the use of images, animations, or film, increased learning motivation, and greater student engagement. These advantages suggest that interactive video can effectively stimulate active learning. This is consistent with Faturohman & Afriansyah (2020), who states that through interactive video, students not only receive visual and auditory input but also understand narrative elements such as plot, characters, conflict, and resolution—components essential to short story writing.

Listening to and observing video content encourages students to develop imagination, expand vocabulary, and understand narrative structure—all of which they can apply to their writing (Setiyawan, 2021). Interactive video allows students not only to watch but also to participate actively through reflective questions, simulations, or scenario-based choices. This aligns with the goals of personalized learning, which requires active engagement and exploration of alternative ideas.

With the support of interactive video, students can understand problems more concretely, imagine multiple possible solutions, and evaluate the potential outcomes of each alternative. The synergy between PERSONALIZED LEARNING and interactive video creates a more meaningful and innovative learning experience suited to the characteristics of today's digital-native learners. This is further supported by findings from Jayanti and Yuniawan (2021), who reported the effectiveness of personalized learning combined with animated and audiovisual media in improving students' explanatory writing skills, as evidenced by the higher average scores achieved by the experimental group compared with the control group.

Inferential statistical analysis was conducted to examine validity, reliability, normality, homogeneity, and hypothesis testing, with data processed using SPSS version 26. The results indicate that the personalized learning model supported by interactive video functioned effectively during implementation. All learning stages in the teaching module were completed without omission, as evidenced by students' posttest performance. These results further confirm that personalized learning-based interactive video learning is well-suited to the needs and characteristics of digital-native students and can serve as an effective instructional approach in contemporary classrooms.

CONCLUSIONS

The results of this study indicate that the personalized learning model assisted by interactive video significantly enhances students' short story writing skills. The statistical analysis shows a meaningful difference between the experimental and control groups, where the experimental group obtained a higher posttest mean score (33.04) compared to the control group (28.40). The significance value of 0.000 ($p < 0.05$) confirms that the intervention had a substantial positive effect. This finding demonstrates that personalized learning—when supported with interactive video—creates a learning environment that effectively stimulates idea generation, narrative organisation, and expressive writing. Accordingly, the hypothesis (H1) is accepted, supporting the conclusion that personalized learning-assisted interactive video improves short story writing skills among Grade V elementary students more effectively than conventional instruction.

The findings of this study provide several important implications. Theoretically, the integration of personalized learning and interactive video reinforces constructivist learning theory, which emphasises active engagement, exploration, and meaning-making. The personalized learning model encourages students to think divergently, generate multiple narrative possibilities, and refine ideas—processes essential to creative writing. Meanwhile, interactive video supports multimodal learning by presenting

visual and contextual stimuli that help students understand narrative structure more deeply. This synergy contributes to the literature by demonstrating how problem-solving pedagogy and digital multimedia can work together to strengthen narrative competence.

Practically, this research highlights the potential of personalized learning-assisted interactive video as an effective instructional model for Indonesian language teachers, especially in improving students' motivation and creativity in writing. Teachers can adopt this approach to create more engaging and student-centred writing lessons that align with the characteristics of digital-native learners. Schools and educational institutions may use these findings to develop training programs, workshops, and curriculum enhancements that incorporate digital learning media and creative pedagogical strategies. Furthermore, implementation at a broader scale can support the goals of the Merdeka Curriculum, which emphasises flexibility, innovation, and meaningful learning experiences.

Future Research:

Although the present study provides strong evidence for the effectiveness of personalized learning-assisted interactive video, several opportunities remain for future research. First, future studies may involve larger and more diverse samples across different schools or grade levels to enhance generalisability. Second, researchers may examine long-term effects of the intervention to determine whether the improvement in writing skills is sustained over time. Third, further studies can explore other genres of writing—such as descriptive, expository, or argumentative texts—to determine whether personalized learning-assisted multimedia benefits different types of literacy tasks. Fourth, qualitative investigations—such as interviews, observations, or think-aloud protocols—may offer deeper insights into students' cognitive and creative processes while engaging with personalized learning steps and interactive video. Finally, future research may experiment with various forms of digital media (e.g., animation, augmented reality, gamified storytelling) to identify which technological features most effectively support creative writing development.

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