



The Teacher Assessment of the Feasibility of Presenting the Teaching Module for Writing Explanatory Texts Using Project-Based Learning

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ABSTRACT

There is one teaching module unit for reading skills in explanatory texts for Grade 5 at State Elementary School. The teaching module was developed using the project-based learning model. The teaching module has been used for a long time by grade 5 teachers of State Elementary School. A good teaching module must have four eligibility requirements, including presentation eligibility. This study aims to describe the results of teacher assessments of the presentation eligibility of the teaching module for writing skills in explanatory texts, developed using Project-Based Learning for grade 5 students at State Elementary School. This research was conducted during the odd semester of the 2024/2025 academic year at State Elementary School. The method used in this study is a descriptive-quantitative approach. The subjects of the study were three senior class teachers of Budiasih State Elementary School. Data on teacher assessments of the presentation eligibility of the teaching module for writing skills in explanatory texts, developed using Project-Based Learning for grade 5 at State Elementary School, were collected using a closed questionnaire with four options that were arranged systematically and objectively, ensuring content validity. The four options in this questionnaire are a simplification of the Likert scale. The data were analyzed using descriptive statistical procedures using a tabulation system. The results of the study showed that the teacher's assessment of the feasibility of presenting the teaching module for developing writing explanatory text skills using Project-Based Learning for grade 5 students at State Elementary School was categorized as good.

Keywords: teacher assessment, feseability of presenting, teaching module, writing explanatory text, project-based learning

Penilaian Guru tentang Kelayakan Penyajian Modul Ajar Menulis Teks Eksplanasi Menggunakan Project-Based Learning

ABSTRAK

Tersedia satu unit modul ajar keterampilan membaca teks eksplanasi untuk kelas 5 SD Negeri. Modul ajar itu dikembangkan menggunakan model project-based learning. Modul ajar itu telah digunakan sejak lama oleh para guru kelas 5 SD Negeri. Modul ajar yang baik harus memiliki empat syarat kelayakan antara lain kelayakan penyajian. Penelitian ini bertujuan untuk mendeskripsikan hasil penilaian guru tentang kelayakan penyajian modul ajar keterampilan menulis teks eksplanasi yang dikembangkan menggunakan *Project Based Learning* untuk kelas 5 SD Negeri. Penelitian ini berlangsung pada semester genap tahun pelajaran 2024/2025 di SD Negeri. Metode yang digunakan dalam penelitian ini adalah deskriptif-kuantitatif. Subjek penelitian adalah tiga guru kelas tinggi SD Negeri. Data penilaian guru tentang kelayakan penyajian modul ajar keterampilan menulis teks eksplanasi yang dikembangkan menggunakan *Project Based Learning* untuk kelas 5 SD Negeri dikumpulkan menggunakan kuesioner tertutup empat opsi yang disusun secara sistematis dan objektif sehingga memenuhi syarat validitas isi. Empat opsi dalam kuesioner ini merupakan penyederhanaan skala Likert. Data dianalisis menggunakan prosedur statistik deskriptif menggunakan sistem tabulasi. Hasil penelitian bahwa penilaian guru tentang kelayakan penyajian modul ajar keterampilan menulis teks eksplanasi yang dikembangkan menggunakan *Project Based Learning* untuk kelas 5 SD berkategori baik.

Kata kunci: penilaian guru, kelayakan penyajian, modul ajar, menulis teks eksplanasi, project based learning

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INTRODUCTION

According to Ruggiero (1991) and Tarigan (2010), writing is used to derive or depict graphic symbols that describe a material understood by someone so that other people can read the graphic symbols as long as they know the language and the images. On the other hand, Sariasih & Praditha (2023). Stated writing is the ability to express thoughts and feelings clearly and effectively.

Writing is a skill that is carried out through stages that must be passed by deploying tips, arts, and skills to run effectively. Writing skills are crucial for elementary school students, as they significantly impact their academic development and future. According to Dalman (2014) and Kazhar (2024), students need writing skills to meet their educational needs, social life, and professional life, which will benefit them in their future endeavors. Writing skills are essential skills that must be developed early on using systematic methods.

In the independent curriculum, strengthening literacy through writing skills is an essential aspect. Literacy skills are not just reading and writing skills but also a step to instill critical, creative, and reflective thinking.). The Independent Curriculum emphasizes the importance of student-centered, flexible, and contextual learning, encouraging students to acquire knowledge through meaningful learning experiences (Kemendikbudristek, 2022).

Based on the Regulation of the Minister of Education and Culture No. 24 of 2016 concerning Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum, one type of text taught in elementary schools is explanatory text. Explanatory text is a text that contains an explanation of the occurrence of natural, social, scientific, and cultural events (Kosasih, 2014; Mahsusrn, 2014; Priyatni, 2018; Razak, 2014). The purpose of the explanatory text is to explain the occurrence of events sequentially or systematically. The quality of the explanatory text is one level above the descriptive text and one level below the expository text.

Through learning explanatory texts, it is expected that students will be able to write texts objectively and systematically. However, in reality, students' ability to write explanatory texts is still very low. The low ability of students to compose explanatory texts is because explanatory texts are the most complex texts when compared to other types of texts. So, students often find it challenging to write explanatory texts. Explanatory text material, which is new material, requires the proper learning method to improve students' abilities in composing explanatory texts (Emilia, 2012; Istiana et al., 2019; Winarsih, 2022;

One of the learning methods that can be used in learning to write explanatory texts is the Project Based Learning (PBL) learning model. This learning model is one of the innovative learning models that are useful in the 21st century (Amril & Thahar, 2022; Suryani & Bima, 2023). It is defined as direct learning that involves students in the learning process through research activities to work on and complete specific learning projects. According to Zega (2022), Lubis et al., (2022), and Astuti et al. (2018)., PBL is considered to be one of the best learning methods for developing various basic skills that students must have, including critical thinking skills, activity skills, problem-solving skills, and at the same time effective in developing students' self-confidence (Kemendikbud, 2013). The PBL learning model is seen as aligning with the strengthening of the Pancasila Student Profile in terms of critical thinking, independence, and cooperation.

To support the implementation of the independent curriculum in elementary schools, a teaching module for developing writing skills in explanatory texts using the PBL learning model has been developed for Semester II of Grade 5 in Public Elementary Schools. This module has been in use at Budiasih Public Elementary School for a long time. This module needs to be validated again by high school teachers, who will assess its feasibility. A sound module has four feasibility, namely content feasibility, presentation feasibility, language feasibility, and graphic feasibility



(Muslich, 2006). This article conducts a study on one feasibility, namely presentation feasibility. Therefore, this article is entitled 'Teacher Assessment of the Feasibility of Presentation of the Explanatory Text Writing Teaching Module Using Project-Based Learning.

This study contains a single problem. The formulation of the single problem is how the results of the teacher's assessment of the feasibility of presenting the explanatory text writing skill teaching module based on the Project Learning (PBL) learning approach in grade 5 of elementary school according to the teacher's assessment,

In line with the problem, this article also only contains a single objective. The purpose of this study was to describe teachers' assessments of the feasibility of presenting teaching modules on explanatory text writing skills through the PBL model for fifth-grade elementary school students.

METHOD

This research is a descriptive-quantitative method. Through the research, data are collected and presented using descriptive statistical procedures.

The subjects of this study were 21 high school teachers. They came from 7 elementary schools, namely three teachers per school. The elementary schools and their addresses are presented below:

- 1) SD Negeri Budi Asih; Kp. Cangklek, Wangunjaya Village, Cempaka District, Cianjur Region, West Java Province
- 2) SD Negeri Panyairan; Kp Panyairan, Campaka Village, Campaka District, Cianjur Region, West Java Province
- 3) SD Negeri Gunung Campaka; Kp Gunung Campaka, Campaka Village, Campaka District, Cianjur Region, West Java Province
- 4) SD Negeri Margawaluya; Kp Leuweung Datar, Wangunjaya Village, Cempaka District, Cianjur Region, West Java Province

- 5) SD Negeri Ciherang; Kp Cibitung Margaluyu Village, Cempaka District, Cianjur Region, West Java Province
- 6) SD Negeri Cempaka 4; Kp. Cidadap, Cidadap Village, Campaka District, Cianjur Region, West Java Province
- 7) SD Negeri Cempaka 5; Kp. Leuwi Bitung, Mekarjaya Village, Campaka District, Cianjur Region, West Java Province

To collect teacher assessment data on the feasibility of presenting the teaching module for writing explanatory text skills using PBL, a questionnaire was used. This non-test instrument was arranged systematically and objectively to produce a valid instrument, as described below.

First, determine the type of questionnaire that you will use. This article uses a closed questionnaire. Through this questionnaire, research subjects are asked to select only one option from several provided.

Second, determine the number of options in the questionnaire. This article uses a questionnaire containing four options. This number of options is a simplification of the Likert scale, which involves values ranging from 1 to 10 (Azwar, 2014; Budiadji, 2013; Razak, 2020). Determining an even scale, such as four, aims to avoid values that are precisely in the middle. The 1-4 value scale has a series of values: 1, 2, 3, and 4. The first two series are categorized as negative, while the last two series are classified as positive. Unlike the even category, the odd category value scale has the potential to produce a value in the middle (neither acting nor not acting), such as a value of 3 on an odd scale of 1-5 or a value of 2 on a value scale of 1-3. Each student's answer is validated using the time triangulation technique. Each indicator is analyzed by assigning a specific frequency to one type of student response.

Third, determine the type of statement in the questionnaire. This article utilizes a range of statements in the questionnaire, including both negative and positive statements.

Fourth, determine the indicators of presentation feasibility. The indicators of presentation feasibility for teaching materials are relatively numerous. This article uses only limited indicators because the study's object is the teaching module for explanatory text writing skills in grade 5 of elementary school. The indicators of presentation feasibility in question are:

- 1) instructions for use
- 2) learning objectives
- 3) systematization
- 4) text illustrations
- 5) student attributes
- 6) summary of the material

Fifth, compile the specifications of the teacher assessment questionnaire on the feasibility of presenting the teaching module for explanatory text writing skills using PBL for grade 5 of Elementary School.

Before the teacher's assessment data on the feasibility of presenting the teaching module for writing explanatory text skills using PBL for grade 5 of Budiasih Elementary School is entered into the table, the questionnaire sheet is given a scale value between 1 and 4. If the answer to the questionnaire for a positive statement type is a value of 4, then in the table, it is entered as 4 itself. However, for negative statements, the value of 4 is entered into the table as a value of 1.

Table 2

Conversion of Questionnaire Level Values per Statement Type

Type of Questionnaire Statement	Conversion of Questionnaire Values Scale 1-4 per Statement Type			
	1	2	3	4
Negative Statement	4	3	2	1
Positive Statement	1	2	3	4

RESULTS

1. Teacher's Assessment of the Feasibility of Presenting the Teaching Module for Writing Explanatory Text Skills for the Instructions for Using the Teaching Module Indicator

The assessment of high school teachers regarding the feasibility of presenting the usage instructions indicator in the teaching module for writing explanatory text skills using PBL for Grade 5 elementary school students is positive. This is indicated by the high frequency of answers in the good category (scale value 3 out of 4 scale values), namely 12 out of 21 subjects, or 57.14 percent. This percentage is higher than the outstanding category (scale value 4 out of 4 scale values), namely 42.86% (Table 3).

Table 3

Teacher Assessment of the Feasibility of Presenting the Teaching Module for Writing Explanatory Text Skills for the Instructions for Using the Teaching Module Indicator

Values Scale 1-4	Frequency	Percent	Interpretation
Scale 1	0	0	good
Scale 2	0	0	
Scale 3	12	57,14	
Scale 4	9	42,86	
Total	21	100	

2. Teacher Assessment of the Feasibility of Presenting the Explanatory Text Writing Skills Teaching Module for the Learning Objective Indicator of the Teaching Module

The assessment of the elementary school senior high school teachers on the feasibility of presenting the learning objective indicator in the explanatory text writing skill teaching module using PBL for grade 5 of elementary school is excellent. This is indicated by the high frequency of answers for this category (scale value 3 out of 4 scale values), which is 12 out of 21 subjects, or 57.14%. This percentage is higher than the good



category (scale value 9 out of four scale values), which is 42.86 percent.

Table 4

Teacher Assessment of the Feasibility of Presenting the Explanatory Text Writing Skills Teaching Module for the Instructions for Using the Teaching Module Indicator

Values Scale 1-4	Frequency	Percent	Interpretation
Scale 1	0	0	good
Scale 2	0	0	
Scale 3	12	57,14	
Scale 4	9	42,86	
Total	21	100	

3. Teacher Assessment of the Feasibility of Presenting the Explanatory Text Writing Skills Teaching Module for the Systematization Indicator of the Teaching Module

The assessment of the elementary school senior high school teachers on the feasibility of presenting the systematization indicator in the explanatory text writing skill teaching module using PBL for grade 5 of elementary school is excellent. This is indicated by the high frequency of answers for this category (scale value 4 out of 4 scale values), which is 15 out of 21 subjects, or 71.43 percent. This percentage is higher compared to the good category (scale value 3 out of four scale values), which is 28.57 percent.

Table 5

Teacher Assessment of the Feasibility of Presenting the Explanatory Text Writing Skills Teaching Module for the Systematization Indicator of Teaching Modules

Values Scale 1-4	Frequency	Percent	Interpretation
Scale 1	0	0	good
Scale 2	0	0	
Scale 3	15	71,43	
Scale 4	6	28,57	
Total	21	100	

4. Teacher Assessment of the Feasibility of Presenting the Teaching Module for Writing Explanatory Text Skills for the Illustration Indicator of the Teaching Module Text

The assessment of high school teachers regarding the feasibility of presenting text illustration indicators in the teaching module for writing explanatory text skills using PBL for Grade 5 elementary school students is positive. This is indicated by the high frequency of answers for this category (scale value 4 out of 4 scale values), namely 19 out of 21 subjects, or 90.48%. This percentage is higher than the outstanding category (scale value 3 out of 4 scale values), namely 19.05%. All choices fall on the positive scale values, namely 3 and 4 (Table 6).

Table 6

Teacher Assessment of the Feasibility of Presenting the Teaching Module for Writing Explanatory Text Skills for the Teaching Module Text Illustration Indicator

Values Scale 1-4	Frequency	Percent	Interpretation
Scale 1	0	0	good
Scale 2	0	0	
Scale 3	19	90,48	
Scale 4	2	9,52	
Total	21	100	

5. Teacher Assessment of the Feasibility of Presenting the Explanatory Text Writing Skills Teaching Module for Student Attribute Indicators in the Teaching Module

The assessment of high school teachers on the feasibility of presenting student attribute indicators in the teaching module for writing explanatory text skills using PBL for Grade 5 elementary school students is not satisfactory. This is indicated by all subjects choosing the frequency of answers for this category (scale value 4 out of 4 scale values), which is 21 out of 21 subjects, or 100.00%.

Table 6
Teacher Assessment of the Feasibility of Presenting the Explanatory Text Writing Skills Teaching Module for Student Attribute Indicators in the Teaching Module

Values Scale 1-4	Frequency	Percent	Interpretation
Scale 1	0	0	bad
Scale 2	21	100,00	
Scale 3	0	0,00	
Scale 4	0	0,00	
Total	21	100	

6. Teacher Assessment of the Feasibility of Presenting the Explanatory Text Writing Skills Teaching Module for the Summary Indicator of Material in the Teaching Module

The assessment of high school teachers regarding the feasibility of presenting the material summary indicator in the teaching module for developing explanatory text skills using PBL for grade 5 elementary school students is positive. This is indicated by the high frequency of answers for this category (scale value 3 out of 4 scale values), namely 11 out of 21 subjects, or 52.38%.

Table 7
Teacher Assessment of the Feasibility of Presenting the Teaching Module for Writing Explanatory Text Skills for the Material Summary Indicator in the Teaching Module

Values Scale 1-4	Frequency	Percent	Interpretation
Scale 1	0	0	good
Scale 2	1	4,76	
Scale 3	11	52,38	
Scale 4	9	42,86	
Total	21	100	

Five of the six indicators of the feasibility of presenting the module for writing explanatory text skills through PBL are worth three on a scale of 1-4. This value is categorized as good (Table 8).

Table 8
Summary of Teacher Assessments on the Feasibility of Presenting the Module for Writing Explanatory Text Skills Using PBL for Grade 5 Elementary School

No.	Presentation Feasibility Indicators	Scale	Category
1	instructions for use	3	good
2	learning objectives	3	good
3	systematization	3	good
4	text illustrations	3	good
5	student attributes	2	bad
6	material summary	3	good
	mode	3	good

DISCUSSION

The results of this study indicate that the module for writing explanatory text skills through PBL for grade 5 elementary school students is categorized as good. Only one indicator is classified as bad, namely the student attribute category. Therefore, this indicator can be added to the initial part of the teaching module.

Student attributes in teaching materials or teaching modules are very urgent. These attributes include student name, class, gender, and the name of the class teacher. Through these attributes, the teaching module can be easily identified by its owner when the module is collected in class.

Scientific articles that involve student attributes in teaching materials or modules are widely published in online journals. The scientific articles were written by Zahro & Aprilia (2024), Razak & Elmustian (2024), Maelasari et al. (2025), Dewi et al. (2025), Damayanti & Hamidah (2023), and Hasanah & Hasanah (2024).



For further research, teacher assessments of the feasibility of teaching modules should be increased to some or all of the feasibility indicators, namely content feasibility, language feasibility, and graphic feasibility.

CONCLUSION

Teachers' assessment of the feasibility of presenting the teaching module for developing writing explanatory text skills using PBL for grade 5 elementary school students is categorized as good. This category is based on six indicators of the feasibility of presenting the teaching module for writing explanatory text.

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