

## IMPLEMENTATION OF THE NARRATIVE WRITING HABIT PROGRAM IN THE RESULT CHAIN-BASED HISTORY SOCIAL SCIENCES LEARNING IN GRADE V OF STATE ELEMENTARY SCHOOL 116 PALEMBANG

Ayu Astuti<sup>1</sup>, Muhammad Iqbal Birsyada<sup>2\*</sup>

<sup>1,2</sup> Universitas PGRI Yogyakarta

<sup>a</sup>E-mail: [iqbal@upy.ac.id](mailto:iqbal@upy.ac.id)

(\*) Corresponding Author  
[iqbal@upy.ac.id](mailto:iqbal@upy.ac.id)

### ARTICLE HISTORY

**Received** : 20-01-2026

**Revised** : 07-02-2026

**Accepted** : 28-03-2026

### KEYWORDS

writing habit,  
Social Studies History,  
Result Chain,  
classroom action  
research

### ABSTRACT

In this study, the Results Chain technique was used to describe the implementation of a narrative writing habituation program in the History Social Studies subject in fifth-grade students of SD Negeri 116 Palembang. Two cycles of planning, implementation, observation, and reflection were used in the Classroom Action Research (CAR) design. Thirty fifth-grade students and their Social Studies teachers served as subjects. Observations, narrative writing assessments, motivation surveys, and documentation were used to collect data. Qualitative and quantitative descriptive methods were then used for analysis. Based on the findings, the use of Results Chain successfully clarified the causal relationship between students' historical knowledge acquisition and writing practice activities. Between the first and second cycles, students' enthusiasm and writing participation increased from "sufficient" to "good" categories, and the average writing score increased from 73 to 85. Therefore, the use of the Results Chain-based narrative writing habituation program improved students' narrative writing skills and learning outcomes in the History Social Studies subject.

*This is an open access article under the CC-BY-SA license.*



### INTRODUCTIONS

Literacy skills, particularly writing skills, are fundamental competencies that students must master to support the success of the cross-subject learning process. In the context of social studies learning with a history focus, narrative writing serves not only as a medium of expression but also as a cognitive tool for reconstructing the flow of events, understanding the roles of characters, and describing cause-and-effect relationships chronologically. Ideally, fifth-grade students are expected to be able to compose coherent narrative paragraphs, use standard vocabulary, and manifest a comprehensive understanding of history in their writing. This is in line with the 2013 Curriculum paradigm,

which positions literacy as a 21st-century life skill. (Abidin, 2015) in his book *Multiliteracy Learning* emphasizes that modern education demands students have multicompetencies, where the ability to process information and communicate it critically in written form is a key indicator of learning success.

However, in practice, the situation is contradictory. Initial observations and interviews with fifth-grade teachers at Palembang's 116th Public Elementary School revealed that students' narrative writing literacy remains relatively low. The main indicator is students' difficulty initiating writing, developing main ideas, and constructing a coherent historical narrative. Analysis of daily assignment documents shows that the majority of students' writing is still descriptive-static, does not yet form a flowing narrative structure, and contains numerous spelling and punctuation errors. This phenomenon indicates a gap ( *research gap* ) between curriculum competency standards and students' actual abilities.

This issue is relevant to research findings (Nurlaily & Pranata, 2022) , which revealed that the low quality of elementary school students' writing is often caused by a lack of practice in expressing ideas in a structured manner during daily learning. Furthermore, Ramayani et al. (2022) added that teachers often face challenges in implementing effective learning strategies to stimulate students' ideas, resulting in narratives that tend to be dry, non-chronological, and lacking in meaning. Therefore, systematic learning interventions are needed to bridge this gap.

This low level of writing literacy directly impacts the understanding of historical concepts, as students become passive, memorizing facts and unable to construct knowledge independently. Teachers also acknowledge that current learning models do not sufficiently encourage students to write regularly, thus hindering the development of narrative writing habits. However, according to Creswell (2018) , educational research must begin with the identification of real-world problems that indicate a need for changes in learning practices.

Based on these conditions, an intervention in the form of a structured and sustainable habituation program is needed to improve students' narrative writing skills. *The Result Chain model* is considered relevant because it can systematically map the relationship between input, activity, output, and outcome, so that the implementation of writing habits can be more measurable and results-oriented. Thus, this study is important to examine how the implementation of a Result Chain-based narrative writing habituation program can help reduce the gap in students' writing literacy skills in History Social Studies learning at SD Negeri 116 Palembang.

Basic education plays a crucial role in preparing children for their future, not only academically but also with strong character. The government supports this through character development and the "Seven Habits of Great Indonesian Children" program, which is instilled through school culture, intracurricular, co-curricular, and extracurricular activities. One crucial aspect of character development is the cultivation of literacy, particularly writing skills. The importance of literacy as part of character formation is also emphasized by (Sari & Kurniawan, 2021) , who found that the cultivation of literacy in elementary schools contributes to increased discipline, responsibility, and reflective skills in students. Similarly, research by (Hasanah, 2020) shows that regular narrative writing activities can foster empathy, self-control, and positive thinking in students through the process of internalizing moral values in writing. Furthermore, a study by (Indayani Sri, 2020) revealed that a school culture that supports literacy practices has a significant influence on character development, as students experience consistency between the values taught, exemplified by teachers, and practiced in learning activities. Thus, the habit of writing literacy not only plays a role in improving academic competence, but also becomes a strategic instrument in shaping the character of students from an early age.

However, a study by the Language Development and Development Agency (Bahasa Bahasa) found that Indonesian students' reading literacy skills are still low, with the majority only reaching the intermediate level (Bahasa, 2018) . However, according to the Book System Law (Indonesia, 2019) and the Literacy and Numeracy Strengthening Guidelines, 21st-century literacy encompasses the ability to think critically, understand information, and utilize technology, finance, and culture (Bahasa, 2018) . One form of basic literacy that needs to be developed in schools is writing literacy. Writing is an important skill because it involves thinking, reading, listening, and speaking. However, this skill is often considered difficult to teach. Many teachers face challenges in guiding students to write well

(Sumarsono, R., & Sari, 2020) . Research findings indicate that students' low writing skills occur due to a lack of structured writing habits and limited creative learning strategies in the classroom (Umar & Widodo, 2022) . Similarly, elementary school students' narrative writing skills improved significantly when teachers used a student-centered learning approach and provided continuous feedback (Wulandari & Prasetyo, 2021) . Thus, the problem of low writing literacy in elementary school students lies not solely in student ability but is also closely related to learning patterns, school literacy culture, and intensive teacher support.

Palembang State Elementary School 116 is a leading school that has successfully developed a culture of literacy, particularly in the development of writing habits. According to the 2023 education report, students' literacy proficiency reached 97% and numeracy 96%. The school has also achieved various achievements, including being named a "National Literacy Activist School" and winning a provincial-level school culture competition in 2021.

This school's success is partly due to the implementation of *the Result Chain- based Narrative Writing Habituation Program*, a model that describes the systematic relationship between input, activity, output, outcome, and impact (Margoluis, 2013) . This approach has proven effective in building a sustainable writing culture. Therefore, this research is important to conduct to examine the implementation of *the Result Chain* in the habit of narrative writing at SD Negeri 116 Palembang so that it can become a model for other schools.

## METHOD

Using a spiral paradigm, this study conducted collaborative Classroom Action Research (CAR) (Kemmis et al., 2014). This strategy was chosen to enhance direct classroom learning through reflective action. This research was conducted in two cycles, each aimed at improving the previous cycle until success indicators were achieved.

Research Method: There are four main interrelated stages in each cycle:

- a. Planning : At this stage, researchers identify problems and design solutions using the *Result Chain framework* . Activities include preparing a History Social Studies Learning Implementation Plan (RPP), preparing Result Chain instruments ( *input -activities-output* mapping ), and preparing evaluation instruments (narrative writing test questions, observation sheets, and questionnaires).
- b. Implementation of Action ( *Acting* ): This stage is the implementation of *the Result Chain scenario* that has been designed.
  - 1) Input: The teacher provides historical material and narrative writing strategies.
  - 2) Activities: Students carry out routine activities of writing historical narratives based on topics studied with teacher guidance.
  - 3) Output: Students produce a coherent draft of a historical narrative. During the process, the teacher guides students in understanding the cause-and-effect relationships in historical events and translates these into writing.
- c. Observation : Along with the actions taken, *observations* were also conducted. Students' actions, participation in conversations, and any challenges encountered during the writing process were all observed by the researcher and partners. Observations also included assessments of short-term *outcomes* , namely improvements in students' historical understanding and writing skills.
- d. Reflection : Observation and test data are analyzed to determine the achievement of performance indicators ( *Impact* ). Researchers evaluate weaknesses that occurred during the current cycle. The plan is revised in the next cycle based on the findings of this reflection .

Data Collection and Examination: Student activity observation sheets, documentation, and narrative writing ability tests (which measure cognitive and psychomotor characteristics) were some of the tools used to collect data. Descriptive statistics (means and percentages of completion) were used to analyze quantitative data from student test results, and data reduction, data presentation, and conclusion drawing were used to analyze qualitative data from observations to show how student writing behavior had changed.

## RESULT AND DISCUSSION

Based on research findings, fifth-grade students studying History and Social Studies at SD Negeri 116 Palembang were able to improve their narrative writing skills and learning outcomes by implementing a narrative writing habit program based on the Results Chain. The majority of students had difficulty formulating concepts and structuring narrative texts logically before the intervention. The finding (Julia, 2023) that elementary school students often have difficulty connecting story lines and using appropriate terminology when constructing narratives is in accordance with this condition. Students' writing skills improved significantly after two cycles of intervention in terms of grammar, organization, and content. The majority of students achieved the "good" category, and the average writing test score increased from 73 in cycle I to 85 in cycle II. This indicates that consistent writing practice under teacher supervision improves narrative writing skills. These results are consistent with research (Guslianawati & Nugraheni, 2023) which shows that regular writing practice, such as journaling, is beneficial for developing narrative writing skills and students' self-confidence. Three main focuses—a) planning, (b) implementation, and (c) evaluation—are used to showcase the research findings.

The results of the cycle 1 research were passed through the planning stage, schools and social studies teachers drafted a structured narrative writing habit program. The main focus of the planning included identifying needs, teachers analyzing the initial narrative writing abilities of grade Vb students, identifying misconceptions or students' difficulties in understanding the History of Social Studies material, for example the sequence of events, figures, and time context, aligning the program with the learning objectives of the independent curriculum or the 2013 curriculum, compiling a Result Chain-based program, determining *input* (media, historical stories, LKPD, assessment rubrics), formulating *activities* in the form of narrative writing routines at the end of each history lesson, determining *outputs* (weekly narrative writing results), determining *outcomes* (improved chronological thinking skills, historical understanding, and writing skills), determining long-term *impacts* (habituation of historical literacy and scientific character), and compiling companion sheets such as *guide questions* (5W + 1H) and story templates.

Meanwhile, the implementation stage shows how the program is run in class Vb starting from the initial activities carried out by the teacher sparking by showing a video/short historical story (for example the struggle of a local figure) and the teacher providing a concept map or outline of the flow of events. Then in the habit of writing narratives, it is carried out by initially having students write a short narrative related to historical material at each meeting or at the end of each theme, the teacher provides guidance on the narrative structure: orientation - sequence of events - reorientation, the use of *scaffolding* such as word cards, pictures of a series of events, and opening sentences, and finally the habituation is carried out in stages from writing together → guided writing → independent writing. And in each process, teacher guidance is carried out where the teacher provides direct feedback on spelling, chronology, and understanding of historical concepts, students make revisions to improve the quality of writing and also student writing will later be displayed as a "historical narrative gallery" to increase motivation.

Furthermore, in the final stage of cycle 1, an evaluation of *the outcome* and *impact in the Result Chain* was carried out through process evaluation, written product evaluation, and impact evaluation. Where the process evaluation was carried out by the teacher assessing student engagement during the narrative writing habit, observations were made to see whether students followed the writing flow well, understood the material, and showed progress. In the written product evaluation, the assessment used a rubric that included the accuracy of historical content, completeness of narrative structure, chronological accuracy, paragraph cohesion, spelling, and grammar carried out by the teacher to compare the initial and final results of the program to see progress. In the impact evaluation, there was an increase in the ability to understand historical events based on a logical sequence that made the ability to write narratives increase significantly, seen from the narrative structure that was more coherent and rich in information, and the habituation had an effect on increasing student interest in the History Social Studies lesson.

The planning of the second research cycle was based on the reflection of the first cycle, which revealed that although students' narrative writing skills improved, several challenges remained, including a lack of independent

writing habits, a lack of vocabulary variety, and inconsistent flow. Therefore, the instructor refined several strategies in the second cycle. Planning activities included developing a revised lesson plan that emphasized the habit of narrative writing through a *Result Chain approach* by clarifying the input–activity–output stages; preparing supporting media, such as historical keyword cards, story-line sheets, and examples of good narratives as student references; preparing observation instruments, including teacher activity observation sheets, student activity observation sheets, and a cycle II narrative writing assessment rubric; and determining improvement targets, namely improving the ability to construct plots, improving the completeness of narrative elements (characters, settings, plots), increasing the number of students achieving the Minimum Competency (KKM), and increasing student independence in constructing writing. This planning was designed to ensure that implementation in the second cycle was more directed, structured, and focused on sustainable writing habits.

The following steps were taken in two meetings of cycle II: First, the teacher introduced historical information and reminded students how to write a story. Next, the teacher explained the learning objectives of cycle II and provided examples of effective narrative writing. Finally, students brainstormed keywords using keyword cards to help them expand their vocabulary. In the core activity of the learning implementation, students followed *the Result Chain stages* in the form of input, where students received keywords, media images of historical events, and examples of model narratives. The activities carried out by students compiled a story line using a *story-line sheet* (beginning–middle–end), students wrote historical narratives in stages, starting from the outline to paragraph development, the teacher provided more intensive guidance for students who still had difficulty organizing ideas, and students produced narrative texts with a more organized flow, more varied vocabulary, and neater paragraph structures (Output). The final activity, namely the closing activity, students conducted a simple *peer-review*, read each other's narratives, and provided comments. The teacher provided direct feedback and conducted a brief reflection with students.

In Cycle II, the teacher and observers conducted observations to record the progress of the learning process and the quality of student writing. Observation results showed that student activity increased significantly. Most students were more active in asking questions, discussing, and writing without having to be constantly directed. Seriousness in developing narrative frameworks also appeared to be better than in Cycle I, and the quality of narrative writing improved. Based on the assessment rubric, improvements were seen in the regularity of the flow (beginning–middle–end were clearer), the use of historical vocabulary (more precise and varied), and the length of the writing (an average increase of one to two paragraphs). Spelling errors and sentence construction were very few. Thus, it can be said that more students met the Minimum Competency Criteria (KKM). More than 80% of students achieved or exceeded the KKM in Cycle II, and teacher involvement in mentoring was more successful than in Cycle I, when only a small number of students met the standard. Observations showed that teachers were more focused in providing instructions and were able to manage time so that the entire series of narrative writing activities were completed on time.

Reflection on the implementation and observation of cycle II shows that the actions given through *the Result Chain-based narrative writing habituation program* have had a significant positive impact. Some reflective findings are that the writing habituation program runs more effectively because students are getting used to following the steps of composing narratives independently, the media of keyword cards and story-line sheets really help students develop ideas and improve the structure of their writing, teacher interventions are more targeted, especially for students who previously had difficulty writing, the target of improving the quality of writing is mostly achieved, both in terms of flow, completeness of narrative elements, By considering the accuracy of language, as well as the achievement of success indicators for cycle II and the existence of a real increase in narrative writing skills, the research is considered complete and does not need to be continued to the next cycle.

The emergence of a literacy culture in the classroom through regular writing activities not only improved writing skills, but also positively changed students' motivation and participation in the learning process. Students appeared more engaged in writing assignments, group discussions, and responding to teacher feedback, according to observations and questionnaires. Because writing exercises were linked to interesting historical topics relevant to their

lives, such as the hardships experienced by regional leaders in Palembang, they became more motivated. This phenomenon aligns with research findings (Arwita, 2022), which show that the use of a multiliteracy learning paradigm can increase students' enthusiasm and active engagement in narrative writing because they are directly involved in a meaningful creative process. Consequently, the writing habit program fosters a spirit of lifelong learning, in addition to improving technical writing skills.

The implementation of *the Result Chain* in learning helps teachers systematically understand the relationship between writing activities and student learning outcomes. In this study, *the Result Chain* was used to map the pathway of change, from input (learning tools and writing habit strategies) to outcomes (improved writing skills and historical understanding). Each stage demonstrates a clear causal relationship: the more routine writing activities are carried out, the better the quality of the narratives produced by students, and the deeper their understanding of historical material. This framework is considered effective for evaluating outcomes-based learning programs because it displays a measurable logical flow of change (Cendekia et al., 2024).

Improved learning outcomes in History Social Studies are also evident in students' ability to understand historical events and nationalist values. Through narrative writing activities, students are encouraged to reconstruct historical facts into vivid stories, thus making concepts and events easier to understand. This aligns with the view (Nurani et al., 2024) that narrative writing enables students to integrate cognitive and affective aspects, as they not only memorize facts but also interpret the meaning of historical events. Thus, writing activities function as both a reflective tool and a contextual learning strategy.

Several obstacles encountered during the research included the students' varying initial abilities and limited time to provide individual feedback. However, through reflection on each cycle, the teacher was able to adjust the strategy by adding writing guidance sessions and providing a clearer assessment rubric. These findings are supported by research (Khaedar, 2025), which concluded that using a project-based approach and step-by-step evaluation can help students of varying abilities achieve significant improvement in narrative writing.

Overall, the implementation of *the Result Chain-based narrative writing habituation program* has proven effective in improving the writing skills, motivation, and understanding of fifth-grade students' history social studies material. This program not only resulted in improved academic scores but also built a sustainable culture of writing literacy in the elementary school environment. With systematic and reflective management, this model can be recommended as an innovative alternative in literacy-based social studies learning in elementary schools.

## CONCLUSION

According to classroom action research (CAR) conducted over two cycles, the narrative writing habituation program based on the Results Chain improved fifth-grade students' narrative writing skills and the learning outcomes of Social Studies History. To make the writing habituation more focused, the application of the Results Chain can clarify the relationship between input, activities, and planned changes. Based on the research results, students' activity and motivation increased from "sufficient" to "good", and narrative writing scores increased significantly from an average of 73 in cycle I to 85 in cycle II. Therefore, the narrative writing habituation program with the Results Chain approach can be utilized as an effective alternative teaching method to improve elementary school students' understanding of history content and their narrative literacy skills.

## REFERENCES

- Abidin, Y. (2015). *Multiliteracy Learning: An Answer to the Challenges of 21st Century Education in the Indonesian Context*. Refika Aditama.
- Arwita, W. (2022). Application of the Multiliteracy Learning Model to Increase Student Participation and Writing Motivation. *Khatulistiwa Journal of Education and Learning*, 11 (2).
- Bahasa, BP and P. (2018). *A Glance at Indonesian Literacy*. Ministry of Education and Culture.

- Cendekia, JK, Fathia, F., Nurjanah, NE, & Sholeha, V. (2024). EVALUATION OF LEARNING-BASED PROGRAMS. *Journal of Educational Management* , 12 (1), 74–84.
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Sage Publications.
- Guslianawati, R., & Nugraheni, N. (2023). The Influence of Daily Writing Habits on Elementary School Students' Narrative Writing Skills. *Journal of Paedagogy* , 10 (1), 12–20.
- Hasanah, U. (2020). Narrative Writing as a Means of Internalizing Character Values in Students. *Journal of Character Education* , 10 (2), 155–165.
- Indayani Sri. (2020). The Influence of School Culture on Student Character. In *Journal of Educational Administration* (Vol. 3, Issue 2). [https://eprints.unm.ac.id/23715/%0Ahttps://eprints.unm.ac.id/23715/2/Skripsi inka.pdf](https://eprints.unm.ac.id/23715/%0Ahttps://eprints.unm.ac.id/23715/2/Skripsi%20inka.pdf)
- Indonesia, PR (2019). *Law of the Republic of Indonesia Number 3 of 2017 concerning the Bookkeeping System* . State Secretariat.
- Julia, J. (2023). Analysis of Elementary School Students' Difficulties in Writing Narrative Essays. *Jurnal Cakrawala Pendas* , 9 (1), 20–29.
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). The Action Research Planner. In *The Action Research Planner* (3rd ed.). Deakin University Press. <https://doi.org/10.1007/978-981-4560-67-2>
- Khaedar, M. (2025). Project-Based Approach in Learning Narrative Writing in Elementary Schools. *Journal of Elementary Education Innovation* , 9 (1), 101–112.
- Margoluis, R. (2013). *Results Chains: A Tool for Conservation Action Design, Management, and Monitoring* . Foundations of Success.
- Nurani, Sunendar, & Cahyani. (2024). Integration of Cognitive and Affective Aspects in Learning to Write Historical Narratives. *Journal of Language Literacy* , 5 (1), 78–89.
- Nurlaily, F., & Pranata, K. (2022). Analysis of Factors Influencing the Low Writing Ability of Lower Grade Students in Elementary Schools. *Journal of Paedagogy* , 9 (3), 476–485. <https://doi.org/10.33394/jp.v9i3.5297>
- Ramayani, FD, Rahman, R., & Damaianti, VS (2022). ELEMENTARY SCHOOL TEACHERS' PROBLEMS IN LEARNING TO WRITE NARRATIVE TEXTS DURING THE COVID-19 PANDEMIC. *Primary: Journal of Elementary School Teacher Education* , 11 (3), 796. <https://doi.org/10.33578/jpkip.v11i3.8344>
- Sari, P., & Kurniawan, A. (2021). The Contribution of Literacy Habits to the Formation of Disciplined Character in Elementary School Students. *Journal of Character Education* , 11 (1), 45–54.
- Sumarsono, R., & Sari, AP (2020). Teacher Challenges in Inclusive Learning in Elementary Schools. *Indonesian Journal of Inclusive Education* , 2 (1), 55–63.
- Umar, U., & Widodo, A. (2022). Analysis of Factors Causing Low Academic Ability of Elementary School Students in Outlying Areas. *Jurnal Educatio FKIP UNMA* , 8 (2), 458–465. <https://doi.org/10.31949/educatio.v8i2.2131>
- Wulandari, S., & Prasetyo, H. (2021). Improving Narrative Writing Skills Through Picture Media. *Journal of Language Education* , 9 (1), 60–70. <https://journal.unnes.ac.id/nju/index.php/jpb>