

Development of a Mind Mapping-Based Learning Module for Teaching Short Story Writing

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Abstract

Teaching short-story writing in junior high school remains challenging because many students have difficulty generating, organizing, and developing ideas, and classroom instruction is still dominated by conventional methods and lacks teaching materials that explicitly scaffold idea organization. This study aimed to develop and examine the feasibility and practicality of a mind-mapping-based short-story writing module. The study employed Research and Development (R&D) using a modified ADDIE model limited to the Analysis, Design, and Development stages. It was conducted at SMP Negeri 1 Songgom, SMP Negeri 2 Songgom, and SMP Negeri 3 Songgom, Brebes Regency, Central Java, Indonesia. The needs analysis involved preliminary observations of 192 seventh-grade students and interviews with six Indonesian language teachers. A limited-practicality trial involved 96 seventh-grade students purposively selected from the three schools. Data were collected through observation, interviews, documentation, expert validation sheets, and student response questionnaires. Two expert validators rated the content, presentation, language, and visualization at 100%, categorizing them as highly feasible. Of 20 questionnaire items, 19 were valid; the retained instrument showed high reliability (Cronbach's alpha = 0.923). The module received an overall practicality score of 84.51%, which is categorized as very practical. The findings show that the study produced a structured instructional product that guides students from idea mapping to story outlining and short-story writing. Because the study did not include the Implementation and Evaluation stages, the module's effectiveness in improving writing outcomes remains to be tested in future research.

Keywords

Mind Mapping, Short Story Writing, Learning Module, Idea Organization, Research and Development.



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INTRODUCTION

Indonesian language learning in Phase D of the Merdeka Curriculum places students' ability to communicate, interpret, and produce texts within a learning process that promotes critical, creative, and independent thinking. Writing therefore functions not only as a language product but also as a cognitive process through which students select, organize, connect, and communicate ideas. The current curriculum framework provides space for contextual and student-centered learning, making instructional support for the writing process particularly important (Kementerian Pendidikan Dasar dan Menengah, (2024). From the perspective of language skills, writing requires the integration of linguistic knowledge, idea organization, and purposeful communication (Tarigan, 2021; Keraf, 2016). Creative writing instruction further requires learning activities that help students move from an initial idea to a coherent text rather than merely assigning a final written product (Rustan, 2020).

Short-story writing is one of the productive writing activities relevant to seventh-grade students in Phase D, including imaginative or fantasy-based prose. In practice, however, preliminary needs assessment conducted by the researcher in six seventh-grade classes at SMP Negeri 1 Songgom, SMP Negeri 2 Songgom, and SMP Negeri 3 Songgom in Brebes Regency showed a substantial instructional gap. Among the 192 students observed, 147 (76.6%) had difficulty starting a text, 154 (80.2%) had difficulty developing ideas, 149 (77.6%) produced stories with underdeveloped plots, and 163 (84.9%) received instruction that was still dominated by lectures. These figures were obtained from the researcher's 2026 preliminary observation records at the three research schools. Interviews with six Indonesian language teachers further indicated that students often struggled to develop complete stories and that teachers still relied mainly on textbooks, worksheets, lectures, and writing assignments, without a specific module to scaffold idea organization.

The problem is consequently not limited to sentence-level language proficiency. Students may have ideas but still have difficulty externalizing, grouping, sequencing, and expanding them into characters, settings, conflicts, events, and resolutions. A visual organizing strategy is relevant to this stage of writing because it can make relationships among ideas explicit before students are required to produce continuous prose. Mind mapping offers such a strategy by placing a central idea at the center and developing related branches through keywords, images, symbols, and visual connections (Buzan, 2008). In writing instruction, this structure can function as a prewriting scaffold

that helps students see how separate ideas can be connected into a story framework.

Recent and relevant studies generally support the use of mind mapping in language and writing instruction, but most have examined it as a classroom method or technique rather than as the organizing basis of a standalone instructional product. Claudia Sitinjak et al., (2022) applied mind mapping in review-text writing; Ingsih & Aulina, (2022) examined its effect on narrative writing; Wartadinata & Santoso, (2022) investigated descriptive-text writing; Saragih et al., (2022) studied argumentative writing; Rezky Ramadani Rambe & Rahmad Idris Hasibuan, (2024) applied it to Indonesian language learning outcomes; and Widiastuti et al., (2024) integrated mind mapping with project-based learning to improve writing ability. Other studies report positive relationships with motivation, engagement, and conceptual understanding (Natasia & Safrul, 2022; Sari et al., 2023; Pratiwi & Abas, 2025). Nurhayati, (2022) likewise reported improvements in critical thinking and narrative writing through a mind-mapping learning model.

Although these studies strengthen the pedagogical rationale for mind mapping, they leave a product-development gap. Classroom application of a technique does not automatically provide teachers and students with a complete set of reusable instructional materials. A structured module should translate the strategy into an integrated sequence that includes curriculum alignment, explicit instructions, worked examples, student worksheets, and assessment rubrics. Development research is therefore needed to convert mind mapping from an instructional technique into a validated teaching product. This distinction also responds to the practical need identified in the three Songgom schools, where teachers reported the absence of a dedicated module for organizing ideas before short-story writing.

Accordingly, this study aimed to (1) analyze empirical needs for short-story writing instruction, (2) design and develop a mind-mapping-based learning module aligned with Indonesian language learning in Phase D, (3) determine the module's feasibility through expert validation, and (4) determine its practicality based on student responses in three public junior high schools. The novelty of the study lies not in introducing mind mapping as a new technique, but in transforming it into a structured, standalone instructional module that links the curriculum, a visual idea-generation procedure, story outlining, guided practice, worksheets, and assessment within a single product.

METHOD

This study used Research and Development (R&D) to produce and evaluate an instructional product (Sugiyono, 2022). The development framework adopted ADDIE, a systematic instructional design model consisting of Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009; Suratnu, 2023). In accordance with the scope, time, and budget of the thesis research, the procedure was modified and limited to the first three stages: Analysis, Design, and Development (ADD). This limitation means that the study evaluated product needs, design quality, expert feasibility, and user practicality, but did not conduct a full effectiveness test at the Implementation and Evaluation stages. Such a staged development process is consistent with the role of ADDIE as a flexible framework for instructional-product development (Mulyatiningsih, 2019; Patel et al., 2018).

The research was conducted at SMP Negeri 1 Songgom, SMP Negeri 2 Songgom, and SMP Negeri 3 Songgom, Brebes Regency, Central Java, Indonesia, during the 2025/2026 academic year. The population comprised 678 seventh-grade students: 150 at SMP Negeri 1 Songgom, 272 at SMP Negeri 2 Songgom, and 256 at SMP Negeri 3 Songgom. Two groups of participants served different purposes. First, the needs-analysis stage involved preliminary classroom observations of 192 students across two seventh-grade classes in each school and interviews with six Indonesian language teachers. Second, the limited practicality trial involved 96 seventh-grade students selected through purposive sampling on the basis of relatively low initial short-story writing performance, teacher recommendations, access, and the suitability of the classes for the development trial. The practicality sample comprised 30 students from SMP Negeri 1 Songgom, 34 from SMP Negeri 2 Songgom, and 32 from SMP Negeri 3 Songgom. Purposive selection was used because participants were required to meet criteria directly related to the development purpose (Creswell & Creswell, 2023).

At the Analysis stage, data were collected through observation, teacher interviews, and documentation to identify students' writing difficulties, existing instructional practices, available teaching materials, and the need for a mind-mapping-based module. At the Design stage, the findings were converted into a product specification covering the *Capaian Pembelajaran* (CP), *Alur Tujuan Pembelajaran* (ATP), learning objectives, content, learning activities, examples, worksheets, assessment, and rubrics. At the Development stage, the design was realized as a module, documented, assessed by two expert validators, revised according to their recommendations, and used in a limited-scale classroom trial following the module's two-session learning sequence. The

first session focused on constructing a mind map and story framework, and the second on developing the framework into a short story. Students then completed the practicality questionnaire.

The expert validators were Dr. Khusnul Khotimah, M.Pd., a lecturer in the Master of Pedagogy Program at Universitas Pancasakti Tegal, and Syamsul Anwar, M.Pd., Head of the Indonesian Language Education Study Program at Universitas Pancasakti Tegal. The validation instrument assessed content feasibility, presentation, language, and visualization. Percentage scores of 81-100% were interpreted as Highly Feasible, 61-80% as Feasible, 41-60% as Less Feasible, 21-40% as Not Feasible, and 0-20% as Highly Not Feasible, adapted from Arikunto, (2019). Expert judgment was used as a formative quality-control step before the user trial, consistent with module-development practice (Aris & Mansor, 2023; Mohd Hamid et al., 2021).

The student-response questionnaire initially contained 20 four-point Likert items covering ease of use, presentation of material, module appearance, and module benefits. Item validity was examined using item-total correlations; with $n = 96$ and $df = 94$, the r -table criterion was 0.2006 at the 5% level. Reliability was evaluated using Cronbach's alpha, with values above 0.70 considered acceptable (Ghozali, 2021). After the invalid item was removed, descriptive percentage analysis was conducted on 19 retained items. Practicality was categorized as Very Practical (81-100%), Practical (61-80%), Quite Practical (41-60%), Less Practical (21-40%), and Not Practical (0-20%), following the criteria used in the thesis. Because instrument validity and reliability were assessed using the same 96-student dataset used for the practicality analysis, this feature is reported as a methodological limitation rather than being treated as an independent pilot validation.

FINDINGS AND DISCUSSION

Findings

Needs Analysis

The needs analysis produced convergent evidence from student observation and teacher interviews. Observation of 192 students showed that difficulties occurred at several stages of the writing process, especially starting a text, developing ideas, and expanding a story plot. The strongest classroom-context indicator was the continued dominance of lecture-based instruction (84.9%). Table 1 presents the empirical observation data used as the basis for product development.

Table 1. Empirical Student Needs Analysis for Short-Story Writing (n = 192)

Observed Indicator	Students (n)	Percentage
Difficulty starting to write	147	76.6%
Difficulty developing ideas	154	80.2%
Low writing fluency	142	74.0%
Linguistic errors	138	71.9%
Low writing motivation	135	70.3%
Underdeveloped short-story plots	149	77.6%
Perception of writing as difficult	145	75.5%
Low engagement during learning	132	68.8%
Lecture-dominated instruction	163	84.9%

Source: Researcher preliminary observation data at SMP Negeri 1, 2, and 3 Songgom, 2026.

The numerical pattern indicates that the most urgent problem was not a single linguistic component, but the process through which students generated and organized content. The 80.2% difficulty in developing ideas and 77.6% incidence of underdeveloped plots were consistent with the 76.6% difficulty in starting a text. These findings support the decision to design a product that intervenes before and during drafting by making idea relationships visible.

Teacher interviews strengthened this interpretation. The six Indonesian language teachers described students' short-story writing ability as still low, particularly in developing ideas into complete stories. They also reported that instruction was predominantly conventional and relied on textbooks, worksheets, lectures, and direct writing assignments. Most importantly for product development, the interviews identified the absence of a dedicated module that integrated mind mapping and provided systematic steps for idea generation and story development. Table 2 summarizes the qualitative interview evidence and its implications for product design.

Table 2. Summary of Empirical Teacher Needs Analysis (Six Indonesian Language Teachers)

Focus	Interview Evidence	Design Implication
Student difficulty	Students frequently had difficulty beginning a story and expanding ideas into a complete short story.	Need for guided prewriting and idea-development support.
Existing instruction	Teaching remained dominated by conventional explanation/lecture and writing assignments.	Need for a more active, student-centered learning sequence.
Existing teaching materials	Teachers mainly used textbooks and worksheets; no dedicated mind-mapping module was available.	Need for a structured, reusable module.
Expected product	Teachers needed material that was	Mind mapping was integrated

practical, systematic, easy to use, and into the module as the core idea-
could guide students in mapping ideas. organization procedure.

Source: Teacher interview data from the three research schools, 2026.

Design Stage

The Design stage converted the needs-analysis findings into a concrete product blueprint. The design did not begin from a generic module template; it was organized around the identified writing bottleneck: students needed to externalize and structure ideas before drafting. The resulting blueprint aligned CP and ATP with a sequence that moved from mind mapping to a story framework and then to a complete short story. Table 3 presents the empirical outputs generated at this stage.

Table 3. Product Specification Generated at the Design Stage

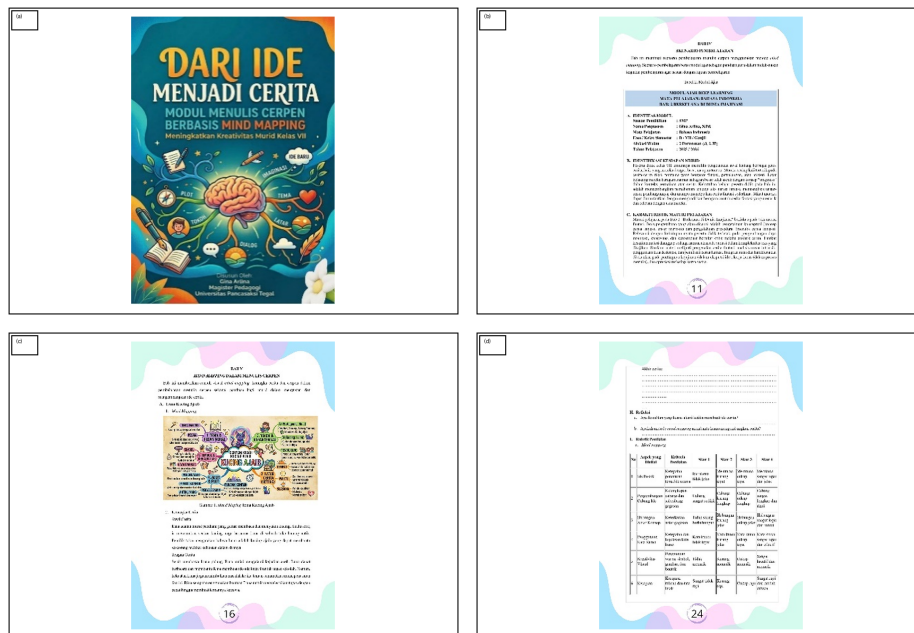
No.	Module Component	Empirical Design Output
1.	Module cover	Title, illustration representing idea organization, author identity
2.	Introduction	Development background, module objectives, benefits, and target users (Grade VII students)
3.	Theoretical review	Short-story writing, creativity in writing, benefits of mind mapping, and mind-mapping steps
4.	User guidance	Instructions for teachers and students
5.	Learning scenario	Module identity; student readiness; material characteristics; graduate-profile dimensions; facilities; interdisciplinary links; learning objectives; contextual topic; learning framework; learning steps; assessment
6.	Mind mapping in short-story writing	Worked mind-map example, story framework, and model short story
7.	Worksheets and rubrics	Session 1: mind map and story framework; Session 2: short-story writing; rubrics for mind map, framework, and short story
8.	References	Books and journal sources used in module development

Source: Research design and product-development documentation, 2026.

Product Development and Documentation

At the Development stage, the blueprint was realized as the module titled *Dari Ide Menjadi Cerita: Modul Menulis Cerpen Berbasis Mind Mapping*. The development evidence includes the actual product pages documented in the thesis. The module contains a cover that communicates the visual-thinking concept, a curriculum-aligned learning scenario, a worked mind-map example that connects story elements, and worksheets with assessment rubrics. Figure 1 reproduces four representative screenshots from the developed product and documents the concrete output of the

Development stage.



Source: Research product documentation reproduced from the thesis development files, 2026.

Figure 1. Documentation of the Developed Module: (a) Cover; (b) Learning Scenario; (c) Mind-Mapping Example; (d) Worksheet and Assessment Rubric

The documentation demonstrates how the product operationalizes the study's design logic. Rather than placing mind mapping as an isolated classroom activity, the module embeds it between conceptual preparation and writing production. Students first encounter the procedure and examples, then construct their own map and story framework, and finally develop the framework into a short story. The worksheets and rubrics make the sequence observable and assessable, while the teacher guidance enables the procedure to be implemented consistently.

Expert Validation and Product Revision

The completed module was evaluated by two expert validators across four aspects. Both validators awarded the maximum score to all 20 indicators; consequently, each of the four evaluated aspects falls within the Highly Feasible category.

Table 4. Expert Validation Results for the Mind-Mapping-Based Learning Module

Evaluation Aspect	Percentage	Category
Content feasibility	100%	Highly Feasible
Presentation	100%	Highly Feasible
Language	100%	Highly Feasible
Visualization	100%	Highly Feasible

Source: Expert-validation data, 2026.

The 100% content-feasibility score indicates that the validators considered the material aligned with CP, ATP, learning objectives, the characteristics of seventh-grade students, disciplinary accuracy, and the mind-mapping procedure. The 100% presentation score reflects the orderly sequence of content, clear user guidance, explicit mind-mapping steps, relevant worked examples, and systematic learning activities. The language indicators were judged communicative, readable, age-appropriate, accurate in spelling and punctuation, and consistent in terminology. The visualization indicators were also rated at the maximum level for readability, layout, relevance of illustrations, and color/design comfort. These results establish expert feasibility, but they should not be interpreted as evidence of learning effectiveness because student achievement was not tested at the Implementation and Evaluation stages.

Table 5. Product Revisions Based on Validator Feedback

Validator Feedback	Revision Implemented
Typographical errors and inconsistent terminology, including "Cetita" instead of "Cerita" and inconsistent use of the term mind mapping.	Typographical errors were corrected and terminology was standardized throughout the module.
Academic language in the Preface and Background needed to be more effective.	Sentences were edited for clarity, concision, communicativeness, and academic appropriateness.
The table of contents and page numbering contained inconsistencies.	The table of contents, chapter/subchapter structure, and page numbering were realigned with the final module.

Source: Product-revision documentation following expert validation, 2026.

The revision record is important because it shows that expert validation was used formatively rather than only as a numerical approval procedure. The recommended changes focused on editorial consistency, academic language, and document navigation. They did not require changes to the substantive content, learning objectives, or the basic mind-mapping learning sequence.

Practicality of the Module

Practicality was analyzed after the module had been used by the 96-student trial group. Before percentage interpretation, the student-response instrument was examined for item validity and internal consistency. Nineteen of the 20 items exceeded the r -table value of 0.2006. One item, C3 in the module-appearance aspect, had $r = 0.136$ and was excluded from the subsequent practicality calculation. Cronbach's alpha increased from 0.919 for the original 20 items to 0.923 for the 19 retained items, indicating very high internal consistency.

Table 6. Quality of the Student Practicality Questionnaire

Instrument Stage	Items	Validity Result	Cronbach's Alpha
Initial questionnaire	20 items	One invalid item (C3: $r = 0.136 < 0.2006$)	0.919
Retained questionnaire	19 items	19 valid items used for practicality analysis	0.923

Source: SPSS analysis of the 96-student practicality dataset, 2026.

The descriptive results show that all four practicality aspects fell within the Very Practical category. Module Benefits obtained the highest score (85.78%), followed by Ease of Use (84.84%), Presentation of Material (84.79%), and Module Appearance (82.16%). The overall score was 84.51%.

Table 7. Practicality of the Module by Assessment Aspect

Aspect	Valid Items	Percentage	Category
Ease of Use	5	84.84%	Very Practical
Presentation of Material	5	84.79%	Very Practical
Module Appearance	4	82.16%	Very Practical
Module Benefits	5	85.78%	Very Practical
Overall Average	19	84.51%	Very Practical

Source: SPSS descriptive analysis, 2026.

Although all aspects were rated very practical, the comparatively lower appearance score (82.16%) identifies a specific area for further refinement. This result suggests that students valued the functional benefits of the module slightly more than its visual presentation. Consequently, future product iterations can prioritize layout and graphic refinement while retaining the content structure that obtained high feasibility and practicality ratings.

School-level analysis also showed variation. SMP Negeri 1 Songgom obtained 73.25% (Practical), whereas SMP Negeri 2 Songgom and SMP Negeri 3 Songgom obtained 87.85% and 91.53% (Very Practical). The study did not directly measure school-level explanatory variables such as prior writing competence, teacher implementation fidelity, or classroom conditions. The variation should therefore be interpreted descriptively and not as evidence that any unmeasured school characteristic caused the difference.

Table 8. Practicality of the Module by School

School	N	Percentage	Category
SMP Negeri 1 Songgom	30	73.25%	Practical
SMP Negeri 2 Songgom	34	87.85%	Very Practical
SMP Negeri 3 Songgom	32	91.53%	Very Practical

Source: SPSS descriptive analysis, 2026.

Discussion

Instructional Need and the Role of Mind Mapping

The needs-analysis findings demonstrate why an idea-organization intervention was necessary. Difficulty developing ideas (80.2%) occurred alongside difficulty starting to write (76.6%) and underdeveloped plots (77.6%), indicating a linked prewriting problem rather than three isolated deficiencies. Mind mapping is relevant because it externalizes relations among concepts and allows students to build a visual structure before producing linear prose (Hernowo, 2022). From Vygotsky's sociocultural perspective, learning is supported when learners receive mediational tools and scaffolding that help them perform a task that would otherwise be difficult to complete independently (Danoebroto, 2015). In this study, the module and its mind-mapping sequence function as such an instructional scaffold. This perspective provides a coherent theoretical basis for interpreting the module as an instructional scaffold for idea organization.

The empirical need identified in Songgom also supports a student-centered orientation. Conventional explanation followed immediately by an individual writing assignment leaves the process of idea construction largely implicit. By contrast, student-centered learning requires opportunities for learners to explore, structure, and represent knowledge actively (Kurniawan et al., 2022). The module responds to this need by making prewriting visible through a map, a framework, and a staged worksheet. This design is also consistent with creative-writing literature that emphasizes the development of ideas and the organization of experience as integral parts of writing (Mubarok et al., 2024).

Positioning the Product Against Previous Studies

The most important distinction between this study and earlier work concerns the unit of innovation. Previous studies primarily treated mind mapping as a method, technique, or component of a classroom learning model and then examined writing performance, learning outcomes, motivation, or engagement. The present study instead used R&D to produce a standalone instructional module in which mind mapping organizes the entire learning sequence. Table 9 makes this difference explicit.

Table 9. Positioning of the Present Study Relative to Previous Mind-Mapping Research

Study	Primary Focus	Main Output	Difference from Present Product
Sitinjak et al. (2022)	Applied mind mapping in review-text writing	Classroom use of a method	No standalone validated module

Ingsih & Aulina (2022)	Examined the effect of mind mapping on narrative writing	Method-effect evidence	No integrated module product
Wartadinata & Santoso (2022)	Examined mind mapping for descriptive-text writing	Technique-effect evidence	Focus on application, not product development
Rambe & Hasibuan (2024)	Applied mind mapping to Indonesian language learning outcomes	Classroom strategy	No module development and validation sequence
Widiastuti et al. (2024)	Integrated mind mapping with project-based learning for writing	Learning-model integration	Mind mapping is part of a model, not a standalone module
Pratiwi & Abas (2025)	Used mind mapping to improve conceptual understanding in Indonesian language learning	Classroom technique	Focus on technique use rather than a reusable instructional product
Present study	Developed a mind-mapping-based short-story writing module	Validated product: curriculum alignment, examples, worksheets, rubrics, and three-school practicality trial	Transforms the technique into a structured, ready-to-use module

Source: Synthesized from the cited studies and the present research, 2026.

This comparison clarifies the study's novelty. The contribution does not depend on claiming that mind mapping itself is new. Rather, it lies in translating a well-established technique into an instructional package that addresses a specific, empirically identified writing problem. The module connects the mind-mapping procedure to curriculum targets, model examples, two-session worksheets, and explicit rubrics. This extends prior evidence from method application (Widiastuti et al., 2024) toward a replicable product-development context. Related findings also indicate that mind mapping can support student engagement (Sari et al., 2023), providing further pedagogical rationale. However, engagement was not directly measured in the present study and is therefore not claimed as an effect of the developed module.

Feasibility, Practicality, and Product Quality

The expert-validation results indicate that the product was considered highly feasible in content, presentation, language, and visualization. Development research requires coherence between objectives, content, learning activities, and user characteristics; high expert ratings are meaningful when these dimensions are reviewed as an integrated system rather than as isolated features (Mulyatiningsih, 2019). The module's design follows this principle by linking Phase D learning targets with prewriting, worked examples, guided activities, and assessment. Similar

development studies emphasize expert review as a formative mechanism for improving instructional products before broader use (Sumining, 2021).

The practicality result of 84.51% complements, but does not duplicate, expert validation. Validation answers whether experts judge the product appropriate; practicality captures whether students perceive it as usable and beneficial after classroom use. The highest score for Module Benefits (85.78%) is consistent with the module's staged design: students are not only told to use mind mapping but are shown examples, asked to construct a map, convert it into a story framework, and then develop the framework into a short story. This sequence provides a traceable route from an initial idea to a written product. The relatively lower appearance score signals that graphic refinement remains possible even though the product is already within the Very Practical category.

The results should not be overstated. Research on mind mapping has reported improvements in narrative writing, critical thinking, writing ability, engagement, and learning outcomes (Widiastuti et al., 2024), but the present study did not conduct a pretest-posttest or comparative effectiveness design. Its evidence supports feasibility and perceived practicality, not causal improvement in short-story writing achievement. This distinction is essential because the ADD procedure stopped before full Implementation and Evaluation.

Research Contributions and Limitations

The theoretical contribution of the study is a product-development interpretation of mind mapping as a structured prewriting scaffold: the strategy becomes most educationally actionable when its visual thinking process is connected to a sequence of curriculum-aligned tasks. Practically, the research provides teachers with a ready-to-use module containing guidance, scenarios, examples, worksheets, and rubrics rather than requiring them to design mind-mapping activities from scratch. Methodologically, the research documents an Analysis-Design-Development pathway in which empirical needs from three schools are translated into product specifications, expert validation, product revision, and a multi-school practicality trial.

Two limitations delimit these contributions. First, the modified development procedure ended at the Development stage; therefore, the effectiveness of the module in improving creativity, idea organization, or short-story writing achievement has not yet been established. Second, item validity and reliability for the practicality questionnaire were assessed using the same 96-student dataset used to calculate practicality rather than an independent pilot sample. Future studies should proceed to the Implementation and Evaluation stages, use independent instrument validation where

feasible, apply a stronger effectiveness design, and include broader school contexts.

CONCLUSION

This R&D study developed a mind-mapping-based short-story writing module for seventh-grade students through the Analysis, Design, and Development stages of a modified ADDIE framework. The development was grounded in empirical needs identified at SMP Negeri 1 Songgom, SMP Negeri 2 Songgom, and SMP Negeri 3 Songgom: observation of 192 students showed substantial difficulties in starting and developing writing, while interviews with six Indonesian language teachers identified continued reliance on conventional instruction and the absence of a dedicated mind-mapping module. These findings were translated into a product containing curriculum-aligned learning scenarios, mind-mapping examples, story frameworks, worksheets, and assessment rubrics.

Expert validation rated content, presentation, language, and visualization at 100%, placing the module in the Highly Feasible category. In the 96-student practicality trial, 19 questionnaire items were retained after validity testing, with Cronbach's $\alpha = 0.923$, and the module obtained an overall practicality score of 84.51% (Very Practical). The findings therefore support the module as a feasible and practical instructional alternative for guiding idea organization in short-story writing. They do not establish learning effectiveness. Further research should implement and evaluate the module on a broader scale and test its effect on creativity, idea organization, and short-story writing outcomes using an appropriate comparative or pretest-posttest design.

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