

Development of an SPOK Sentence-Structure Learning Module for Third-Grade Students at MI Cemorokandang

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ABSTRACT

Mastery of basic language skills, particularly understanding Subject–Predicate–Object–Adverbial (SPOK) sentence structures, provides an important foundation for elementary students' reading, writing, and speaking abilities. However, observations in Grade III class at MI Cemorokandang, Malang City, indicated that students experienced difficulties in identifying and constructing SPOK sentences, while the available learning activities provided limited support for systematic and independent practice. This study aimed to develop SPOK sentence-structure learning module for Grade III students and to examine its validity, practicality, and preliminary learning outcomes. The study employed a Research and Development (R&D) design using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation stages. The limited implementation involved 25 Grade III students aged 9–10 years. The developed module was assessed by one subject-matter expert and one media expert. Data were collected through expert-validation questionnaires, teacher and student practicality responses, and pre-test and post-test assessments. The results showed that the module obtained a mean validation score of 4.17 from the subject-matter expert and 4.20 from the media expert, indicating that the module was highly valid. The teacher practicality score was 4.33, categorized as highly practical. Students' mean learning outcome scores increased from 56.4 on the pre-test to 83.2 on the post-test, while mastery increased from 32% to 88%. The mean individual N-Gain score was 0.72, which falls into the high category. These findings indicate that the developed module was associated with improved student learning outcomes during the limited two-meeting trial. However, because the implementation used a one-group pre-test–post-test design without a control group and involved a limited number of students over a short period, the findings should not be interpreted as conclusive evidence of causal effectiveness. The developed module can therefore be considered a valid and practical supplementary learning resource for supporting Grade III students' understanding of SPOK sentence structures.

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1. INTRODUCTION

Mastery of basic language skills at the elementary school level is closely related to students' ability to understand and produce meaningful sentences [1]. One important aspect of this mastery is understanding sentence structure, particularly the Subject–Predicate–Object–Adverbial (SPOK) pattern. In this study, SPOK refers to *Subjek* (Subject), *Predikat* (Predicate), *Objek* (Object), and *Keterangan* (Adverbial) [2], [3]. The term *Adverbial* is used as the English equivalent of *Keterangan*, while the Indonesian term SPOK is retained throughout the manuscript to maintain consistency with Indonesian language instruction. Understanding sentence structure enables students to organize ideas and express information more systematically in both oral and written communication [4], [5]. Difficulties in sentence construction may consequently affect students' ability to communicate their ideas clearly.

The importance of sentence-structure mastery is supported by evidence that elementary-level learners and even teachers may experience difficulties in producing sentences according to prescribed patterns [6], [7]. Kriandi (2020), for example, examined the ability of 20 elementary school teachers to produce sentences using S-P-O-K, and K-S-P-O patterns [8]. Only 30% of the sentences produced according to the S-P-O-K instruction corresponded to the required pattern, while 70% did not. The errors included problems in identifying object and adverbial functions, as well as other aspects of sentence construction. These findings indicate that sentence structure requires systematic instructional attention rather than being treated only as a supporting component of language learning.

A similar instructional concern was identified in the present study through observations conducted in Grade III at MI Cemorokandang, Malang City. Several students continued to experience difficulties in identifying sentence components and arranging words according to the SPOK pattern. Students tended to construct simple sentences without complete components and became confused when determining the function of particular words in a sentence. Classroom instruction was also predominantly supported by lectures and practice exercises. Although exercises provide opportunities for practice, the absence of systematically organized learning materials may limit students' opportunities to learn the concept progressively and independently. These classroom conditions indicate the need for teaching materials that present sentence structures in a clear, gradual, and accessible manner.

The need for appropriate Indonesian language teaching materials at the elementary level has also been reported in recent research. Sukma et al. (2024) found that elementary school teachers encountered various challenges in implementing Indonesian language teaching materials, indicating the importance of appropriate instructional resources that correspond to students' learning needs [9]. Similarly, recent studies have developed Indonesian language teaching materials for elementary students to address particular learning needs. Nasution and Marlina (2024), for instance, developed an Indonesian language teaching module for Grade II elementary school students using the ADDIE model [10]. Their study employed observation, interviews, validation, practicality assessment, and learning outcome tests, demonstrating the applicability of systematic module development to Indonesian language learning at the elementary level. Ritonga et al. (2024) also developed Indonesian language teaching materials for elementary school students and emphasized the

role of systematically developed materials in supporting higher-order thinking and literacy-related learning outcomes [11].

In addition⁴ to systematic organization, teaching materials for elementary students need to consider the relationship between learning content and students' experiences. Sitepu et al. (2025) developed contextual electronic teaching materials for Grade III students in Indonesian language learning and highlighted the need to address learning activities that are meaningful and relevant to students³⁸ rather than relying on monotonous learning experiences [12]. Other recent developments in Indonesian language teaching³⁸ materials have similarly responded to the need for contextualization. For example, the development of Indonesian language materials based on local cultural contexts has been used to make learning content more relevant to elementary students' experiences. These studies suggest that the design of teaching materials should not focus solely on the presentation of content but should also consider how the content is represented and practiced by learners.

A learning module is particularly relevant to these instructional needs because it can organize learning content, instructions, activities, and assessments into a structured sequence. A module provides students with planned learning experiences directed toward specific⁵ learning objectives and can facilitate more systematic and independent learning [13]. The ADDIE model further provides a systematic framework for developing instructional materials through the stages of analysis, design, development, implementation, and evaluation. Suratnu [14], for example, applied the ADDIE model in developing an instructional module and demonstrated its usefulness as a systematic framework for aligning learning needs, instructional objectives, materials, and evaluation. The use of ADDIE in Indonesian language module development has also been demonstrated in elementary school context⁹ [15].

Although previous studies have established the potential of modules and teaching materials for Indonesian language learning at the elementary level, the existing studies identified above have focused on different learning contents, such as general Indonesian language skills, reading, main ideas, or technology-supported language learning [10]–[12]. Research specifically addressing the development of a Grade III Indonesian language module focused on SPOK sentence structures remains limited. Moreover, the available studies do not sufficiently address the combination of contextual sentence examples, visual representations, progressively structured exercises, game-based activities, and opportunities for independent practice within a single module specifically designed to help elementary students identify and construct SPOK sentences. This constitutes an important gap because students' difficulties with sentence structure require not only additional practice but also instructional materials that scaffold learning from recognizing sentence components to constructing complete sentences.

The present study therefore develops an SPOK sentence-structure learning module specifically for Grade III students at MI Cemorokandang. The novelty of this study lies in the integration of contextual examples, visual support, progressive exercises, game-based activities, and independent-learning components within one structured module focused specifically on SPOK sentence construction. The contextual examples are intended to connect sentence structures with students' everyday experiences, while visual

representations are used to clarify the relationship among sentence components. Progressive exercises provide a gradual transition from identifying sentence elements to constructing complete SPOK sentences, and game-based activities provide additional opportunities for active practice. The module also includes instructions, exercises, evaluation, answer keys, and reflection activities to facilitate guided and independent learning. Therefore, the contribution of this study is not merely the development of another Indonesian language module, but the development of a structured instructional resource that specifically addresses the identified difficulty in learning SPOK sentence patterns among Grade III students.

Based on this gap, this study aimed to develop an SPOK sentence-structure learning module for Grade III students at MI Cemorokandang, Malang City. Specifically, the study examined the validity and practicality of the developed module and the changes in students' learning outcomes following its limited implementation. Through expert validation, teacher and student responses, and pre-test and post-test assessments, the study seeks to provide empirical evidence concerning the feasibility of using a systematically developed SPOK module as an alternative instructional resource in Indonesian language learning at the elementary school level.

2. METHOD

This study employed a Research and Development (R&D) design using the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation [16]. The ADDIE model was selected because it provides a systematic framework for identifying instructional needs, designing and developing learning materials, implementing the developed product, and evaluating its quality. The product developed in this study was an SPOK sentence-structure learning module designed for Grade III students at MI Cemorokandang, Malang City.

Research Participants

The participants in the limited implementation of the module were 25 Grade III students at MI Cemorokandang, Malang City. The students were 9-10 years old and consisted of 11 male and 14 female students. The 25 students represented the entire Grade III class. The participants were selected because they were the intended users of the developed module and had received Indonesian language instruction related to sentence construction. The implementation was conducted during one semester.

The product was evaluated by two experts, consisting of one subject-matter expert and one media expert. The subject-matter expert was selected based on expertise in Indonesian language education and elementary Indonesian language instruction, while the media expert was selected based on expertise in educational media and instructional-material development. The experts were selected to assess the accuracy and appropriateness of the content, instructional suitability, language use, presentation, and visual aspects of the developed module.

Development Procedure⁷

The development procedure followed the five stages of the ADDIE model.

1) Analysis¹

The Analysis stage was conducted to identify the instructional problems and learning needs related to SPOK sentence structures. Data were obtained through classroom observation, discussions/interviews with the teacher²⁰, and an examination of the learning materials and curriculum used in Grade III. The analysis focused on students' difficulties in identifying the components of SPOK sentences, arranging words according to the appropriate sentence pattern, and constructing complete sentences. The analysis also examined the characteristics of the existing learning resources, classroom learning conditions, and students' needs²⁵ for structured materials that could support both guided and independent learning. The findings from this stage were used as the basis for determining the learning objectives and characteristics of the module.

2) Design²¹

In the Design stage, the results of the needs analysis were translated into the initial design of the module. This stage included formulating learning objectives, determining the learning content, organizing the sequence of materials, designing learning activities, and preparing assessment activities. The module was designed to introduce students gradually to the four components of SPOK: *Subjek*, *Predikat*, *Objek*, and *Keterangan*. The design also incorporated contextual examples, visual representations, progressive exercises, game-based activities, evaluation tasks, answer keys, and reflection activities. The visual and language characteristics of the module were adjusted to the developmental level of Grade III students. At this stage, the instruments for expert validation, practicality assessment, and learning outcomes were also prepared.

3) Development³

During the Development stage, the initial module design was transformed into a complete learning product. The developed module contained learning objectives, explanations of SPOK components, contextual examples, guided exercises, independent exercises, game-based activities, evaluation²³, answer keys, and reflection activities. The initial product was then submitted to one subject-matter expert and one media expert for validation⁴.

The subject-matter validation focused on the accuracy and appropriateness of the SPOK content, clarity of explanations, relevance of examples, language use, and alignment between the material and learning objectives. The media validation focused on the module's visual presentation³, layout, typography, illustrations, consistency, readability, and ease of use. Suggestions and comments provided by the experts were used to revise the product before its limited implementation.

4) Implementation⁴

The revised module was implemented in a limited trial involving 25 Grade III students. Before using the module, the students completed a pre-test to identify their initial understanding of SPOK sentence structures. The module was then implemented in the learning process through two meetings. During the implementation, students worked with the module through explanations, contextual examples, guided activities,

exercises, and evaluation tasks. After completing the learning activities, students took a post-test using the prepared learning-outcome assessment.

The implementation stage also involved collecting practicality data from the teacher and students. The teacher assessed the module based on its ease of use, clarity of instructions, suitability of content, presentation, and usefulness in supporting classroom instruction. Students assessed the module based on aspects such as readability, attractiveness, ease of understanding, ease of use, and the extent to which the activities helped them learn SPOK sentence structures.

5) Evaluation

Evaluation was conducted both formatively and summatively. Formative evaluation was carried out throughout the Analysis, Design, Development, and Implementation stages to identify weaknesses and make necessary revisions to the product. Expert comments and suggestions were used to improve the module before implementation. Summative evaluation was conducted after the limited trial to determine the overall quality of the developed module based on its validity, practicality, and changes in students' learning outcomes.

Research Instruments

The instruments used in this study consisted of expert validation questionnaires, teacher and student practicality questionnaires, observation sheets, and learning-outcome tests. The expert validation questionnaires were developed based on indicators related to content quality, language, presentation, instructional suitability, and visual media design. The teacher and student practicality questionnaires were designed to assess the ease of use, clarity, attractiveness, readability, and usefulness of the module.

The expert validation questionnaire consisted of 15 items, while the teacher practicality questionnaire consisted of 10 items, and the student practicality questionnaire consisted of 5 items. The learning-outcome test consisted of 5 items covering the ability to identify SPOK components, distinguish the functions of sentence components, arrange words into appropriate SPOK patterns, and construct complete SPOK sentences. The instruments were reviewed before use to ensure their alignment with the learning objectives and research variables.

The expert validation and practicality instruments used a five-point Likert scale, ranging from 1 (Very Poor) to 5 (Very Good), as presented in Table 1.

Table 1. Validation Scoring Guidelines

Score	Description
5	Very Good
4	Good
3	Fair
2	Poor
1	Very Poor

The validity and practicality scores were calculated by obtaining the mean score of the responses using the following formula:

$$Mean = \frac{\sum X}{N}$$

1)

where $\sum X$ represents the total score obtained, and N represents the number of assessment items.

Validity Analysis

The validity of the module was determined from the assessment provided by the subject-matter and media experts. The mean score¹⁶ obtained from the validation questionnaires were compared with the validity criteria presented in Table 2.

Table 2. Validity Criteria	
Sr (Mean Score)	Category
$3.5 \leq Sr < 4.0$	Very Valid
$2.5 \leq Sr < 3.5$	Valid
$1.5 \leq Sr < 2.5$	Invalid
$1.0 \leq Sr < 1.5$	Very Invalid

The module was considered feasible in terms of validity when the obtained mean score reached at least the valid category.

Practicality Analysis

The practicality of the module¹⁵ was assessed through teacher and student responses following implementation. The questionnaire used a five-point scale rather than a simple Like/Dislike response so that the results could be represented as mean scores. The obtained scores were calculated and interpreted using predetermined practicality criteria.

Table 3. Practicality Criteria	
Mean Score	Category
4.0–5.0	Very Practical
3.0–3.9	Practical
2.0–2.9	Less Practical
1.0–1.9	Not Practical

The module was considered practical when the mean score obtained from the teacher and student responses reached the practical category or higher.

Learning-Outcome Analysis

The⁷ effectiveness of the module in terms of students' learning improvement was examined through pre-test and post-test scores. The pre-test was administered before the implementation of the module, whereas the post-test was administered after students completed the³⁰ learning activities. The improvement in students' learning outcomes was analyzed using the normalized gain (N-Gain) formula:

$$N - Gain = \frac{\text{Post-test score} - \text{Pre-test score}}{\text{Maximum score} - \text{Pre-test score}} \quad 2)$$

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The N-Gain score was interpreted according to the criteria presented in Table 4.

Table 4. N-Gain Criteria

N-Gain	Value
N-gain $\geq 0,70$	High
$0,30 < \text{N-gain} < 0,70$	Moderate
N-gain $\leq 0,30$	Low

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The N-Gain analysis was used to describe the extent of improvement in students' learning outcomes following the implementation of the module. Because the implementation used a limited one-group pre-test-post-test design without a control group, the results were interpreted as evidence of improvement following module implementation rather than as conclusive evidence of causal effectiveness.

3. RESULTS AND DISCUSSION

3.1. Result

This study developed a learning module focusing on SPOK (Subject–Predicate–Object–Adverbial) sentence structure to support the understanding of third-grade students at MI Cemorokandang, Malang City. The development process followed the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation. The results are presented according to each development stage, including the analysis of learning needs, module design, expert validation, practicality assessment, and changes in students' learning outcomes [17].

3.1.1 Results of the Analysis Phase

The analysis phase was conducted as the basis for developing the SPOK learning module. The analysis included classroom observation, interviews with the Grade III teacher, analysis of student characteristics, curriculum review, analysis of SPOK learning problems, and analysis of teaching-material needs.

a) Classroom Observation Findings

Classroom observations revealed several difficulties in students' understanding of SPOK sentence structures. First, students frequently confused the functions of Subject, Predicate, Object, and Adverbial elements. Second, when asked to construct example sentences, several students produced incomplete sentence structures containing only one or two elements, such as "Rina plays" and "The cat eats." Third, during an exercise requiring students to identify sentence elements, 16 of the 25 students (64%) incorrectly identified the predicate. This finding indicates that students experienced difficulties in recognizing sentence elements and constructing complete sentences according to the SPOK pattern.

The observation also showed that Indonesian language instruction was predominantly conducted through teacher explanations followed by conventional exercises.

Some students appeared less engaged during the learning activities, particularly when the exercises required them to work with sentence structures repeatedly. These findings indicated the need for learning materials that could present SPOK concepts more clearly and provide varied learning activities.

The classroom observation was complemented by an interview with the Grade III teacher. The interview was conducted to obtain information about students' learning difficulties, the use of existing teaching materials, and the teacher's needs for supplementary learning materials. The interview data were analyzed descriptively by identifying information related to students' understanding of SPOK, the limitations of the existing textbook, and the characteristics of learning materials needed by the students. The teacher stated:

"The children do not fully grasp the SPOK structure because the examples in the textbook lack clarity, and the exercises are too difficult for their level."

The interview finding supports the observation results, particularly regarding the need for clearer explanations, contextual examples, and exercises appropriate to students' level of understanding.

b) Analysis of Students' Characteristics

The analysis of student characteristics showed that the Grade III students were approximately 9–10 years old and were still developing their basic literacy skills. Therefore, the learning materials needed to accommodate their developmental characteristics and learning needs. Based on the observation and teacher interview, students needed learning materials that:

- 1) used simple and child-friendly language;
- 2) contained illustrations to support conceptual understanding;
- 3) presented examples related to students' everyday experiences;
- 4) provided exercises progressively from simple to more complex tasks; and
- 5) allowed students to practice independently.

These characteristics indicated the need for a learning module that was visual, accessible, contextual, and appropriate for elementary school students.

c) Analysis of SPOK Material

The curriculum analysis indicated that students were expected to understand and construct simple sentences using appropriate sentence structures. SPOK material is important because an understanding of sentence elements provides a foundation for students' reading, writing, and speaking development.

The analysis of the textbook used in the classroom showed that the material did not sufficiently provide child-friendly explanations of SPOK, contextual examples, progressive exercises, and visual representations of sentence elements. The presentation of the material also provided limited opportunities for students to practice constructing sentences independently.

These limitations became the basis for developing a supplementary learning module that presented SPOK concepts systematically through explanations, examples, guided activities, exercises, and evaluation.

d) Analysis of Learning Needs

Based on the findings from the observation, teacher interview, student-characteristic analysis, and material analysis, the learning needs were formulated as follows:

- 1) The module should explain SPOK concepts using simple and understandable language.
- 2) The module should provide contextual examples related to students' daily lives, including school, home, and the surrounding environment.
- 3) The module should provide progressive exercises ranging from simple identification activities to sentence-construction tasks.
- 4) The module should use illustrations and an attractive visual presentation to support students' engagement.
- 5) The module should provide activities that enable students to practice independently.

3.1.2 Results of the Design Stage

The design stage translated the findings of the analysis into the initial structure and characteristics of the learning module. The design included the organization of the module, visual presentation, learning objectives, student activities, exercises, evaluation activities, and assessment instruments.

a. Module Structure

The module consisted of:

- 1) Module cover;
 - 2) Preface;
 - 3) Instructions for Use;
 - 4) Competency Map;
 - 5) Learning Objectives;
 - 6) Apperception and Introduction;
 - 7) Learning Materials:
 - a) Definition of SPOK;
 - b) Functions of Subject–Predicate–Object–Adverbial (S–P–O–A) elements; and
 - c) Examples of simple sentences.
 - 8) Student Activities:
 - a) Identifying SPOK elements in sentences;
 - b) The “Arrange the Word Cards” game;
 - c) The “Guess the Predicate” game; and
 - d) Writing sentences based on pictures.
 - 9) Progressive Exercises (Levels 1–3)
 - 10) Evaluation
 - 11) Answer key
 - 12) Student reflection
-

b. Module Visual Design

The design characteristics included:

- 1) Pastel colors, such as light blue and soft yellow, to attract students' attention;
- 2) Friendly and engaging illustrations of children;
- 3) Large font sizes (14–16 pt) for the main content;
- 4) A two-column layout to facilitate readability; and
- 5) Icons for exercise sections to make them easily recognizable.

3.1.3 Results of the Development Stage

At this stage, the module was developed into Version 1 of the module draft and subsequently validated by a subject-matter expert and a media expert [18].

a. Results of Subject-Matter Expert Validation

The aspects evaluated included:

- 1) Content accuracy;
- 2) Material relevance;
- 3) Alignment with the Basic Competencies (KD);
- 4) Language and readability;
- 5) Clarity of examples; and
- 6) Completeness of the exercises.

Table 5. Results of Subject-Matter Expert Validation

Aspect	Score	Category
Appropriateness of the material	4	Good
Clarity of SPOK concepts	4	Good
Child-friendly language	5	Very Good
Appropriateness of examples	4	Good
Progressive exercises	4	Good
Completeness of the evaluation	4	Good

Mean score = 4.17 → Highly Valid

The mean score of 4.17 indicates that the developed module was categorized as Highly Valid based on the predetermined validation criteria. The subject-matter expert suggested adding more picture-based exercises to strengthen the connection between visual information and sentence construction. The expert stated:

“The module is appropriate for the characteristics of elementary school students. The examples are already contextual; however, additional picture-based exercises should be included.”

b. Results of Media Expert Validation

The media-related aspects evaluated included:

- 1) Layout;
- 2) Font consistency;
- 3) Color;
- 4) Illustrations;
- 5) Page organization; and

6) Visual readability.

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Table 6. Results of Media Expert Validation

Aspect	Score	Category
Layout	4	Good
Illustrations	5	Very Good
Design consistency	4	Good
Color	4	Good
Readability	4	Good

Mean score = 4.20 → Highly Valid

3

The mean score of 4.20 indicates that the module was categorized as Highly Valid based on the predetermined validation criteria. The media expert suggested differentiating the icons used for examples and exercises so that students could identify the type of activity more easily. The suggestion was considered in the revision of the module.

c. Modul Revision

Revisions were made based on the experts' suggestions:

- 1) The font size used for the SPOK explanations was increased to 15 pt.
- 2) Illustrations were added to each subsection.
- 3) A specific icon for "Level 2 Exercises" was added.
- 4) A word-game activity was included.

Following these revisions, the module was developed into Version 2 of the draft and was considered ready for the trial implementation.

3.1.4 Results of the Implementation Stage

The implementation stage involved a trial⁴ of the revised module with 25 Grade III students over two meetings. The implementation was conducted to examine the practicality of the module from the teacher's perspective and to obtain students' responses to its presentation and learning activities.

a. Teacher Practicality Assessment

The teacher assessed the practicality of the module using a questionnaire consisting of 12 indicators. The questionnaire covered aspects related to ease of use, material appropriateness, attractiveness, clarity of instructions, suitability of activities, and the module's usefulness in supporting classroom instruction.

Table 7. Teacher Practicality Assessment

No.	Indicator	Score
1	Ease of using the module	5
2	Clarity of the instructions	4
3	Appropriateness of the material	4
4	Clarity of SPOK explanations	5
5	Appropriateness of examples	4
6	Suitability of exercises	4
7	Progressive arrangement of exercises	5

No.	Indicator	Score
8	Attractiveness of the module	5
9	Quality of illustrations	4
10	Suitability of learning activities	4
11	Support for classroom instruction	4
12	Facilitation of student independent practice	4
Total		52
Mean Score		4.33
Category		Highly Practical

The teacher practicality score was calculated using the following formula:

$$Mean = \frac{\sum X}{N} \quad 29 \quad 2)$$

where $\sum X$ represents the total score obtained and N represents the number of indicators. Based on the 12 indicators, the total score was 52, resulting in a mean score of 4.33. According to the predetermined practicality criteria, the module was categorized as Highly Practical.

The teacher stated, “*This module makes it easier for me to teach SPOK. The progressive exercises help students understand the material more easily.*”. This response indicates that the module was considered useful for supporting the delivery of SPOK material and organising students’ learning activities.

b. Student Responses

Student responses were analyzed using four separate indicators rather than being combined into a single practicality score. This distinction was made because the indicators represented different aspects of students’ responses to the module.

Table 8. Student Responses to the Module

Indicator	Number of Students	Percentage
Students who considered the module interesting	23 of 25	92%
Students who liked the picture-based exercises	22 of 25	88%
Students who reported better understanding of the material	21 of 25	84%
Students who completed exercises without teacher assistance	19 of 25	76%

The results show that 23 students (92%) considered the module interesting, while 22 students (88%) responded positively to the picture-based exercises. Furthermore, 21 students (84%) reported that the module helped them understand the material better, and 19 students (76%) reported that they were able to complete the exercises without teacher assistance.

These results were interpreted separately as indicators of attractiveness, response to visual activities, perceived comprehension, and independent use, respectively. Therefore, the percentages were not combined into a single practicality mean.

3.1.5 Results of the Evaluation Stage

The evaluation stage examined changes in students’ learning outcomes through pre-test and post-test scores administered before and after the implementation of the module.

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a. Pre-test and Post-test Results

Table 9. Pre-test–Post-test Scores

Student No.	Pre-test	Post-test	Description
01–25	Range: 40–72	Range: 78–96	Improved

11 The results show an increase in the mean score from 56.4 on the pre-test to 83.2 on the post-test. Thus, the mean score increased by 26.8 points following the implementation of the learning module.

b. Learning Mastery

- Pretest mastery = 32%
- Posttest 27 mastery = 88%

Thus, the proportion of students who achieved the expected learning criterion increased substantially after the implementation of the module.

c. N-Gain Results.

Using the N-Gain formula as in formula 2) above, the N-Gain scores were 18 calculated individually for the 25 students and subsequently averaged. The resulting mean N-Gain was 0.72, which was categorized as High based 22 on the predetermined N-Gain criteria.

The N-Gain result indicates a substantial improvement in students' learning outcomes following the use of the developed module. 12 However, because the implementation involved only 25 students, two meetings, and a one-group pre-test–post-test design without a control group, the finding is interpreted as evidence of learning improvement rather than as conclusive evidence that the module alone caused the improvement.

3.2 Discussion 12

The findings indicate that the developed SPOK learning module was highly valid and practical and was associated with improved student learning outcomes. Rather than simply describing the validation and learning scores, the discussion focuses on how the characteristics of the module may have contributed to its acceptability and students' learning improvement. Particular attention is given to the use of contextual examples, picture-based exercises, progressive activities, games, independent practice, and visual organization.

a. Modul Validity 21

1 The high validity scores obtained from the subject-matter and media experts indicate that the developed module was considered appropriate in terms of content, language, presentation, and visual design. The content validity can be attributed to the systematic organization of the SPOK material. The module does not introduce sentence elements separately without application; instead, students are guided from understanding the definition and function of each element to identifying the elements in sentences and subsequently constructing their own sentences. This sequence provides a gradual transition from conceptual understanding to application.

The use of contextual examples also strengthens the appropriateness of the material for Grade III students. Examples taken from students' everyday experiences can make abstract sentence structures more concrete and easier to relate to. In the present module, SPOK elements are introduced through familiar situations and supported by pictures, allowing students to connect sentence components with recognizable objects, actions, and situations.

The finding is consistent with previous R&D research on sentence-structure learning. Krisita and Damayanti (2024), for example, developed POLI card media specifically for teaching SPOK sentence patterns to elementary school students [19]. Their findings demonstrated that a learning medium specifically designed around sentence patterns could achieve high validity, practicality, and effectiveness. However, their product was primarily a card-based medium, whereas the present study developed a more comprehensive learning module containing explanations, contextual examples, guided activities, progressive exercises, games, evaluation, answer keys, and reflection.

The present findings are also comparable with the development of Wordwall-based multimedia for Grade III students' SPOK learning. Santika et al. (2026) developed interactive multimedia using the ADDIE model to support students' listening skills involving SPOK sentence patterns [20]. This demonstrates the relevance of interactive and visually supported materials for sentence-structure learning. The present module extends this direction by combining visual support with structured printed learning activities that can also be used for guided and independent practice [21].

Thus, the validity of the module is not only reflected in the numerical validation scores but also in the alignment between the module's content organization and the learning needs identified during the analysis phase.

b. Modul Practicality

The practicality findings indicate that the module could be used by the teacher and was positively received by students. The module's organization can explain this practicality through clearly differentiated sections, instructions, examples, exercises, and evaluation activities. Such organization reduces the amount of explanation required to understand how each activity should be completed and allows the teacher to use the module as both a teaching aid and a structured learning resource.

The progressive arrangement of exercises is particularly important. Instead of presenting students with sentence-construction tasks at the same level of difficulty, the module provides exercises through Levels 1–3. This structure allows students to begin with relatively simple identification tasks before moving toward more complex sentence-construction activities. The progression may reduce students' cognitive burden because they are not required to construct complete SPOK sentences before understanding the function of each sentence element.

Picture-based exercises may also contribute to the module's practicality. Pictures provide concrete visual cues that help students associate objects and actions with particular sentence elements [22]. This feature is particularly relevant for elementary language

learning, where students may benefit from visual and contextual support when dealing with sentence structures.

The use of games, such as “Arrange the Word Cards” and “Guess the Predicate,” further differentiates the module from conventional worksheets. These activities transform sentence-structure practice into more interactive tasks. Rather than repeatedly completing decontextualized questions, students are given opportunities to manipulate words, identify sentence components, and construct sentences through activities that are more engaging.

These characteristics are consistent with recent R&D studies focusing on elementary sentence learning. Ramadhani and Putri (2026), for instance, developed KOGATA for Grade III students to support simple-sentence construction based on SPOK elements. Their study similarly demonstrates the relevance of visual and concrete learning media in supporting sentence construction among Grade III students [23].

The present study therefore contributes a somewhat different product orientation. Rather than focusing primarily on a single instructional medium, the developed product integrates explanations, visual examples, progressive exercises, games, evaluation, and independent practice into one module. This integration is particularly relevant to the identified classroom problem, in which students needed not only additional exercises but also clearer explanations and structured opportunities for practice.

c. Improvement in Students' Learning Outcomes

The increase in students' pre-test and post-test performance and the high mean N-Gain indicate that students demonstrated substantial learning improvement after using the module. This improvement can be understood in relation to the instructional sequence provided by the module.

Before the module was introduced, students experienced difficulties identifying sentence elements and constructing complete SPOK sentences. The module addressed these difficulties through a sequence that began with identifying sentence elements, continued with guided practice, and progressed toward sentence construction. This sequence may have helped students establish an understanding of the relationship among the four sentence elements rather than treating Subject, Predicate, Object, and Adverbial as isolated concepts.

The contextual examples and picture-based activities may also have supported this improvement by reducing the abstraction of sentence-structure concepts. When students encounter an image of a familiar activity and are then asked to identify who performs the action, what action occurs, what receives the action, and where or when the action occurs, the sentence structure becomes connected to a meaningful situation. Consequently, students have an opportunity to understand SPOK through contextualized use rather than memorizing definitions alone.

The progressive exercises may have further supported learning by providing repeated practice with increasing levels of difficulty. Repetition in this context was not limited to identical questions but involved different forms of application, including identifying sentence elements, arranging words, guessing predicates, and constructing sentences based on pictures. Such variation provided students with multiple opportunities to apply the same underlying concept.

The improvement is in line with previous R&D research on elementary sentence learning. Krisita and Damayanti (2024) found that POLI card media could support learning of SPOK sentence patterns among Grade IV students, while Ramadhani and Putri (2026) developed KOGATA specifically for simple sentence construction based on SPOK elements among Grade III students. These studies, together with the present findings, suggest that learning materials designed specifically around sentence structure may provide more targeted support than general language-learning materials [19], [23].

A further relevant comparison can be found in Santika et al. (2026), whose ADDIE-based Wordwall multimedia was designed for Grade III SPOK learning. Their work demonstrates that visually and interactively supported learning resources can be developed specifically for SPOK instruction [20]. The present study complements this research by demonstrating the potential of a structured module that combines visual support with progressive printed activities and opportunities for independent practice.

However, the learning improvement should be interpreted cautiously. The present study involved only 25 students, was implemented over two meetings, and employed a one-group pre-test–post-test design without a control group. Therefore, the increase in scores provides evidence of improvement following the module implementation, but it does not establish that the module alone caused the improvement. Longer implementation periods and comparison groups would be needed to provide stronger evidence of causal effectiveness.

d. Contribution and Novelty of the Developed Module

The main contribution of this study lies in the integration of several learning-support features into a single SPOK learning module for Grade III students. Previous R&D studies have demonstrated the usefulness of specific media, such as POLI cards, Wordwall multimedia, and KOGATA, for supporting sentence-pattern or sentence-construction learning [19], [23].

The present module differs in its integrated design. It combines contextual examples, visual representations, progressive exercises, game-based activities, evaluation, answer keys, and reflection within one structured learning resource. This design responds directly to the needs identified during the analysis phase, particularly students' difficulties in understanding sentence elements, the limited clarity of textbook examples, and the need for more systematic practice.

The module also provides opportunities for independent learning. Students are not only asked to complete teacher-directed exercises but are provided with instructions, examples, practice activities, evaluation, and an answer key that can support learning beyond direct teacher explanation. This feature is particularly relevant for elementary students who need structured guidance when developing foundational language skills.

Thus, the novelty of the study should not be understood as the first attempt to develop learning media for SPOK instruction. Rather, its contribution lies in the integration of contextual, visual, progressive, game-based, and independent-learning features into a single SPOK module designed specifically for Grade III students. This distinction is important because recent studies have already demonstrated the feasibility of developing various SPOK learning media, including card-based, digital, and picture-based products.

e. Research Limitations

Several limitations should be considered when interpreting the findings. First, the study was conducted in only one school with 25 Grade III students, limiting the transferability of the findings to other educational contexts. Second, the implementation was conducted over only two meetings, which provides limited evidence regarding the sustainability of students' learning improvement. Third, the study employed a one-group pre-test-post-test design without a control group; therefore, the observed improvement cannot be attributed exclusively to the module. Finally, the study focused primarily on students' understanding and construction of simple SPOK sentences and did not examine whether the improvement was maintained over a longer period or transferred to more complex writing tasks.

Future research could involve a larger number of participants from multiple schools, a longer implementation period, and a comparison group. Further studies could also investigate whether the module supports students' ability to apply SPOK structures in more complex writing and authentic communication contexts.

4. CONCLUSION

This study developed an SPOK (Subject–Predicate–Object–Adverbial) learning module for Grade III students at MI Cemorokandang using the ADDIE model. The findings indicate that the module met the expected criteria of validity and practicality and was associated with improved student learning outcomes during the limited implementation trial. The subject-matter expert validation produced a mean score of 4.17, while the media expert validation produced a mean score of 4.20, both of which were categorized as highly valid. The teacher practicality assessment also indicated a high level of practicality, with a mean score of 4.33.

The learning outcomes showed an increase in the mean score from 56.4 on the pre-test to 83.2 on the post-test. The proportion of students achieving the predetermined mastery criterion increased from 32% to 88%, while the mean N-Gain calculated from the individual student scores was 0.72, categorised as high. These findings suggest that the module was associated with improved understanding of SPOK sentence structures during the two-meeting trial. However, the findings should be interpreted cautiously because the study involved only 25 students and used a one-group pre-test-post-test design without a control group.

The main contribution of the developed module lies in its integration of contextual examples, visual support, progressive exercises, game-based activities, and opportunities for independent practice within a single SPOK learning resource for Grade III students. Rather than claiming to be the first SPOK learning medium, the module extends previous development studies by integrating these features into a structured module designed to address students' specific difficulties in identifying and constructing SPOK sentences.

Future research should examine the module with larger samples and longer implementation periods to determine whether the observed learning improvement is sustained over time. Further studies should involve students from multiple schools and use additional subject-matter and media experts to strengthen the validation process. Delayed

post-tests are also recommended to examine the retention of SPOK understanding. In addition, comparative or quasi-experimental designs involving control or comparison groups would provide stronger evidence regarding the contribution of the module to students' learning outcomes. Future development may also extend the material to more advanced writing skills and explore digital adaptations of the module to accommodate different learning contexts.

Overall, the developed module provides a validated and practical supplementary resource for Grade III SPOK learning, while its learning-outcome findings should be regarded as preliminary evidence from a limited trial rather than conclusive evidence of causal effectiveness.

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