



Developing a descriptive e-big book using writing workshop model to improve writing skills

Dina Tri Suryani*, Panca Dewi Purwati

Department of Primary Education, Universitas Negeri Semarang
Banaran Street, Sekaran, Gn. Pati, Semarang City, Central Java 50229, Indonesia

*Corresponding Author. E-mail: dnatrss@students.unnes.ac.id

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Abstract: Problems in writing instruction can be caused by the use of learning media or models that are not sufficiently relevant. Digital learning media such as the E-Big Book are considered to have the potential to increase student engagement because they combine text, images, and interactive activities. This study aims to develop the Descriptive E-Big Book media based on the Writing Workshop model, test the media's validity, and assess its effectiveness in improving the simple sentence writing skills of second grade students at Imama Islamic Elementary School. This study employed a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The results showed that the Descriptive E-Big Book media, created using the Canva Pro application, received a content validity score of 96.875%, a linguistic validity score of 96.875%, and a media validity score of 93.75%. The average score of the 26 students was 88.11, which meeting the minimum passing score of 70. This indicates that the development and implementation of the Descriptive E-Big Book learning media based on the Writing Workshop model is effective in improving simple sentence writing skills among second-grade students in elementary school.

Keywords: writing, e-big book, writing workshop model

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Introduction

The Indonesian language course is designed to develop students' ability to communicate critically, creatively, and effectively both orally and in writing in various real-life contexts. This subject is also expected to help students improve their language skills, which are essential for various purposes and contexts in daily life. Writing skills are one of the core competencies in Indonesian language learning in elementary school, alongside listening, speaking, and reading skills. Writing skills are taught in elementary school to develop students' literacy skills from an early age.

Writing is a skill that enables students to express ideas, thoughts, and feelings using linguistic symbols (Sukirman, 2020). Writing activities help students practice recalling events, objects, knowledge, and vocabulary (Ummah, 2021). Writing can also enhance students' creative thinking skills, particularly regarding vocabulary selection, sentence structure, and the development of ideas used in constructing descriptive sentences (Febriyanto et al., 2023). Writing is indeed a complex activity, but the process of learning to write is actually a more significant challenge. Since writing requires the coordination of many cognitive processes, students must observe, interpret, and gradually master efficient writing methods in order to develop their writing skills (López et al., 2026). Based on these statements, writing skills are crucial in education to help students develop critical thinking, precise language use, and the ability to convey information effectively.

The writing skills required of lower-grade elementary school students from first through third grade are basic writing skills. In line with BSKAP Regulation No. 046/H/KR/2025 regarding Amendments to BSKAP Decision No. 032/KR/2024 on Learning Outcomes in Early Childhood

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Education, Elementary Education, and Secondary Education under the Merdeka Curriculum, it is stated that second-grade elementary school students are expected to demonstrate basic writing skills regarding various texts about themselves, their families, and/or their environment using a few simple sentences. Basic writing is a learning program for lower-grade students focused on learning to write simple sentences. These simple sentences can take the form of simple descriptive sentences about themselves.

A descriptive sentence is a sentence used to explain or describe an object, situation, event, or phenomenon so that readers can clearly visualize that object, situation, event, or phenomenon without having to see it directly. Second-grade elementary school students will learn how to write simple descriptive sentences because they are still in the early stages of writing. A simple descriptive sentence is a sentence that typically consists of a subject and a predicate, or may include a modifier, without many additional details. This simple descriptive sentence provides a direct description, making it easy to understand without overly complex explanations.

Based on initial interviews with second-grade homeroom teachers at Imama Islamic Elementary School, Mijen District, Semarang City, it appears that students still struggle with writing simple descriptive sentences. This is believed to be related to issues arising from the students, teachers, and parents. The difficulties in writing simple sentences caused by the students themselves are due to: 1) second-grade students have limited mastery of Indonesian vocabulary. This can cause them to struggle in constructing correct and meaningful sentences; 2) second-grade students lack an understanding of grammar and simple sentence structure. A lack of understanding of grammar and sentence structure can result in sentences they produce being imperfect; and 3) second-grade students often struggle to express their ideas. They are frequently unsure of how to convey their thoughts into coherent, well-structured, clear, and logically connected sentences. The causes of these problems are certainly not solely due to the students themselves, but can also be attributed to teachers or parents.

The difficulties students face in writing simple sentences, as caused by the teacher, stem from: 1) the use of an irrelevant instructional model. Second-grade teachers at Imama Islamic Elementary School typically use the Problem-Based Learning (PBL) model, but this model is not well-suited for teaching writing; 2) the use of irrelevant teaching methods. Second-grade teachers at Imama Islamic Elementary School typically use the Jigsaw method, role-playing, and question-and-answer sessions, which are still ineffective in addressing students' difficulties in writing simple sentences perfectly; this is because these methods are irrelevant when used in writing instruction; and 3) the use of irrelevant learning media. Second-grade teachers at Imama Islamic Elementary School typically use photos, posters, and texts, which are not relevant to writing instruction, making the learning process ineffective in addressing students' difficulties in writing simple sentences correctly. Teachers often failed to make use of teaching aids and employ teaching methods that lack variety, which can result in students being less active in the learning process (Ngatman et al., 2024).

The difficulty in writing simple sentences, which is attributed to parents, stems from a lack of support at home. Parents do not devote enough time or attention to helping their children learn and practice writing at home. To address this issue in writing simple descriptive sentences, there is a need for innovation in the models, methods, or media used in instruction. To ensure that students fully understand the material, the use of effective instructional media is essential in assisting teachers (Wulansari & Nilam Tyas, 2025). The use of instructional media varies widely depending on each teacher's level of creativity and innovation (Alfisyah et al., 2025).

In the era of the 4.0 Industrial Revolution, the integration of technology into education has become an urgent necessity. Technology can simplify the delivery of instructional content and also enhance the effectiveness and efficiency of the learning process (Kawuryan, 2024). Digital learning media such as E-Big Books are considered to have the potential to increase student engagement because they combine text, images, and interactive activities. The use of E Books can serve as an engaging digital learning medium and help maintain students' interest in learning (Andriyani et al., 2024). Unfortunately, the use of E-Big Books in elementary schools is still limited to passive content such as reading and has not yet been directed toward training writing skills in a structured manner. In fact, a study by Liyawindari et al. (2023) demonstrates that E-Book media based on writing activities can improve student motivation and learning outcomes. It can be concluded that the use of digital media, namely E-Books, has the potential to improve students' skills in writing simple descriptive sentences effectively.

However, to accommodate the needs of lower-grade students, the development of a digital Big Book, or E-Big Book, would be more appropriate. The E-Big Book is a suitable medium for use in lower

grade classrooms. According to Yusnal (as cited in Aina & Devianty, 2025), a Big Book is a large-format book featuring illustrations with colors that capture students' attention and containing minimal text. Previous research also indicates that the use of E-Big Book media can enhance interest and actively engage students in the learning process (Zahrika & Purwati, 2024). Based on these findings, the researcher will develop the Descriptive E-Big Book learning medium as an effort to improve second-grade elementary school students' skills in writing simple descriptive sentences. In addition to using the Descriptive E-Big Book digital medium, the use of a learning model relevant to writing instruction is also necessary to enhance students' skills in writing simple descriptive sentences.

One relevant instructional model for teaching writing that integrates digital media is the Writing Workshop model. The purpose of using this Writing Workshop model is to enable students to plan, organize, and present their writing to others with confidence. This learning model allows students to experience freedom in exploring through words and expressing their ideas in writing. Collaboration in the learning process is also expected to enhance creativity and diversity in writing due to the exchange of ideas among students.

Based on this statement, this study has three objectives: (1) to design the development of the Descriptive E-Big Book media based on the Writing Workshop model, (2) to describe the results of the validity test of the Descriptive E-Big Book media based on the Writing Workshop model, and (3) to describe the results of the effectiveness test of the Descriptive E-Big Book media based on the Writing Workshop model. The combination of these two is expected to create an interactive and collaborative learning environment that aligns with the cognitive development characteristics of 7- to 8-year-old students in the concrete operational stage, where they begin to develop critical and abstract thinking skills and start expressing creativity through writing activities (Piaget in Purnamasari, 2024). Furthermore, this innovation aligns with the Merdeka Belajar policy, which encourages teachers' creativity in utilizing technology (Ministry of Education, Culture, Research, and Technology, 2021).

The Descriptive E-Big Book was developed using the Canva Pro application, incorporating various elements and images to support students' understanding of the material. Meanwhile, the use of the Writing Workshop model, in accordance with the stages outlined by Calkins in (Kuswari & Dallyono, 2022), emphasizes a collaborative writing process through the following stages: 1) preparation (prewriting), 2) drafting, 3) revising, 4) editing, 5) sharing by reviewing peers' work, and 6) finalizing the text and presenting it to classmates. The combination of these media and instructional models is expected to help improve students' skills in writing simple descriptive sentences effectively.

Methods

This study employed a research and development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The research and development approach was a research methodology aimed at developing or creating a product and evaluating the success of its implementation. Research and Development can be defined as a scientific method for researching, designing, producing, and testing the validity of the resulting product (Sugiyono, 2023). This study developed a learning medium called the Descriptive E-Big Book, which aimed to improve the skills of second-grade students at Imama Islamic Elementary School in Semarang in writing simple descriptive sentences. The development process of this learning medium applied the ADDIE procedure developed by Branch (Sugiyono, 2023).

The ADDIE procedure consisted of five stages, namely: (1) analysis: analyzing the needs of students and teachers for effective learning media and investigating the problems encountered in the learning process. The results of the problem analysis in the second grade of Imama Islamic Elementary School revealed difficulties in writing simple descriptive sentences effectively and a need for learning media relevant to writing instruction; (2) design: designing the product according to the identified needs. In this stage, the researcher designed the structure and content of the Descriptive E-Big Book to support the Writing Workshop learning model as an effort to improve the simple descriptive writing skills of second-grade students at Imama Islamic Elementary School; (3) development: activities involving the creation and testing of the product. In this stage, the researcher created and tested the Descriptive E-Big Book media that had been designed to ensure its suitability and effectiveness in improving the writing skills of second-grade students at Imama Islamic Elementary School; (4) implementation: activities

involving the use of the product. In this stage, the researcher implemented the Descriptive E-Big Book in the second grade at Imama Islamic Elementary School for use by students and evaluated their responses and improvements in writing skills; and (5) evaluation: activities to assess whether each step of the process and the product created met the specifications. In this stage, the researcher assessed the effectiveness of the Descriptive E-Big Book through feedback from teachers and students and made revisions to product improvement.

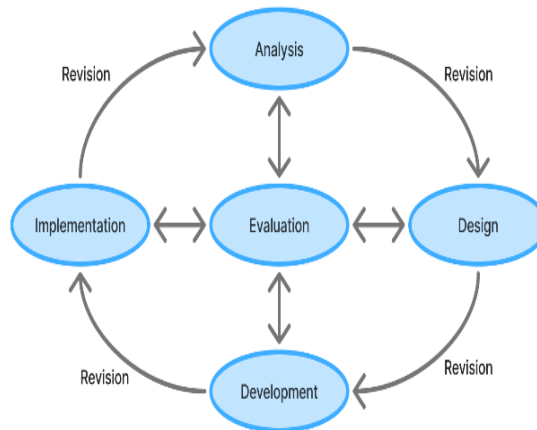


Figure 1. ADDIE Procedure

The implementation of these procedures is expected to result in the creation of a Descriptive E-Big Book, a teaching resource relevant to writing instruction that would enhance the descriptive writing skills of second-grade students at Imama Islamic Elementary School. The development of this Descriptive E-Big Book is expected to help students systematically and creatively grasp the concept of writing simple descriptive sentences.

Results and Discussion

Results

This Descriptive E-Big Book educational resource will be used in Indonesian language instruction for Chapter 1, “Understanding Emotions,” with the main topic being “Writing Simple Sentences.” The design and development of the Descriptive E-Big Book were carried out using the Canva application. Canva is an online graphic design tool used to create all types of visual content. Canva Pro was chosen as the graphic design tool for developing the Descriptive E-Big Book because it is easy to use, offers a wide range of free and premium graphic elements, and allows designs to be downloaded in various formats with simple steps.

The steps for developing the Descriptive E-Big Book learning material are carried out systematically to ensure the results align with the intended objectives. The first step is to develop the framework of the learning media by determining the visual elements, ranging from the front and back cover backgrounds to the background of the content. The color scheme uses bright, balanced, and attractive colors that do not interfere with text readability. In this step, the researcher also determines the design, size, and type of paper to be used for printing the media. Next, the content or structure of the material within the media is determined.

The development of the material began with identifying the learning outcomes and determining learning objectives aligned with the topic of writing simple descriptive sentences. Once the learning objectives were established, the researcher then developed the content and practice questions corresponding to those objectives. The Descriptive E-Big Book learning medium contains material on writing simple descriptive sentences related to emotions. Therefore, the images or illustrations included in the medium must align with the content on recognizing emotions. The structure of the Descriptive E-Big Book includes a front cover, preface, table of contents, section one on nutritious foods, section two

on recognizing emotions, section three on practice questions, a bibliography, the author's profile, and finally, a back cover.



Figure 2. Descriptive E-Big Book Media

The Descriptive E-Big Book will be available in two formats: a physical, printed version and a digital version in PDF format. The printed Descriptive E-Big Book will be used in face-to-face learning sessions with second-grade students at Imama Islamic Elementary School. Meanwhile, the digital Descriptive E-Big Book will be sent to classroom teachers and parents in PDF format to serve as a teaching resource both in and outside the classroom. For example, if parents wish to teach their children how to write simple sentences at home, they can use this Descriptive E-Big Book.

Following the completion of the development of the Descriptive E-Big Book, the expert validation phase began. Expert validation involved subject matter experts, language experts, and media experts. During this expert validation phase, the researchers assessed the suitability of the media and made revisions based on comments or suggestions from the validation experts. Content experts will evaluate the Descriptive E-Big Book media using a content validation instrument that covers several aspects, namely content appropriateness, content depth, integration with the learning model, and content accuracy. The following are the results of the content expert questionnaire.

Table 1. Material Validation Results

No.	Aspect	Score Percentage	Qualifications
1.	Relevance of Content	100%	Highly Suitable
2.	Depth of Content	100%	Highly Suitable
3.	Integration with the Model	100%	Highly Suitable
4.	Accuracy of Content	87.5%	Suitable
Total Score		96.875%	Highly Suitable

Table 1 showed the percentage scores obtained from four aspects, the overall validation percentage for the material was 96.875%, which falls into the “Highly Suitable” category for use in instruction without any revisions. Next, a language expert will evaluate the Descriptive E-Big Book using a language validation instrument that covers several aspects, including grammar, readability, interactivity, and clarity of instructions. The following are the results of the language expert's validation.

Table 2. Language Validation Results

No.	Aspect	Score Percentage	Qualifications
1.	Grammar	87.5%	Suitable
2.	Readability	100%	Highly Suitable
3.	Interactivity	100%	Highly Suitable
4.	Clarity of Instructions	100%	Highly Suitable
Total Score		96.875%	Highly Suitable

Table 2 showed the percentage scores obtained from four aspects, the language validation score was 96.875%, which falls into the “Highly Suitable” category for use in learning without any revisions. Media experts will evaluate the Descriptive E-Big Book using a media validation instrument that covers several aspects, including design, interactivity, format suitability, and functionality. The following are the results of the media expert survey.

Table 3. Media Validation Results

No.	Aspect	Score Percentage	Qualifications
1.	Visual Design	100%	Highly Suitable
2.	Interactivity	100%	Highly Suitable
3.	Format Compatibility	75%	Suitable
4.	Functionality	100%	Highly Suitable
Total Score		93.75%	Highly Suitable

Table 3 showed the percentage scores obtained from four aspects, the media validation score was 93.75%, which falls into the “Highly Suitable” category for use in learning. The media expert provided the following comments and suggestions: a) Revise the cover to include the creator’s name and logo, and b) Revise the fill-in-the-blank section. Consequently, the following revisions were made to the media.



Figure 3. Revision of Descriptive E-Big Book Media by Validator

After the revisions were completed, a small-scale pilot study was conducted by selecting six students from Class II A who shared similar characteristics with Class II B at Imama Islamic Elementary School. The small-scale trial was carried out in accordance with the stages of the Writing Workshop learning model, namely 1) Preparation (Prewriting), 2) Drafting, 3) Revising, 4) Editing, 5) Sharing by reviewing peers’ writing, 6) Finalizing the writing and presenting it to classmates (Publishing). Subsequently, the researcher obtained the following results.

Table 4. Small-Scale Test Results

Value Range	Grade	Number of Students	Notes
< 70	D	0	Incomplete
70 – 79	C	1	Complete
80 – 89	B	3	Complete
90 – 100	A	2	Complete

Table 4 indicates it is evident that the Descriptive E-Big Book, which is based on the Writing Workshop model, is suitable for use in teaching students how to write simple sentences and should be implemented in a large-scale test study involving a larger number of students. Student responses to the Descriptive E-Big Book, which is based on the Writing Workshop model, are as follows.

Table 5. Students Feedback Results

No.	Indicator	Number of Responses	
		Agree 	Disagree 
1.	Attractive Media Colors	6	0
2.	Appropriate Media Images	6	0
3.	Engaging Media Content	5	1
4.	Easy to Understand Material	6	0
5.	Easy to Understand Language	6	0
6.	Media is Useful for Learning	6	0
7.	Learning Becomes Fun	6	0

Table 5 reveals the results that the Descriptive E-Big Book media was well-received by students in terms of its appearance, language, and benefits for the learning process. Following the small-scale test study, the researcher distributed a feedback questionnaire to the II A class teacher covering three aspects: student engagement, media usage, and classroom conditions. The results were as follows.

Table 6. Teacher Feedback Results

No.	Aspect	Score Percentage	Qualifications
1.	Student Engagement	94.4%	Highly Suitable
2.	Use of Media	100%	Highly Suitable
3.	Classroom Conditions	87.5%	Suitable
Total Score		93.96%	Highly Suitable

Table 6 showed the percentage scores obtained from three aspects, the media validation score was 93.96%, which falls into the “Highly Suitable” category for use in instruction. The classroom teacher provided comments and suggestions, including organizing the bibliography and converting it into a QR Code, resulting in the following revisions.

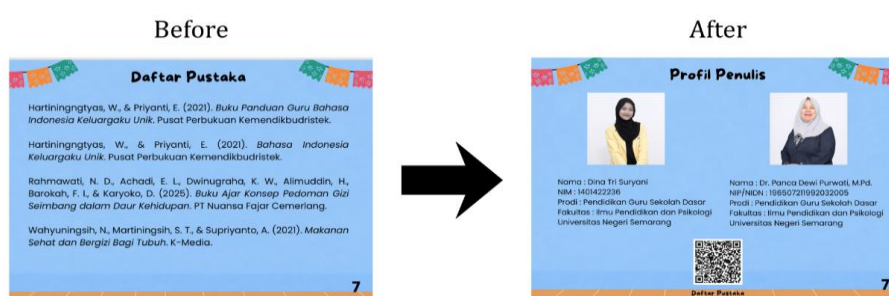


Figure 4. Revision of Descriptive E-Big Book Media by Teacher

Once the revisions have been made, the Descriptive E-Big Book is ready for use in a large-scale test following the same steps as the small-scale test, which was based on the Writing Workshop model.



Figure 5. Conducting a Large-Scale Test

A large-scale test was conducted in Class II B at Imama Islamic Elementary School with 26 students. The students were divided into five groups of five to six students each to discuss using the Descriptive E Big Book. At the end of the lesson, the students completed an individual assessment to evaluate their writing skills, and the results are as follows.

Table 7. Large-Scale Test Results

Value Range	Grade	Number of Students	Notes
< 70	D	0	Incomplete
70 – 79	C	3	Complete
80 – 89	B	11	Complete
90 – 100	A	12	Complete
Total Score	2291		
Average Score	88.11		

Table 7 presents the scores for simple sentence writing skills of the students in Class II B following instruction using the Descriptive E-Big Book, based on the Writing Workshop model. The total score for the 26 students was 2,291, resulting in an average score of 88.11. Based on the results of the simple sentence writing skills assessment in this large-scale test, a normality test was conducted using SPSS, yielding the results are shows on Table 8.

Table 8. Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Writing Skill Score	.087	26	.200*	.964	26	.471

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Given the small sample size (N=26), the primary reference is the result of the Shapiro-Wilk test. Based on the decision criteria, if the significance value is greater than 0.05 ($p > 0.05$), the data are normally distributed. Since the table shows a significance value of 0.471, which is greater than 0.05, it can be concluded that the data on the simple sentence writing skills of Class II B are normally distributed. Next, a one-sample t-test was conducted with the following results.

Table 9. One-Sample t-Test Results

	One-Sample Test					
	Test Value = 70					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
Writing Skill Score	13.374	25	.000	18.11538	Lower 15.3256	Upper 20.9052

Table 9 showed the results of the one-sample t-test in the table, the calculated t-value is 13.374 with a significance level (two-tailed) of $0.000 < 0.05$. Therefore, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Discussion

Based on the results of the research conducted, the Descriptive E-Big Book, which is based on the Writing Workshop model, was developed to be relevant and effective for teaching simple sentence writing in second-grade elementary school, thereby meeting the needs of students and teachers in the learning process. Teachers have an important role in helping students understand and master writing skills by combining teaching materials, media, and relevant instructional models to effectively achieve learning objectives (Purwati et al., 2024). Teachers are educators who serve as facilitators striving to establish a reciprocal relationship with students to achieve learning objectives encompassing attitudes, knowledge, and skills (Purwati, 2024). Therefore, the use of relevant media and models in learning is

very important, considering that learning is a process involving interaction between learning resources, teachers, and students to achieve learning objectives (Swihadayani, 2023).

In line with previous research stating that learning is carried out as an effort to impart or enhance knowledge, skills, attitudes, and values that are beneficial to a person's life (Paling, S. et al., 2023). Learning reflects an adaptive process in which students are actively engaged, take in new information, and are sensitive to the context of the lesson being taught (Windiyan et al., 2024). In lower grade classrooms, instructional materials and media must align with students' cognitive developmental stages to create active and enjoyable learning experiences (Laksana, 2024). Writing instruction in lower grades constitutes a foundational literacy skill that serves as the basis for advanced reading and writing abilities, comprehension of text content, and the development of students' linguistic creativity (Vicol et al., 2024).

Nuraeni et al. (2022) state that writing is an activity that requires complex skills. A skill is an ability, proficiency, or strength possessed by an individual in performing, completing, or creating something meaningful and valuable (Nasihudin & Hariyadin, 2021). This aligns with Inggriyani and Pebrianti (2021), who explain that writing skills are necessary for clearly expressing one's ideas and concepts, using effective sentences and proper writing conventions so that the text can be well understood by readers. Writing skills do not stem solely from students' natural talent but can also be honed and developed through relevant instruction and consistent practice.

In the context of the 4.0 Industrial Revolution, the integration of technology into learning has become an effective alternative for achieving learning objectives. Digital literacy is crucial in the educational process, as digital technology can have a positive impact when used optimally (Achmad & Utami, 2023). Therefore, learning materials can be developed into digital learning materials. Digital learning media are learning aids developed digitally or through technology with the aim of adapting to the changing times (Suryanti et al., 2024). Digital learning media can provide a refreshing and enjoyable learning atmosphere for students, making them more active in learning the knowledge presented (Jumiati et al., 2022). Digital learning materials can also strengthen students' analytical and innovative thinking skills while boosting their motivation and enthusiasm for learning, thereby making them more eager to participate in the learning process (Nafis & Nuryanto, 2025).

The use of digital media in the classroom is a holistic, flexible, and approach that fosters collaboration among students (Auranisa & Nuryanto, 2025). The use of Big Books can create a conducive learning experience among students and also enhance their interaction with the teacher (Zainuddin et al., 2023). The use of technology-based learning materials, such as E-Big Book, can simplify the learning process while making it more engaging and enjoyable for students (Aisyah & Wibowo, 2025). Any real-world context can be brought into classroom learning by using digital learning media (Akbar et al., 2023). In line with this view, the Descriptive E-Big Book was developed with content and illustrations related to students' lives, making it easier to understand and aligned with their daily experiences, with the aim of providing useful knowledge.

The Descriptive E-Big Book media contains material on nutritious food, recognizing emotions, and practice questions. The section on nutritious food serves as an icebreaker and is integrated into Indonesian language instruction, in line with Suroto (2025) assertion that one characteristic of elementary school-aged children in learning is an integrative approach, where elementary students are not yet able to distinguish concepts across various disciplines because they view what they learn as a unified whole; This demonstrates that children still think deductively moving from general problems to specific details.

According to Piaget, second-grade elementary school students aged 7–8 years are in the concrete operational stage; therefore, instructional materials should be designed to be concrete, simple, and closely tied to students' daily experiences so that they are easy to understand and do not impose an excessive cognitive load (Oktafiana & Purwandari, 2025). Therefore, the Descriptive E-Big Book is used directly in the classroom in printed form so that students learn through concrete materials. The digital version of the Descriptive E-Big Book will be kept by the teacher and shared with parents so it can be used as a resource for home learning. This is because the development of literacy in students requires support from parents at home (Fono et al., 2026). Furthermore, in lower grades, the sentence structures used align with students' own experiences (MS et al., 2021). In line with this perspective, the content of the Descriptive E-Big Book learning material is based on students' daily experiences; the language used corresponds to the cognitive stages of lower-grade students; and the material progresses gradually from simple to more complex concepts.

The practice questions include prompts in the form of illustrations that align with students' everyday experiences, such as traditional games and free nutritious meal programs. The use of these prompts makes it easier for students to make direct observations without having to imagine them (Ayuningtyas & Widodo, 2026). Students show high enthusiasm for learning materials derived from local culture that are relevant to their daily activities (Maemunah et al., 2026). In addition to efforts to strengthen writing skills, the integration of culture and daily activities mediated by technology can serve as a transformative tool to instill national values in students (Pamungkas et al., 2025).

The Descriptive E-Big Book, based on the Writing Workshop model, was validated across three dimensions: content, language, and media. The results of the content validation showed that, in terms of content appropriateness as measured by three indicators the content aligned with the learning objectives, the content aligned with the theme and learning indicators, and the content was presented in a logical sequence from simple to complex achieving a score of 100%. The aspect of content depth, with two indicators namely, that the content is sufficient to practice writing simple descriptive sentences, and that the sentences and examples in the Descriptive E-Big Book align with students' developmental levels achieved a score of 100%. The aspect of integration with the learning model, with one indicator namely, that the content is integrated with the stages of the Writing Workshop model achieved a score of 100%. The accuracy aspect, with two indicators namely, that the content is accurate and not misleading, and that the material and exercises are relevant to students' daily lives received a score of 87.5%. Based on the scores obtained from these four aspects, the total material validation score was 96.875%, which falls into the "Highly Suitable" category for use in teaching simple sentence writing in second grade.

The validation results from the linguist showed that the grammar aspect, with two indicators sentences using correct structures and spelling in accordance with EYD Edition V achieved a score of 87.5%. The readability aspect, with two indicator sentences that are easy for second-grade students to understand and the absence of confusing difficult terms achieved a score of 100%. The interactivity aspect, with one indicator language that is communicative and stimulates students' interest in learning, achieved a score of 100%. The clarity of instructions aspect, with one indicator clear and concise assignment instructions achieved a score of 100%. Based on the percentage scores obtained from these four aspects, the total language validation score is 96.875%, which falls into the "Highly Suitable" category for use in teaching simple sentence writing in second grade.

The validation results from media experts indicate that, in terms of design appearance as measured by three indicators namely an attractive layout suitable for second-grade students, a color scheme that is appropriate and does not interfere with text readability, and illustrations/images that support comprehension and are relevant to the material the score reached 100%. The interactivity aspect, with two indicators namely, that the Descriptive E-Big Book provides space for student exploration and that it is easy to understand and use achieved a score of 100%. The format suitability aspect, with one indicator namely, that the Descriptive E-Big Book format is easily accessible across various devices achieved a score of 75%. The functionality aspect, with one indicator namely, the features within the Descriptive E-Big Book media function properly received a score of 100%. Based on the scores obtained from these four aspects, the total media validation score is 93.75%, which falls into the "Highly Suitable" category for use in teaching simple sentence writing in second grade.

In the large-scale test, students completed an assessment to determine their writing skills scores. The results showed that, overall, there were 26 students in Class II 2B. From the table of writing skills scores for Class II B, it can be seen that no student scored below the minimum passing score (KKTP) of 70, which corresponds to a grade of D (Needs Guidance) and is considered incomplete. Additionally, 3 students scored in the 70–79 range with a grade of C (Satisfactory), indicating they met the standard. The largest group, consisting of 11 students, scored in the 80–89 range with a grade of B (Good), indicating they met the standard. Furthermore, 12 students achieved scores in the 90–100 range with an A (Very Good) grade and were deemed to have passed. The total score for all 26 students was 2,291, resulting in an average score of 88.11.

Next, a normality test was conducted to determine whether the data on the simple descriptive writing skills of Class II B were normally distributed or not. Since the sample size was small ($N=26$), the primary reference can be found in the results of the Shapiro-Wilk test. Based on the decision criteria, if the significance value is greater than 0.05 ($p > 0.05$), the data is normally distributed. Since the table shows a significance value of 0.471, which is greater than 0.05, it can be concluded that the data on the simple sentence writing skills of Class II B is normally distributed. Next, a One-Sample t-Test was

conducted, yielding a mean of 88.11. This mean is greater than the established KKTP score of 70. Statistically, a calculated t-value of 13.374 was obtained with a significance value (Sig. 2-tailed) of $0.000 < 0.05$; therefore, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This indicates that the implementation of the Descriptive E-Big Book learning medium based on the Writing Workshop model is effective in improving simple sentence writing skills among second-grade students in Class II B at Imama Islamic Elementary School, Semarang City.

Conclusion

The development of the Descriptive E-Big Book media, based on the Writing Workshop model, for the Indonesian Language subject focuses on writing simple sentences about feelings, addressing the challenge of writing simple sentences in second grade. The development of the Descriptive E-Big Book media, based on the Writing Workshop model, utilizes the Canva Pro application and is implemented in the classroom by printing it out, thereby creating a concrete teaching aid suited to the needs of lower-grade students. Based on the results and discussion outlined by the researcher, it can be concluded that the use of the Descriptive E-Big Book media based on the Writing Workshop model is relevant and effective in improving simple sentence writing skills among second-grade students in Class II B at Imama Islamic Elementary School, Semarang City.

The Descriptive E -Big Book, based on the Writing Workshop model, was deemed valid according to the assessment results from the experts: the content expert received a score of 97.9%, which falls into the “Highly Suitable” category; the language expert received a score of 97.9%, which falls into the “Highly Suitable” category; and the media expert received a score of 94%, which falls into the “Highly Suitable” category. Therefore, the Descriptive E -Big Book, based on the Writing Workshop model, is suitable for use as a teaching resource for simple sentences about feelings in Indonesian language instruction.

Based on the one-sample t-test, the results show a mean of 88.11. This mean is greater than the established KKTP score of 70. Statistically, a calculated t-value of 13.374 was obtained with a significance level (Sig. 2-tailed) of $0.000 < 0.05$; therefore, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This indicates that the implementation of the Descriptive E-Big Book learning medium based on the Writing Workshop model is effective in improving simple sentence writing skills among second-grade students in Class II B at Imama Islamic Elementary School, Semarang City.

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