

Improving the Ability to Write Procedural Texts Using the ARIAS Learning Model with Pop-Up Book Media

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Abstract: This study aimed to enhance fifth-grade students' procedural text writing skills at SD Negeri 11 Talang Kelapa by integrating the ARIAS learning model with Pop-Up Book media, addressing issues of low motivation and poor textual organization. Employing classroom action research across two cycles (each involving planning, action, observation, reflection), data were gathered via observation and written tests. Analysis utilized both quantitative and qualitative techniques. Significant improvement was observed. Mastery learning increased from 42.86% (pre-action) to 64.28% (Cycle I) and 89.29% (Cycle II). Students exhibited heightened motivation, engagement, and a better grasp of procedural text structure. The research innovatively combines the structured ARIAS motivational framework with interactive, three-dimensional Pop-Up Book media to teach procedural writing. This integrated approach provides teachers with an effective, replicable strategy for improving writing instruction and student engagement in elementary classrooms. The study confirms the efficacy of the ARIAS-Pop-Up Book synergy, offering a validated model for enhancing both the cognitive and affective dimensions of procedural writing skills.

Keywords: ARIAS Learning Model, Pop-Up Book Media, Procedural Text Writing

A. Introduction

Writing skills are one of the basic skills that elementary school students must have. In learning Indonesian, writing procedural texts is an important part because it helps students convey steps or how to do things systematically (Cole, & Feng, 2015). However, the reality is that many grade V elementary school students still have difficulty in writing procedural texts well. One of the main problems faced is the low motivation of students in writing. Many students find that writing is a boring and difficult activity. This is exacerbated by the lack of use of engaging and interactive learning media in the classroom. As stated by Kirana, et al., (2024), students often have difficulty in pouring ideas into sentences and using the proper procedural text structure. Another difficulty that students face is in arranging the steps sequentially and logically in the procedural text. According to research by Anggraeni, et al., (2025), students are only able to compose two to four steps in a simple procedural text before

being given appropriate learning interventions. This shows the need for a learning approach that can help students better understand the structure and content of the procedural text.

The ARIAS (Assurance, Relevance, Interest, Assessment, Satisfaction) learning model offers an approach that can increase student motivation and engagement in the learning process. According to Yuliannurunnisa et al. (2018) and Hamidah et al., (2022), the application of the ARIAS model can significantly improve students' ability to analyze the structure of procedural texts. This model emphasizes students' self-confidence, relevance of the material to daily life, interest in learning, continuous assessment, and satisfaction in learning.

The use of *Pop-Up Book Media* as teaching materials can also be a solution to increase students' interest and understanding in writing procedural texts. This media offers interesting and interactive visualizations, so it can help students understand the steps in the procedural text in a more concrete way. Sylvia, & Hariani, (2015) stated that *Media Pop-Up Books* based on the ARIAS model are effective in improving the writing skills of grade V elementary school students. The combination of the ARIAS learning model and the *Media Pop-Up Book* is expected to provide a fun and meaningful learning experience for students. With this approach, students not only learn to write procedural texts theoretically, but also understand and apply them in the context of everyday life.

This study aims to examine the effectiveness of the application of the ARIAS learning model with *Pop-Up Book Media* in improving the ability to write procedural texts for grade V elementary school students (Usman, et al., 2025; Morales Arias, 2021). This research is important considering the lack of studies that combine these two approaches in the context of learning to write procedural texts in elementary schools. In addition, this research is also expected to contribute to the development of innovative and effective learning strategies to improve students' writing skills. Thus, the results of this research can be a reference for teachers in designing and implementing more interesting and meaningful writing learning. In the context of today's education, writing ability is one of the important indicators in assessing students' literacy competencies. Therefore, efforts to improve students' writing skills, especially in writing procedural texts, need to receive serious attention from all parties involved in the world of education.

This research will be conducted at SD Negeri 11 Talang Kelapa, Banyuasin Regency, with the subject of grade V students. The method used in this study is Classroom Action Research (PTK) which consists of several cycles. Each cycle includes the stages of planning, implementation of actions, observation, and reflection. This approach allows researchers to make continuous improvements in the learning process based on the results of each cycle's evaluation.

Data were collected through observation and test writing of the procedure text. Data analysis was carried out qualitatively and quantitatively to obtain a comprehensive picture of the improvement of students' writing skills after the application of the ARIAS learning model with *Pop-Up Book media*. The results of this study are expected to show that the application of the ARIAS learning model with *Pop-Up Book Media* is effective in improving the ability to write procedural texts for grade V elementary school students. Thus, this learning model can be recommended as an innovative and effective learning model in learning to write in elementary school. In addition, this research is also expected to provide new insights for teachers in developing creative and interesting learning media, as well as in implementing learning models that can increase student motivation and involvement in the learning process.

In the long run, improving students' writing skills will contribute to improving the overall quality of education. Students who have good writing skills will be better able to express their ideas and opinions clearly and systematically, which is an important provision in facing future challenges. Thus, this research is not only beneficial for students and teachers at SD Negeri 11 Talang Kelapa, but also for the world of education in general in an effort to improve the quality of writing learning in elementary schools. It is hoped that the results of this research can be a reference for the development of more effective and innovative curriculum and learning strategies in Indonesian learning, especially in procedural text writing skills.

Finally, this research is also expected to encourage further research that examines the application of the ARIAS learning model and the use of *Pop-Up Book Media* in other learning contexts, so as to enrich the treasures of science and educational practice in Indonesia. Thus, efforts to improve students' writing skills through innovative and engaging approaches such as the ARIAS learning model and the *Media Pop-Up Book* are important steps in creating effective and enjoyable learning for elementary school students. The main focus in this study is 1) How to improve the ability to write procedural texts for grade V students of SD Negeri 11 Talang Kelapa, Banyuasin Regency by applying the ARIAS learning model combined with the use of *Pop-Up Book media*? 2) Are students able to compile procedural texts systematically and in accordance with applicable rules? 3) Does the ARIAS learning model have an effect on building student interest, engagement, and learning outcomes? 4) Are there any changes in students' attitudes and writing skills before and after the learning actions are carried out?

B. Methods

This research was carried out in class V of SD Negeri 11 Talang Kelapa, which is located on Jalan Padat Karya, RT 06, Dusun II, Talang Buluh Village, Talang Kelapa District, Banyuasin Regency. This research was carried out in 2 cycles, which began with pre-action activities first, cycle I of the first meeting was held on Tuesday, August 26, 2025, cycle I of the second meeting was held on Wednesday, August 27, 2025, Cycle

II of the first meeting was held on Tuesday, September 9, 2025, and Cycle II of the second meeting was held on Wednesday, September 10, 2025. During the implementation of the first and second cycles of the first and second meetings, the researchers were observed by the principal of SD Negeri 11 Talang Kelapa, Mrs. Hj. Zulinda, S.Pd., M.Si. and 2 colleagues (class teachers), namely Mrs. Ricke Apriani, S.Pd., and Mr. Deddy Ardiansyah, S.Pd. This research involved grade V students as subjects, with a focus on their ability to compile procedural texts. The object of the research is the skill of writing procedural texts in class V.B SD Negeri 11 Talang Kelapa, which consists of 28 students, with a composition of 15 male students and 13 female students.

This research focuses on improving the ability to write procedural texts by applying the ARIAS learning model combined with *Pop-Up Book media*. The approach used is classroom action research (PTK), which aims to improve and improve the quality of the learning process. Classroom action research is a systematic research method in which teachers also play the role of researchers to analyze and evaluate learning practices that take place in the classroom, from the planning stage to reflection, in order to create continuous improvement in learning activities. In its implementation, this PTK is carried out through a repetitive process or cycle, which includes four main stages in each cycle: planning, implementation of actions, observation, and reflection.

This research was carried out by applying two action cycles, each of which consisted of the stages of planning, implementation of actions, observation, and reflection. The four stages are arranged by referring to the action model from Kemmis and McTaggart, which is commonly used in classroom action research. The implementation of this action is guided by success indicators, namely the achievement of the Learning Goal Achievement Criteria (KKTP) by students individually and classically (at least 85%). The main purpose of this action is to find out whether the application of the ARIAS learning model combined with *Pop-Up Book media* can improve the ability to write procedural texts for grade V students of SD Negeri 11 Talang Kelapa, Banyuasin Regency. If in the first cycle the success indicators have not been achieved, then the action will be continued to the second cycle with various improvements based on the results of reflection.

The success indicators of this study are guided by the Criteria for Achieving Learning Objectives of Indonesian subjects in grade V of SD Negeri 11 Talang Kelapa. The Criteria for Achieving Learning Objectives of Indonesian subjects for grade V of SD Negeri 11 Talang Kelapa is 70. This means that students are declared to have completed their studies, if they individually obtain a score of ≥ 70 and above. Classically, students are declared to have completed their studies if in the class there are 85% of the number of students who get a score of ≥ 70 .

The data collection technique in this study was carried out using three main approaches, namely test, observation, and documentation. These three techniques

were chosen because they were considered the most suitable for digging and recording data on improving students' procedural text writing skills through the application of the ARIAS learning model with *Pop-Up Book media*. In assessing the ability to write procedural texts in grade V elementary school students, there are several important aspects that must be considered. These aspects include text structure, content, language, and presentation, each of which has specific indicators to ensure that procedural texts written by students meet the expected criteria (Ministry of Education and Culture, 2024). Assessment rubric to assess the ability to write procedural texts for grade V elementary school students:

Table 1. Procedure Text Writing Ability Assessment Rubric

Assessment Aspects	Score 4	Score 3	Score 2	Score 1
Text Structure	Have a complete and well-organized title, objectives, and steps	Has most of the structural elements with a fairly good arrangement	Has several structural elements with poor arrangement	Incomplete structure and unclear arrangement
Content	Complete, detailed, and objective-relevant steps	The steps are quite complete and relevant	Incomplete and less relevant steps	Incomplete and irrelevant steps
Assessment Aspects	Score 4	Score 3	Score 2	Score 1
Language	Language is clear, simple, and without grammatical errors	The language is quite clear with few grammatical errors	Language is unclear with some grammatical errors	Unclear language with a lot of grammatical errors
Presentation	The text is neatly organized with consistent formatting and good aesthetics	The text is quite neat with a fairly consistent formatting	Unneat text with inconsistent formatting	Uncluttered text and inconsistent formatting

C. Results and Discussion

This study is classroom action research carried out in grade V of SD Negeri 11 Talang Kelapa, with a total of 28 students consisting of 15 male students and 13 female students. Before carrying out this class action research, the researcher carried out pre-action activities using the lecture and question and answer model. After carrying out pre-action activities, the researcher conducted research using the ARIAS learning model with *Pop Up Book media* in two cycles, namely cycle I and cycle II. Each cycle of this study consists of two meetings with the time allocation of each meeting being 2 x 35 minutes. During the implementation of Cycle I and Cycle II, the first and second meetings of researchers were observed by the principal of SD Negeri 11 Talang Kelapa, namely Mrs. Hj. Zulinda, S.Pd., M.Si. and 2 colleagues, namely Mrs. Ricke Apriani, S.Pd., (grade VI teacher) and Mr. Deddy Ardiansyah, S.Pd. (grade V teacher).

During the implementation of the first and second cycle of actions, the three observers had observation sheets to observe the researcher in carrying out the action. On the

sheet of each observation there is a column with the following scoring guidelines, namely score (4) if according to the observer the action taken by the researcher is very good, score (3) if the action taken by the researcher according to the observer is good, score (2) if the action taken by the researcher according to the observer is good enough, and score (1) if the action taken by the researcher according to the observer is not good.

The data on the results of the research regarding the completeness of learning in pre-action activities, the number of students who completed or obtained a score of ≥ 70 or in accordance with the KKTP of Class V Indonesian subjects at SD Negeri 11 Talang Kelapa amounted to 12 students or 42.86% of the total 28 students, while students who obtained a score of ≤ 70 or below KKTP Indonesian subjects in class V at SD Negeri 11 Talang Kelapa totaled 16 students or 57.14% of 28 students. So that the average score of students in the pre-action activity was 62.28%.

In the implementation of class action research in the first cycle with the number of students completed was 18 people or 64.29% of 28 students, and the number of students who did not complete was 10 people or 35.71% of 28 students, and the average score of students in the first cycle was 72.54%. Meanwhile, the results of the test for the implementation of Cycle II class research were 25 people or 89.29% of 28 students, while the students who did not complete amounted to 3 people or 10.71% of the total number of 28 students. Furthermore, the average score obtained by grade V students at SD Negeri 11 Talang Kelapa on the material of writing procedural texts in Cycle II was 81.25%.

Results of Cycle I Implementation

The first cycle of the researcher was carried out with two meetings, the first cycle of the researcher meeting was held on August 26, 2025, the first cycle of the second meeting was held on August 27, 2025. Of the 28 students in grade V of SD Negeri 11 Talang Kelapa, the students who received a score of ≥ 70 or in accordance with the KKTP of the subject Indonesian grade V of SD Negeri 11 Talang Kelapa were 18 people with a percentage score of 64.28%. Students who obtained a score of ≤ 70 or below the KKTP for Indonesian grade V of SD Negeri 11 Talang Kelapa were 10 people with a percentage score of 35.72%. The average score of students in the first cycle was 72.51. The results of the first cycle test still show that classically the learning activities have not been completed, if the completeness requirement is 85% of students have obtained a score of ≥ 70 or in accordance with the KKTP in the first cycle the new students have reached 64.28%, which means that the first cycle of research needs to be continued to Cycle II.

During the implementation of the first cycle of actions, the researcher received a lot of criticism and suggestions from observers, this shows that the implementation of the first cycle of actions carried out by the researcher has not been maximized, the researcher still makes many mistakes that should not have occurred during the

implementation of the first cycle of actions. Therefore, errors that occur in the implementation of the first cycle of actions need to be corrected in the implementation of the next action (Cycle II).

Based on the results of the procedural text writing test in cycle I, it is known that the ability of grade V students to write procedural texts shows an improvement compared to the initial condition before the action, but these results have not fully reached the completeness of classical learning. Some students have reached the minimum completeness criteria set, while others are still in the incomplete category.

Students who are declared complete in Cycle I have generally been able to compile a procedural text with a fairly complete structure, including the objectives and steps of the activity. They began to demonstrate a logical understanding of the sequence of steps, although there were still shortcomings in the use of linguistic elements, such as temporal conjunctions and the precision of command sentences. Meanwhile, students who have not completed the first cycle still have difficulties in developing ideas sequentially and systematically. Some students are not able to write down the steps in a complete, orderly, and clear manner. In addition, the use of language in procedural texts is still simple and not fully in accordance with the linguistic rules of the procedural text.

These results show that the application of the ARIAS learning model with *Pop-Up Book* media in Cycle I has had a positive impact on the learning process, especially in fostering students' interest and attention. However, from the aspect of writing skills, students still need further reinforcement and assistance. This is in line with the opinion of Nurgiyantoro (2001) and Siregar et al. (2023) who stated that writing skills are complex abilities that require repeated practice and gradual habituation.

Results of Cycle II Implementation

Of the 28 students in grade V of SD Negeri 11 Talang Kelapa who took the test in writing procedural texts, students who obtained scores in accordance with the KKTP of Indonesian subjects in class V of SD Negeri 11 Talang Kelapa amounted to 25 students with a percentage score of 89.29%. Meanwhile, there are 3 students with a percentage score of 10.71% who have not achieved the KKTP. If classically the completeness requirement is 85% of students get a score of ≥ 70 , in the second cycle students who get scores in accordance with the KKTP for Indonesian subjects in grade V of SD Negeri 11 Talang Kelapa reached 89.29%. Based on the requirements for classical completeness, the test results in Cycle II show that the learning activities are declared complete. And the average score of students in cycle II was 81.25.

The results of the procedural text writing test in Cycle II showed a more significant increase compared to Cycle I. The number of students who achieved learning completeness increased, while the number of students who did not complete it was

decreasing. This shows that the learning improvements made in Cycle II have a positive impact on students' writing skills.

Students who have completed Cycle II have been able to compile procedural texts more systematically and in accordance with the correct structure. The resulting text shows the completeness of the objectives, tools and materials, as well as the steps that are arranged in a sequential and logical manner. In addition, the use of linguistic elements such as imperative sentences, active verbs, and temporal conjunctions also seems more appropriate and varied. Meanwhile, students who have not completed Cycle II show better development than Cycle I, although they still need follow-up assistance. The difficulties experienced by students at this stage are generally related to the accuracy in the use of language and the completeness of the detailed steps, no longer to the general understanding of the structure of the text.

The improvement in learning outcomes in Cycle II shows that the application of the ARIAS learning model combined with *Pop-Up Book* media is able to create more meaningful learning. These findings are in line with the opinions of Sylvia, & Hariani, (2015) and Jannah, & Sukidi, (2018) who stated that *Pop-Up Book media* is effective in improving the understanding of concepts and writing skills of elementary school students through concrete and interactive visualizations.

Analysis of Research Results for the Implementation of Cycle I and Cycle II

The learning results at the pre-action stage show that students' ability to write procedural texts is still relatively low. Of the 28 students, only 12 students (42.86%) achieved completeness, while 16 students (57.14%) were not able to achieve the minimum score according to the KKTP, with an average score of 62.28. This condition shows that the learning carried out previously has not been effective, because students have not understood the structure, linguistic rules, and steps to write procedural texts in a sequential manner. This is due to the use of conventional learning models that are not able to arouse students' interest and motivation to learn.

In the first cycle, after applying the ARIAS learning model with the help of *Pop-Up Book* media, there was a significant increase in learning outcomes. The number of students who achieved completeness increased to 18 students (64.28%), with an average score of 72.54. However, classical completeness still does not meet the minimum criterion of 85%, so learning needs to be improved and continued to the next cycle. Based on the observation findings, some students still have difficulty in determining the main idea and systematically formulating procedural steps, so mentoring and giving examples need to be improved.

In cycle II, the researcher refined the learning model, among other things, by clarifying the text writing demonstration, expanding the group's collaborative activities, and increasing the intensity of guidance during the writing process. The results showed a

much more optimal improvement, where as many as 25 students (89.29%) had achieved completeness with an average score of 81.25. This percentage has exceeded the classical completeness limit of 85%, so that the implementation of the action was declared successful. In addition, observations also showed increased motivation, active participation, systematic thinking skills, and cooperative attitudes between students. A comparison of learning completeness in Pre-Action, Cycle I to Cycle II and the average score obtained by students can be seen in the following table.

Table 2. Comparison of Test Results for Grade V Students of SD Negeri 11 Talang Kelapa in the Ability to Write Procedural Texts

Implementation Stage	Number of Students	Completed Students (≥ 70)	Percentage Completion	Students Are Not Finished (< 70)	Incomplete Percentage	Grade Point Average
Pre-Actions	28	12 Students	42,86%	16 Students	57,14%	62,28
Cycle I	28	18 Students	64,28%	10 Students	35,72%	72,54
Cycle II	28	25 Students	89,29%	3 Students	10,71%	81,25

Based on the recapitulation of test results in pre-action activities, cycle I and cycle II, follow-up activities that can be carried out are by providing reinforcement and appreciation to students who have achieved completeness as a form of *satisfaction* in the ARAS model, carrying out limited remedial learning for students who have not completed with a focus on the linguistic aspects of the procedural text, using the research results as a reference in designing writing learning. Furthermore, to be more varied and student-centered, integrate the ARIAS model and Pop-Up Book media on other writing materials as an effort to improve language skills in an ongoing manner. This follow-up is in line with the theory of Classroom Action Research which emphasizes the importance of reflection and continuous improvement in the learning process (Ministry of Education and Culture, 2022; Ministry of Education and Culture, 2023; Pawartani, & Suciptaningsih, 2024; Faishol et al., 2024).

The increase in the scores of grade V students of SD Negeri 11 Talang Kelapa after the action was carried out was as follows:

The average value before the action is:

$$R1 = \frac{1744}{28} = 62,28$$

The average value after the action is:

$$R2 = \frac{72,54 + 81,25}{2} = 76,90$$

Thus, the percentage increase that occurs before and after the action is as follows:

$$X = \frac{76,90 - 62,28}{62,28} \times 100 = 24,47$$

These results show that there was an increase of 24.47% in the average score of students after the implementation of the learning action. Thus, the results of the

research obtained in this thesis show that the application of the ARIAS (*Assurance, Relevance, Interest, Assessment, and Satisfaction*) learning model combined with *Pop-Up Book media* is able to significantly improve the ability to write procedural texts for grade V students. This increase can be seen from the increase in the number of students who achieved learning completion, grade point average, and the quality of the procedural texts produced by students, both in terms of structure and the use of linguistic elements. These findings show that writing learning that is designed systematically, motivationally, and supported by concrete visual media can have a positive impact on the learning outcomes of elementary school students.

The results of this study are in line with the research of Maharani et al., (2024) which states that the use of learning methods that require student activity, such as *Relay Writing* assisted by audio-visual media, is able to improve students' ability to write procedural texts. Although they differ in terms of methods and levels of education, the two studies confirm that procedural text writing skills will develop optimally if students are actively involved in the learning process and receive stimuli that support concept understanding and idea development.

Furthermore, the results of this study are also relevant to Simbolon, & Fitriyani, (2021); and Sari (2019) which proves that the use of *Pop-Up Book media* is able to increase students' interest and learning outcomes. These findings strengthen the results of this study, where *the Pop-Up Book media* plays an important role in helping students understand procedural text material in a concrete and interesting way. The three-dimensional visual media makes it easier for students to observe the sequence of steps and the relationship between activities, so that it is easier for students to pour ideas into the form of coherent and systematic writing.

A strong connection is also seen in the research of Mardhatilla & Amini (2023) who developed a *Pop-Up Book* learning media based on the ARAS model. The study concluded that the integration of the ARIAS model with *Pop-Up Book media* was able to increase student motivation, involvement, and activeness in learning. The results of this study reinforce these findings through direct implementation in the classroom with the Classroom Action Research (PTK) approach, thus providing empirical evidence that the ARIAS model and *Pop-Up Book media* are not only feasible and practical, but also effective in improving students' procedural text writing skills.

In addition, the results of this study are also in accordance with the 4th journal by Sasmiza, et al., (2023) which examines the influence of *the Project Based Learning* (PjBL) model on the ability to write procedural texts of high school students. The study showed that the application of a learning model that is oriented to activities and direct student involvement is able to significantly improve the ability to write procedural texts. Although there are differences in learning models and levels of education, the two studies have a common principle, namely placing students as active subjects in learning. In this study, this principle is realized through the stages of the ARIAS model

that encourage student confidence, interest, and learning satisfaction, so that it has a positive impact on the results of writing procedural texts.

The ARIAS-based Pop-Up Book *media* has a very high level of validity and practicality and is able to increase students' interest and activeness in learning (Jumadi et al., 2025). The study emphasizes the feasibility and effectiveness of media from the development aspect, while this study complements the findings by proving the effectiveness of ARSIA-based *Pop-Up Book media* in the practice of learning to write procedural texts in the classroom. Thus, this study expands on previous studies by showing that valid and practical media also have a real impact on improving students' language skills.

Based on this description, it can be concluded that the results of this study support and strengthen the findings of previous research, as well as make a new contribution to Indonesian learning in elementary schools. This contribution lies in proving that the application of the ARIAS learning model combined with *Pop-Up Book media* is systematically and reflectively effectively used to improve students' procedural text writing skills, both in terms of learning process, learning outcomes, and student learning motivation (Komari et al., 2022; Sa'adah, & Asih, 2025).

D. Conclusions

This classroom action research conclusively demonstrates that the integrated application of the ARIAS learning model with Pop-Up Book media is a highly effective strategy for enhancing procedural text writing skills among fifth-grade students. The key findings are threefold. First, quantitative data revealed a marked increase in mastery learning, from 64.28% in Cycle I to 89.29% in Cycle II, confirming significant improvement in learning outcomes. Second, qualitative analysis showed that students developed a more systematic understanding of procedural text structure, evidenced by their improved ability to sequence steps and accurately use linguistic features like command verbs and temporal conjunctions. Third, the intervention positively transformed the classroom dynamic, fostering greater student motivation, engagement, and confidence, thereby impacting affective and psychomotor domains alongside cognitive gains. The practical implications of this study are significant for elementary educators. It provides a validated, replicable instructional framework that combines motivational theory ARIAS with tangible, interactive media (Pop-Up Books). Teachers are encouraged to adopt this integrated, student-centered approach to move beyond rote instruction in writing. Specifically, the ARIAS components offer a structured method to build relevance and ensure satisfaction, while the Pop-Up Books serve as a powerful scaffold for organizing and visualizing sequential processes, making abstract writing tasks concrete and engaging. For future research, it is recommended to conduct longitudinal studies to assess the retention of writing skills over time. Furthermore, researchers could explore the applicability of this integrated ARIAS and Pop-Up Book model to other genres of writing or core subjects

like science for procedural explanations. Comparative studies with other media or motivational models would also help to refine best practices. Finally, investigating the model's effectiveness in different educational contexts or grade levels would be valuable to determine its broader scalability and adaptability.

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