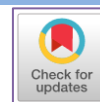


## The influence of PWIM and PWIM-MID on descriptive writing skills in terms of writing self-efficacy



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**Abstract:** The aim of this research is to obtain a comprehensive picture of the influence of the Picture Word Inductive Model (PWIM) and Picture Word Inductive Model Based on Multiliteracy, Integrative and Differentiation (PWIM-MID) on the ability to write descriptive text in terms of students' writing self-efficacy. The sample in this research was class III students at Setiabudi 01 primary school, Setiabudi subdistrict, South Jakarta City. The method used is an experiment with a 2 x 2 factorial design. The research results are as follows: (1) Learning to write descriptive text using the PWIM and PWIM-MID models is included in the quite effective category. (2) Based on the Two Ways Anova test, a sig value of  $0.045 < 0.05$  was obtained, meaning that there was a difference in the increase in the ability to write descriptive text between students with the PWIM and PWIM-MID models. (3) Based on the Test of Between Subject Effect, a sig value of  $0.424 > 0.05$  was obtained, students who have low writing self-efficacy do not necessarily have the ability to write low descriptive text and vice versa, students who have high writing self-efficacy do not necessarily have the ability to write high descriptive text. (4) Based on the calculation of the interaction effect, a sig value of  $0.026 < 0.05$  is obtained, meaning that there is an interaction effect between the writing model and writing self-efficacy on increasing students' ability to write descriptive text. Based on the results obtained, it can be concluded that learning using the PWIM and PWIM-MID models is quite effective in implementing students who have different writing self-efficacy (low writing self-efficacy and high writing self-efficacy).

**Keywords:** Writing skill, Descriptive writing skill, PWIM, PWIM-MID, self-efficacy

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## INTRODUCTION

Reading and writing literacy is the earliest form of literacy in human history. These skills are considered functional because they are highly beneficial in daily life. Mastery of reading and writing enhances an individual's quality of life, serving as a foundation for developing other essential literacies, such as numeracy, science, digital, financial, and cultural-citizenship literacy (Kemendikbud, 2017)

Discussing the objectives of literacy education, (Morocco et al., 2010). Abidin et al. (2017b) emphasize the importance of mastering 21st-century skills. Multiliteracy skills support the development of four key competencies (critical thinking, creativity, collaboration, and communication), with the primary goal being to enhance students' abilities in reading comprehension and competent writing. From this perspective, literacy instruction in a multiliteracy context aims to improve language proficiency through diverse media, including ICT-based digital tools. Students can showcase their understanding using visual literacy and multimodal texts, aligning with various learning methods and intelligences (Kim et al., 2019). This approach accommodates diverse learning styles,

ensuring even students with a single learning style can grasp concepts, procedures, and attitudes effectively (Fernández-Corbacho et al., 2024). Multiliteracy learning incorporates visual, spatial, kinesthetic, aural, and imaginative elements, offering a rich learning experience for all (Kulju et al., 2018).

Initially, multiliteracy was defined as the effective use of speaking, listening, reading, and writing skills to enhance thinking and communication. This concept has since evolved to include the ability to analyze, research, and evaluate information from diverse sources and fields of knowledge. Thus, multiliteracy education focuses on developing critical thinking skills while fostering efficient communication and critical judgment. Several studies related to multiliteracy have been conducted by, (Abidin et al., 2017a; Broce et al., 2019; Fernández-Corbacho et al., 2024; Hartati & Heryanto, 2019; Kalantzis & Cope, 2023; Kulju et al., 2018; Maesaroh & Muzayyin, 2022; Oakley et al., 2020; Rivas, 2019; Rokhyati, 2018). Based on the findings above, it is known that teaching multiliteracies can help students acquire the skills and knowledge needed for the twenty-first century.

The application of specific learning approaches is essential for 21st-century education as they can shape students' talents, enhance their skills, and develop positive attitudes. One such approach is integrative learning, which involves studying various areas of knowledge (Alhabahba et al., 2016). This integration includes not only the learning outcomes but also the learning experiences and context, beyond just the content of the learning materials or competencies. When learning outcomes are considered, students' attitudes, skills, and knowledge are incorporated into the process. The main goal of integrative learning is to observe and analyze phenomena as a whole, rather than from a fragmented perspective. This approach, in relation to the influence of Picture Word Inductive Model (PWIM) and Picture Word Inductive Model based on Multiliteracy, Integrated, and differentiation (PWIM-MID) models, can be examined through the lens of students' writing self-efficacy, highlighting how these models impact their confidence and ability to write effectively.

Writing literacy is more than just the ability to organize words, it involves deeper and more meaningful skills. Writing must be practiced from elementary school because it is an ongoing activity. Writing is a basic skill that becomes more important as students advance. Therefore, writing instruction in elementary schools should receive special attention to meet expected standards. Writing should be seen as a necessary tool for students to express themselves and gain psychological freedom (Abidin, 2018). When students reach this level, writing becomes less intimidating and more enjoyable, motivating them in life. To achieve this, writing education must focus not only on helping students write, but also on encouraging creativity and confidence. Success in writing depends on students' self-efficacy, which is their belief in their ability to complete academic tasks. Students with high self-efficacy are more likely to succeed and persist in overcoming challenges (Kingsford-Smith et al., 2024)

One of the writing lessons taught in elementary schools is descriptive writing. Descriptive writing involves the ability to explain objects, events, places, or people with language that creates a clear image in the reader's mind (Lumbangaol et al., 2024). This skill requires a sufficient vocabulary, an understanding of sentence structure, and observation skills. If writing literacy in elementary school is strengthened, students will become more skilled at writing descriptions because they will understand how to choose the right words and arrange them well (Fälth & Selenius, 2024). This learning success is of course supported by confidence in one's ability to complete the learning process that

will be undertaken (Vicol et al., 2024). One thing that students need in this case is good self-efficacy.

Self-efficacy refers to students' self-confidence in their ability to complete academic assignments (Zee et al., 2024). Students with high self-efficacy tend to be successful in studying and completing assignments well (Hammack et al., 2024). Individuals with high self-efficacy believe they can change the circumstances around him and persevere in facing challenges (Ingram et al., 2024). Self-efficacy is a person's belief in their ability to complete a specific task. In the context of writing, students' self-efficacy influences how much they believe they can produce good writing, including descriptive writing (Macalisang & Bonghawan, 2024). Students with high self-efficacy tend to be more confident, willing to try, and able to overcome challenges while writing (Scherer & Bertram, 2024). On the other hand, students with low self-efficacy may feel less capable and tend to avoid writing tasks (Kingsford-Smith et al., 2024). Good writing literacy provides the technical skills and knowledge students need to write descriptions effectively (Stavans & Ehrlich, 2024). When students successfully complete a descriptive writing task, they experience a sense of accomplishment that boosts their self-efficacy. Conversely, strong self-efficacy encourages students to keep learning and improving their writing literacy skills. Writing literacy in elementary school plays a crucial role in developing descriptive writing skills (Firdaus & Yukamana, 2024). In the process, self-efficacy becomes a key factor that motivates students to learn, try, and improve their skills. This combination is essential for shaping students who are confident and competent in writing (Canagarajah, 2024).

Based on the results of observations made by researchers, there are problems with writing ability of third grade students. During process activities learning in class, there are several students who experience difficulty in writing. There is some writing problems seen in students such as writing it takes quite a long time to complete one sentence, writing the letters inconsistent, missing, excessive letters when writing the word so it doesn't has meaning and there is writing that is not clearly legible. Students who experience difficulties tends to be less interested when there are too many intensive writing assignments. Students think that writing is a very difficult skill.

Seeing the problems above, educators must take action. In particular, we must seek and implement new learning methods or models and have the capacity to improve learning to help basic literacy skills especially in writing literacy. Based on interviews, teachers experience difficulties in choosing writing learning models in elementary schools in improving writing literacy skills. even though there are many models for improving writing skills in elementary schools, including PWIM and PWIM-MID.

Picture Word Inductive Model (PWIM) is a model that utilizes students' ability to think inductively. This allows students to build generalizations. In this model students are presented with familiar pictures and scenes. Students can then expand their vocabulary by making connections between words and visuals by identifying objects. Joyce et al., (2009) revealed that with PWIM, students can compose imaginative, detailed stories and know language by utilizing the PWIM model to identify images. It is recognized that expanding vocabulary can help early childhood students become more literate. All the information that students get from this image is synthesized to become a single piece of information. Image media will help students provide information representation, explore visual information so as to actively involve students in learning so that students' higher thinking abilities will be honed.

Several studies related to the Picture Word Inductive Model (PWIM) have been carried

out by (A. Apriliana et al., 2024; A. C. Apriliana, 2016; A. C. Apriliana et al., 2022; Daulay, 2020; Hulu et al., 2023; Novia, 2015; Oktafiani & Husnussalam, 2021; Puspitasari et al., 2024). Based on several studies, it is proven that PWIM can improve language skills. Students can be inspired to investigate their basic knowledge with visual aids in the picture word inductive model that will assist them in constructing words, phrases, and paragraphs. When teaching literacy to elementary school students, pictures can be a very interesting stimulus. Students can really convey their ideas and produce language (words or phrases) that will be communicated in writing with the help of these visuals. Early elementary school age children need symbols or images that can improve basic literacy skills in order to develop thinking, reasoning and language skills.

Previous research has not applied the PWIM model based on Multiliteracy, Integrative, and Differentiation using multimodal image media. Earlier studies on PWIM did not address the diverse learning styles, varying abilities, and initial conditions of students. This gap is the reason for conducting this research, which explores the use of PWIM integrated with Multiliteracy, Integrative, and Differentiation approaches (PWIM-MID) an area not previously studied. The novelty of this research lies in the development of the PWIM model using both print and digital image media, as well as multimedia elements such as visual, audio, and tactile media, to accommodate the diverse learning styles and abilities of students. This study introduces the Picture Word Inductive Model Based on Multiliteracy, Integrative, and Differentiated (PWIM-MID) and examines its impact on students' descriptive writing abilities, specifically in terms of writing self-efficacy—an aspect not explored in earlier research.

## METHOD

The method used in this research is experimental design factorial 2 x 2 (Factorial Design Two Factor Experiment). This research aims to get a comprehensive picture of the effect of implementing the PWIM and PWIM-MID on the ability to write descriptions in terms of student self-efficacy. Grouping based on writing self-efficacy. In this study, writing self-efficacy was differentiated between groups students who have high writing self-efficacy and groups of students who have low writing self-efficacy.

**Table 1.** Factorial Design Two Factor Experiment (Gall et al., 2014)

		writing self-efficacy	
		B1 High	B2 Low
Model	A1: PWIM	A1B1	A1B2
	A2: PWIM-MID	A2B1	A2B2

### Description:

A1: Application of the model PWIM (Picture Word Inductive Model)

A2: Application of the model PWIM (Picture Word Inductive Model Based on Multiliteracy, Integrated, and Differentiation)

B1: High writing self-efficacy

B3: Low writing self-efficacy

The population in this study were 3rd grade elementary school students in Setiabudi subdistrict. The sample in this study were students in class 3 A and 3 B at Setiabudi 01 elementary school Setiabudi sub-district, South Jakarta city with a total of 74 students. Sample in this study divided into two groups, namely group 3 A as experimental class 1 which will be gain learning through implementing the PWIM model with total of 37

students and group 3B as experimental class 2 with learning through implementation of the PWIM-MID model with a total of 37 students. Sampling was carried out randomly.

Third grade students were selected because they are at a transitional age from basic literacy to functional literacy. At this stage, they are developing critical and creative thinking skills, which are essential for improving reading comprehension and writing skills. SDN Setiabudi 01 was chosen because it has a student population with a representative in academic ability levels, making the research findings applicable as a general overview for other elementary schools in similar environments.

The location was also chosen based on the availability of resources and administrative support, ensuring the optimal implementation of the program. In a broader educational context, this approach can be applied to schools with similar demographic characteristics, such as those with diverse student backgrounds, the same national curriculum, and equal access to educational technology. This makes the research findings generalizable to a larger population, with minor adaptations as needed.

The instruments used in this research were a descriptive writing ability test based on image stimuli and a writing self-efficacy questionnaire. Self-efficacy is an individual's belief in his or her ability to face certain tasks, achieve goals, and overcome challenges in life. This concept was developed by Albert Bandura, a famous social psychologist. Self-efficacy involves an individual's perception of his or her ability to produce desired outcomes. This relates to an individual's belief in his or her ability to control life and overcome obstacles that arise. The writing self-efficacy questionnaire consists of 10 statements, that are: (1) I have better writing skills than other children in my class, (2) Writing is something easy, (3) I am getting better at writing, (4) When I write, I feel calm, (5) My teacher thinks my writing is good, (6) I need less help writing, (7) I think I'm a good writer, (8) My writing is better than before, (9) I feel comfortable when writing, (10) I enjoy writing. Indicators in the test of the ability to write descriptive stories based on picture stimuli, namely: (1) suitability of the story to the picture, (2) expressing story ideas, (3) order and structure of language, (4) punctuation and spelling.

The data that has been obtained is then analyzed. The data collection techniques in this research are test and non-test. The test technique was carried out to collect data on the ability to write descriptions. Meanwhile, non-test techniques were used to collect data on students' reading interest by providing questionnaires that respondents had to respond to regarding writing self-efficacy. Validity Test is used to determine the validity of the instrument collecting data. Instrument validity is carried out through content validity and empirical validity. Content validity refers to expert judgment and empirical testing refers to testing on small-scale samples in class. The content validity test in this research was carried out using the bivariate person correlation formula using SPSS version 27 tools. Instrument items in the validity test were said to be valid if the calculated  $r$  value  $>$   $r$  table was at a significant value of 5%. On the other hand, an item is said to be invalid if the calculated  $r$  value  $<$   $r$  table is at a significance value of 5%. Based on the calculation results of the SPSS version 27 validity test, it shows that all calculated  $r$  values  $>$   $r$  table are at a significance value of 5%. Therefore, it can be concluded that all the items in the reading comprehension ability test and reading interest questionnaire are valid, so they can be used as research instruments. Instrument reliability is carried out through internal and external analysis. Internal reliability analysis is carried out by experts, while external reliability analysis is carried out through field trials or alignment tests. Reliability testing is carried out using the alpha formula.

The significant test was carried out at the  $\alpha = 0.05$  level. An instrument can be said to be reliable if alpha value is greater than r table (r table with n 35 = 0.334).

## RESULTS AND DISCUSSION

### Results

This research aims to get a comprehensive picture of the effect of implementing the PWIM model with PWIM-MID on students' ability to write descriptions in terms of students' writing self-efficacy. To prove the interaction effect or influence between the PWIM-MID model on descriptive writing ability in terms of students' writing self-efficacy, it was tested using Two Way Anova. In this study, researchers tested two-way ANOVA with the help of SPSS version 27 as follows.

### Interpretation of Out Put Two Way Anova Test

Based on the Two-Way ANOVA Test, the following output was obtained. First Output Between Subject Factors

**Table 2.** Output Results Between Subject Factors

Between-Subjects Factors			
		Value Label	N
Model PWIM and PWIM_MID in the ability to write descriptions Self-Efficacy	1	PWIM_	37
	2	PWIM_MID	37
	1	Writing Self-Efficacy (high)	60
	2	Writing Self-Efficacy (low)	14

Based on the results of the between-subject factors output (Table 2), there are two categories of models for writing descriptions, namely PWIM and PWIM-MID as well as the student writing self-efficacy variable which consists of two category levels, namely high writing self-efficacy and low writing self-efficacy. From the two classes, it can be seen that the number of students who have high writing self-efficacy is 60 people and 14 students who have low writing self-efficacy are 14 people.

### Second Output Descriptive Statistics

**Table 3.** Descriptive Statistics Output Results

Descriptive Statistics				
Dependent Variable: ability to write descriptive text				
Learning model for the ability to write descriptions	Self Efficacy	Mean	Std. Deviation	N
PWIM	Self Efficacy (High)	12.17	2.451	30
	Self Efficacy (Low)	11.14	3.024	7
	Total	11.97	2.555	37
PWIM_MID	Self Efficacy (High)	12.00	2.068	30
	Self Efficacy (Low)	14.14	2.268	7
	Total	12.41	2.242	37
Total	Self Efficacy (High)	12.08	2.250	60
	Self Efficacy (Low)	12.64	3.003	14
	Total	12.19	2.397	74

Based on these data (Table 3), it can be obtained that the average score of students who have high writing self-efficacy in learning to write descriptions using the PWIM model is 12.17, while the average score of students who have low writing self-efficacy using the PWIM model is 11.14. The average value of students who have high writing

self-efficacy using the PWIM\_MID model is 12.00, while the average value of students who have low writing self-efficacy using the PWIM\_MID model is 14.14.

### Third Output "Levene's test" (Homogeneity Test)

Table 4. Levene's test output results

Levene's Test of Equality of Error Variances <sup>a</sup>			
Dependent Variable: ability to write descriptive text			
F	df1	df2	Sig.
1.663	3	70	.183

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Writing\_Model + Self\_Efficacy + Writing\_Model \* Self\_Efficacy

Based on the Table 4, a sig value of 0.183 is obtained. Because the sig value is  $0.183 > 0.05$ , it can be concluded that the variable variance resulting from students' ability to write descriptions is homogeneous so that the assumption of homogeneity in the Two-Way Anova test is fulfilled.

### Fourth Output Test of Between Subject Effect

Test of Between Subject Effect is the output for testing the hypothesis of this research (answering the problem formulation). The basis for taking factors in the Two-Way Anova test is as follows.

- 1) If the sig value  $< 0.05$ , then there is a difference in the results of students' ability to write descriptive text based on factor variables.
- 2) If the sig  $>$  value is  $0.05$ , then there is no difference in the results of students' ability to write descriptive text based on the factor variables.

Table 5. Output Results of Test of Between Subject Effect

Tests of Between-Subjects Effects					
Dependent Variable: ability to write descriptive text					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	35.470 <sup>a</sup>	3	11.823	2.156	.101
Intercept	6940.040	1	6940.040	1265.504	.000
PWIM	22.782	1	22.782	4.154	.045
Writing Self Efficacy	3.554	1	3.554	.648	.424
PWIM_MID * Minat_Baca	28.457	1	28.457	5.189	.026
Error	383.881	70	5.484		
Total	11414.000	74			
Corrected Total	419.351	73			

a. R Squared = .085 (Adjusted R Squared = .045)

Based on the output results of the Test of Between Subject Effect above, the following conclusions are obtained.

- a. The sig value was obtained at  $0.045 < 0.05$  so it can be concluded that there are differences in the results of students' writing descriptive texts based on the PWIM model.
- b. The sig value was obtained at  $0.424 > 0.05$  so it can be concluded that there is no difference between the ability to write descriptive text and writing self-efficacy.
- c. Obtained a sig value of  $0.026 < 0.05$ , it can be concluded that there is an interaction between the PWIM and PWIM-MID models with writing self-efficacy towards increasing students' ability to write descriptive text.

### Fifth Output Estimated Marginal Means

This fifth part of the output explains the differences in the average scores for the ability to write descriptive text based on the PWIM and PWIM\_MID models and students' self-efficacy for writing descriptively.

**Table 6.** Output Results Estimated Marginal Means

Model for writing descriptive text				
Dependent Variable: ability to write descriptive text				
Model for writing descriptive text	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
PWIM	11.655	.491	10.675	12.635
PWIM_MID	13.071	.491	12.091	14.052

**Table 7.** Output Results of Students' Reading Interest Writing Self Efficacy

Dependent Variable: ability to write descriptive text				
Writing Self Efficacy	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Writing Self Efficacy(high)	12.083	.302	11.480	12.686
Writing Self Efficacy (low)	12.643	.626	11.395	13.891

**Table 8.** Output Results of the Reading Comprehension Model

Model for writing descriptive text* Writing Self Efficacy					
Dependent Variable: Ability to write descriptive text					
Model for writing descriptive text	Writing self efficacy	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
PWIM	Writing self efficacy (High)	12.167	.428	11.314	13.019
	Minat Baca Rendah	11.143	.885	9.378	12.908
PWIM_MID	Minat Baca Tinggi	12.000	.428	11.147	12.853
	Minat Baca Rendah	14.143	.885	12.378	15.908

Based on testing the difference in improvement in the ability to write descriptive text between students who received learning using the PWIM model and the PWIM\_MID model, a sig value of  $0.045 < 0.05$  was obtained, so it can be concluded that there is a difference in the results of students' ability to write descriptive text based on writing models with different media. Based on the results of the N-Gain Score Test calculation, it shows that there is a difference in increase between the average N-Gain score value for experimental class 1 (PWIM) and experimental class 2 (PWIM\_MID). The average N-Gain Score for classes that carry out learning using the PWIM model is 64.02 or 64.02%, which is included in the quite effective category. Meanwhile, the average N-Gain score for experimental class 2 (Learning with PWIM-MID) was 64.97 or 64.97%, which was included in the quite effective category. Based on these average differences, the average N-Gain score of experimental class 2 (PWIM) has a greater average N-Gain score compared to the average N-gain score of experimental class 1 (PWIM\_MID) but the average difference The N-Gain Score is not significant because the average N-Gain Score between experimental class 1 and experimental class 2 is only slightly different, namely 0.95. So, it can be concluded that the use of the PWIM and PWIM\_MID models is quite effective in improving the ability to write descriptions of Class III students at SDN Setiabudi 01, Setiabudi District, South Jakarta City.

### Discussion

Based on the calculation of the ability to write descriptive text in terms of students' writing self-efficacy, a sig value of  $0.424 > 0.05$  was obtained, students with low writing



self-efficacy do not always struggle with writing descriptive texts, and students with high writing self-efficacy do not always excel in writing descriptive texts. The interaction effect between the Picture Word Inductive Model (PWIM-MID) and self-efficacy requires further in-depth analysis.

Based on calculating the interaction effect between the models (PWIM and PWIM-MID) and writing self-efficacy in improving students' ability to write descriptive texts, a sig value of  $0.026 < 0.05$  was obtained, so it can be concluded that there is an interaction effect between the writing model and writing self-efficacy on increasing students' ability to write descriptions. Based on the results obtained, it can be concluded that learning with PWIM and PWIM\_MID is quite effective in implementing students who have different writing self-efficacy (high self-efficacy and low self-efficacy) in improving the descriptive writing ability of class III students at SDN Setiabudi 01, Setiabudi District, South Jakarta City. Based on the explanation above, it can be concluded that the PWIM and PWIM\_MID models are quite effective in improving students' ability to write descriptions. Although self-efficacy has a significant impact in several areas of learning, its influence in writing can be more complex. Descriptive writing is not just about confidence, it also involves technical skills, creativity, and understanding text structure. Therefore, even if students feel confident in their writing abilities (high self-efficacy), other factors like vocabulary mastery, sentence structure, and previous writing experience can affect the quality of their work.

This result may reflect the reality that self-efficacy is not the only factor affecting writing skills. Other factors, such as basic writing skills, mastery of descriptive text structure, and external motivation (e.g., support from parents or the school environment), may play a larger role in the outcomes achieved. It is possible that self-efficacy works better in certain contexts, such as in other types of writing or tasks. However, in descriptive writing tasks, technical skills and practical writing experience may be more important. Additionally, the effectiveness of self-efficacy depends on how often and intensely students are involved in the writing process and receive constructive feedback.

Further research should consider a longer intervention period to explore changes in students' self-efficacy and writing skills. Self-efficacy could also be measured more frequently to track changes over time. Future studies could include other variables that may have a greater impact, such as writing anxiety, students' learning styles, or other environmental factors that affect the writing process. The PWIM and PWIM-MID models can be further developed by focusing on more specific aspects related to the needs of students with different levels of self-efficacy. For example, using a more personalized approach or providing more practice based on feedback could help boost students' confidence in writing.

## **CONCLUSION**

Based on the findings during the research, the researcher made the following research conclusions. Students who have low writing self-efficacy do not necessarily have the ability to write low descriptive texts and vice versa, students who have high writing self-efficacy do not necessarily have the ability to write high descriptive texts. Based on calculating the interaction effect between different models (PWIM and PWIM-MID) and writing self-efficacy on improving students' ability to write descriptive texts, a sig value of  $0.026 < 0.05$  was obtained, so it can be concluded that there is an interaction effect between the writing model and Students' writing self-efficacy towards increasing students' ability to write descriptive text. Based on the results obtained, it can be

concluded that learning by applying the PWIM and PWIM-MID models is quite effective in implementing students who have different writing self-efficacy (high writing self-efficacy and low writing self-efficacy) in improving the ability to write descriptive text for class III students at SDN Setiabudi 01 Setiabudi District, South Jakarta City.

Overall, although this study shows that the PWIM and PWIM-MID model has the potential to improve descriptive writing skills, the insignificant results related to writing self-efficacy indicate that there are other factors that need to be considered. The short duration of the intervention and contextual factors, such as cultural and institutional influences, may affect the results obtained. Researchers need to pay attention to the complexity of applying self-efficacy theory in writing instruction and further explore other factors that could influence these outcomes. Future research can expand our understanding of how the PWIM and PWIM-MID models can be optimized, in terms of time, context, and its interaction with various other educational factors. Thus, the findings of this research could be more applicable and make a greater contribution to the development of learning across various fields. Future research should extend the intervention period to observe changes in students' self-efficacy and writing skills over time. Self-efficacy could be measured more frequently to track progress. Studies could also explore other factors, such as writing anxiety, learning styles, or environmental influences on writing. The PWIM and PWIM-MID model can be refined by addressing the specific needs of students with varying self-efficacy, for example, through personalized approaches or additional practice with feedback to enhance their writing confidence.

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