

Research Article

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Dynamic Assessment as A Strategy to Enhance Deep Learning in Narrative Writing for Elementary School Students

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Abstract

Background/purpose. This study aims to analyze the application and impact of dynamic assessment as an enhancement of deep learning in writing narratives for elementary school students. The main focus is DA can improve the quality of the learning process and outcomes through intervention, feedback, and reflective revision.

Materials/methods. This study used a mixed-method approach with 61 6th-grade students as subjects. The DA process involved three main stages, namely 1) pretest; 2) intervention with four topics, namely text structure, linguistic features, grammar, and moral values in ceria; 3) post-test. Feedback was given in various forms, including peer assessment, direct written feedback from teachers, and technology-based interactive discussions through Wordwall.

Results. The implementation of DA in elementary school students' narrative writing learning has a significant impact through three main stages: pretest, intervention, and post-test. DA supports mastery of text structure, linguistic features, grammar, and moral values with a responsive learning approach, such as peer assessment, class discussion, and the use of interactive digital media. Statistically, the average student score increased from 59.15 in the pretest to 75.85 in the post-test, with a significant increase ($t=43.95$, $p<0.05$).

Conclusion. DA not only improves the technical quality of students' writing, but also supports mindful, meaningful, and joyful learning through reflective revision, personal experience connections, and fun learning activities. Implications of this study include the integration of DA into the curriculum, teacher training to understand scaffolding and formative feedback, and the use of interactive technologies to support deep, inclusive, and adaptive learning.

1. Introduction

Deep learning is now a major trend in education, including at the elementary school level. Deep learning includes several important dimensions, namely mindful learning, meaningful learning, and joyful learning, which play a role in improving the quality and meaning of learning for students (Feriyanto & Anjariyah, 2024; Yusuf et. al., 2025). This approach requires a learning process that is not only mechanical but also involves awareness, deep understanding, and joy in learning so that students can build a solid and meaningful understanding.

Efforts to present deep learning in elementary schools require learning strategies that can stimulate students' cognitive, affective, and social involvement in an integrated manner (Hattie, & Donoghue, 2016). In this context, teachers not only act as conveyors of material but also as facilitators who are able to create a reflective, meaningful, and enjoyable learning environment. Student engagement in critical thinking processes, exploring personal meaning in learning, and experiencing satisfaction and happiness in learning are important foundations for creating deep learning experiences (Martinez & McGrath, 2014; Stern, 2019; Curtis, et. al., 2024). Therefore, the implementation of deep learning from an early age is believed to significantly increase students' motivation and long-term learning outcomes.

Because writing is related to cognitive, affective, and linguistic aspects, DA is a strategy that needs to be considered in narrative writing learning. In determining interventions, teachers can adjust them to students' specific conditions. DA can maximize students' potential with sustainable potential development and can support the deep learning process with reciprocal interactions between teachers and students (Smith et al., 2018; Bal & Öztürk, 2025). DA's support for deep learning is interesting to study because it is related to improving students' thinking skills through fun and meaningful learning (Martinez & McGrath, 2014; Wood-Kofonow, 2015).

There are several studies that are relevant to research that connects DA with deep learning. Kramer et al. (2009) and van der Veen & Poland (2012) state that this perspective can be used to analyze student competence and provide support in the development of students' narrative writing skills through continuous interaction. DA has the advantage of accommodating the diverse needs of bilingual and multilingual students. Goodarzi & Namaziandost's (2025) research states that DA can increase learning motivation and reduce student anxiety which affects the quality of student writing. Meanwhile, Stern (2019) said that the element of joy in learning has a positive impact on students' learning experiences and outcomes. In addition, Curtis et. al. (2024) emphasized that practical and interaction-based learning can increase students' joy and confidence in writing. This finding supports the joyful principle in deep learning. Arwita et al. (2022) stated that the multiliteracy model can enrich students' narrative writing skills by integrating various literacies simultaneously, while Kuchler (2024) highlighted the importance of dynamic assessment (DA) in accurately and comprehensively assessing the language skills of multilingual children.

Based on the above description, research on narrative writing in elementary school students regarding DA and deep learning can be considered important and interesting. Although previous research has addressed DA and its contribution to writing skills, research oriented on DA for deep learning is still limited. Furthermore, the orientation of previous research has not been related to narrative writing instruction in elementary school students. Based on this gap, this study contributes to the development of DA in narrative writing instruction at the elementary school level. This study also fills the research gap oriented DA to the development of deep learning in writing instruction at the elementary school level.

This study aims to analyze the implementation and impact of Dynamic Assessment (DA) as a form of deep learning development in improving narrative writing skills in elementary school students. The implementation of DA in improving narrative writing skills in elementary school students focuses on

the implementation process of DA in narrative writing lessons, such as conducting pretests, providing interventions, providing feedback, and administering post-tests. The impact of DA in improving narrative writing skills in elementary school students focuses on the success of DA in narrative writing lessons in elementary school students.

2. Literature Review

2.1. *The Concept of Deep Learning*

Deep learning not only refers to a deep understanding of the subject matter, but also includes the active involvement of students cognitively, affectively, and socially in the learning process. Feriyanto and Anjariyah (2024) explain that deep learning consists of three main elements, namely mindful learning (learning accompanied by awareness and reflection), meaningful learning (learning that is related to real experiences and contexts), and joyful learning (learning that is enjoyable and motivating). This approach emphasizes the importance of building a strong conceptual understanding, critical thinking skills, and relevant and enjoyable learning experiences for students. Thus, deep learning does not only aim to memorize information, but encourages students to connect new knowledge with previous experiences, think reflectively, and experience the learning process as a meaningful and enjoyable activity.

The scope of deep learning in elementary education includes the creation of a learning environment that encourages intensive exploration, dialogue, reflection, and collaboration between teachers and students. Yusuf et. al. (2025) emphasized that deep learning encourages cross-dimensional learning that strengthens the integration between cognitive and emotional aspects, so that students not only understand what is learned, but also why and how the knowledge is useful in real life. In practice, teachers act as facilitators who guide students through contextual, adaptive, and feedback-based learning strategies. Fullan and Langworthy (2014) stated that deep learning relies on a new pedagogical design that centers on the creation of value by students through involvement in authentic, collaborative, and meaningful projects. Therefore, deep learning is not only an alternative method in modern learning, but also an important framework in shaping the character of learners who are reflective, creative, and able to face future challenges.

The application of deep learning in writing learning, especially writing narrative texts in elementary schools, is very important because writing skills are one of the basic competencies that students must master (Gilbert & Graham, 2010; Hall et al., 2021). Narrative writing hones students' creativity, critical thinking skills, and communication skills through writing (Hooper et al., 2010; Lubis, 2014; Grenner et al., 2021). However, learning narrative writing has challenges, such as students' difficulties in organizing ideas, lack of motivation, and lack of effective feedback from teachers (Anggraeni, et. al., 2024; Rohana, 2016).

One of the strategies for improving the narrative writing skills of elementary school students is DA. DA integrates teaching and assessment processes on an ongoing basis to support individual student learning development (Shrestha, 2020; Peña et al., 2006; Suhartono et al., 2025). DA emphasizes the importance of feedback and scaffolding tailored to students' needs, making it a one-way instructional model. This approach allows for more adaptive, reflective learning and encourages the exploration of meaning in the writing process, in line with the principles of deep learning that emphasize mindful, meaningful, and joyful learning (Fullan & Langworthy, 2014). However, the implementation of DA requires a long period of time and good pedagogical skills from teachers to optimize the intervention (Iddings, 2014; Qin et al., 2025).

2.2. *The Dynamic Assessment (DA)*

The DA is an alternative assessment approach based on sociocultural theory developed by Vygotsky, especially on the concept of Zone of Proximal Development (ZPD). ZPD refers to the

distance between a student's actual ability that can be done independently and the potential ability that can be achieved with the help of other, more competent people, such as teachers (Vygotsky, 1978). Unlike traditional assessments that only assess the final result (product), DA emphasizes the learning process and the potential for student development through teacher intervention during the activity. In DA, teachers not only observe, but also actively provide scaffolding or instructional support that is tailored to the needs of each student for the development of student abilities with assistance or mediated learning experiences (Peña et al., 2006; Shrestha, 2020). In the context of narrative writing learning in elementary schools, DA allows teachers to understand students' difficulties more deeply and provide diagnostic and formative support (Habibi, et. al., 2020). Teachers not only assess students' abilities, but also respond to students' weaknesses with assistance and monitor student improvement after intervention.

The DA is carried out through three main stages, namely (1) pretest, (2) intervention, and (3) post-test. Furthermore, Petersen et. al (2017) emphasized that DA can be carried out in narrative writing learning without stages, namely (a) pre-test narrative text writing, (b) narrative text writing teaching phase, and (c) post-test narrative text writing. DA also encourages dialogic interaction between teachers and students, and reflection on the writing process itself (van der Veen & Poland, 2012; Fiestas & Peña, 2018). DA not only functions as a measuring tool, but also as a learning strategy. When applied appropriately in narrative writing learning, DA can provide a comprehensive picture of student potential while supporting the formation of deep learning because students are encouraged to understand their thinking processes, reflect on mistakes, and improve their writing meaningfully and consciously.

The application of The DA is in line with the principles of deep learning, especially in supporting mindful, meaningful, and joyful learning. DA encourages students' active involvement in the learning process and metacognitive awareness through reflection on thinking strategies and mistakes, creating a conscious learning process or mindful learning (Shrestha, 2020; Goodarzi & Namaziandost, 2025). In addition, DA strengthens meaningful learning by guiding students to understand narrative structures, relationships between ideas, and text composition based on personal experiences, so that writing activities become more contextual and meaningful (Martinez & McGrath, 2014; Bal & Öztürk, 2025). From the joyful learning side, this approach creates a positive learning experience through dialogue, empathy, and emotional support, which can increase motivation, reduce anxiety, and build students' confidence in writing (Stern, 2019; Curtis et al., 2024).

Although DA offers a more humanistic and student-centered approach, it still faces significant challenges and limitations. Haywood and Tzuriel (2002) emphasize that implementing DA requires trainers or assessors with a strong understanding of cognitive processes and appropriate mediation strategies, which are not always available in educational practice. Furthermore, Karpov and Tzuriel (2009) assert that DA is often hampered by time constraints, especially in large classes with many students. Meanwhile, Birjandi and Sarem (2012) note that methodological constraints and a lack of procedural standards also hinder the widespread adoption of DA, particularly in language testing, where conventional approaches still dominate. While DA has significant potential, technical, logistical, and professional challenges remain major barriers to its widespread adoption.

The advantages of DA in bridging teaching and assessment make it a very effective instrument for realizing deep learning. DA not only measures final achievement but also maps students' learning potential through formative interventions. Thus, DA helps teachers view students as individuals who continue to grow as a form of realization of the principle of deep learning that encourages the development of thinking capacity, reflection, and personal growth (Feriyanto & Anjariyah, 2024; Yusuf, et. al., 2025; Syafii, et. al., 2025).

3. Methodology

3.1. Research Design

This study uses a mixed-method approach. Qualitative data are analyzed to describe the process of implementing the DA in learning to write narrative texts for elementary school students. After that, quantitative data are analyzed to examine the impact of DA on students' narrative writing skills. The mixed-method approach was chosen because it is able to provide a comprehensive picture that combines in-depth understanding through qualitative data and objective measurement through quantitative data (Creswell, 1999). With qualitative analysis, the real application of DA in the classroom can be understood in depth. For the quantitative part, the study adopts a quasi-experimental design with a one-group pretest-posttest format, where students' narrative writing abilities are assessed before and after the implementation of DA to measure its effectiveness. This approach allows the study to produce valid and comprehensive findings regarding the role of DA in supporting deep learning of narrative writing.

The subjects of this study were 6th-grade elementary school students, with a total of 61 students at the elementary school level. The selection of grade 6 was based on the elementary education curriculum, which stipulates writing narrative texts as one of the basic competencies that must be mastered by students at this level. Thus, learning to write narratives becomes relevant material and follows applicable learning standards. The 61 students consisted of 32 female students and 29 male students. All participants had prior experience in writing simple narrative texts, particularly on themes related to holiday activities and personal experiences, which served as a useful baseline for observing their narrative writing development.

3.2. Procedure

This research was conducted in three stages, namely 1) pretest, 2) intervention, and 3) post-test. The pretest stage was conducted at the beginning of the study to determine students' initial ability in writing narrative texts before being given intervention. At this stage, subjects were asked to write a narrative text in the form of a fable story that they had mastered. Writing was done independently within 60 minutes without intervention or teacher assistance. The theme of the fable story was given in general so that students could explore ideas according to their respective creativity. The results of students' writing were then analyzed from four aspects, namely 1) the accuracy of the narrative text structure (orientation, complication, resolution, and coda), 2) linguistic features (use of direct sentences, action verbs, and temporal conjunctions), 3) grammar, and 4) moral values in the story. The results of this pretest became the basis for designing DA-based interventions and were used as comparative data at the post-test stage.

The intervention stage in this study consisted of four sessions, each of which focused on key aspects in writing narrative texts, namely text structure, linguistic features, grammar, and moral values. Each intervention was carried out in one meeting and was designed with different methods according to the characteristics of the aspects being taught. The purpose of this stage is to support the development of students' writing skills in a structured manner through a DA approach that combines learning and assessment simultaneously and responsively. The provision of this intervention can be understood in the following figure.

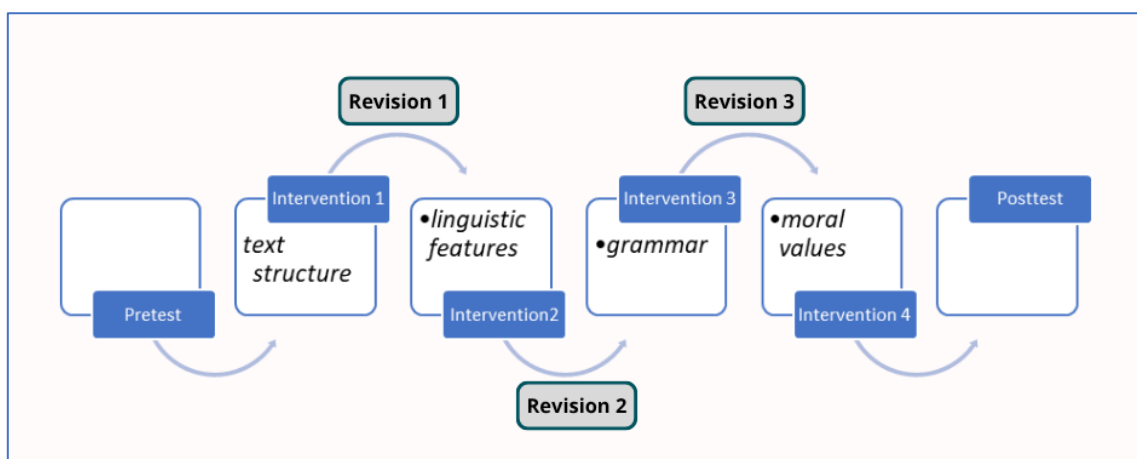


Figure 1. The Procedure of Implementation DA in Writing Narrative Text for Elementary School Students

In the early stages of the intervention, students learn to understand the structure of narrative texts, including orientation, complication, resolution, and coda. At this stage, peer-to-peer interaction activities are used. The draft of the narrative text that has been written is reviewed by friends who focus on the structure of the narrative text. In the second stage, the topics studied are linguistic features, such as direct sentences, temporal conjunctions, and material verbs. In the third stage, the intervention given is in the form of an explanation from the teacher about standard grammar, such as writing standard words. To create interactive learning, the Wordwall platform is used through quizzes and interesting educational games. In the fourth stage, the intervention given is in the form of conveying moral values in the story. Students convey moral values in the fable story they write, then other friends respond in the form of class discussions. In the fourth intervention, the focus is directed at conveying moral values in the story. Students read narrative texts orally in front of the class, followed by a group discussion session.

The quantitative instrument used was a narrative writing assessment rubric developed based on curriculum indicators and Indonesian language assessment guidelines for elementary schools. This rubric covers four aspects: text structure, language features, grammar, and moral values. The content validity of this instrument was reviewed with language education experts to ensure that each indicator aligns with the established learning objectives and core competencies.

3.3. Data Analysis

Qualitative data analysis in this study was conducted through observation techniques aimed at understanding the process of implementing DA in narrative text writing learning activities. The main focus of observation was at the intervention stage, which included four forms of intervention (narrative text structure, linguistic features, grammar, and delivery of moral values), as well as providing feedback on students' writing results. Observations were conducted directly by researchers during the learning process in the classroom.

Meanwhile, quantitative data were obtained from the scores of students' narrative writing test results at the pretest and post-test stages. The aspects assessed included: 1) the accuracy of the narrative text structure, 2) linguistic features, 3) grammar, and 4) delivery of moral values in the text. Data were analyzed using descriptive statistics to see the average, score distribution, and paired sample t-test to test the significance of the increase in students' writing skills after the implementation of DA. In addition, effect size analysis was conducted using Cohen's *d* to determine the magnitude of the impact of DA on students' narrative writing performance. This analysis helps to interpret the practical significance of the observed changes, complementing the statistical

significance from the t-test. The results of this quantitative analysis were used to evaluate the impact of DA on student learning outcomes measurably.

4. Results

4.1. Application of Dynamic Assessment in Improving Narrative Writing Skills of Elementary School Students

The application of the DA in narrative writing learning for 6th grade elementary school students takes place through 1) pretest, 2) systematic and structured intervention, and 3) post-test. The process is described as follows.

4.1.1. Pretest

The pretest was conducted as an initial step to measure the initial abilities of 6th grade elementary school students in writing narrative texts, especially fable stories that are familiar to students. In this activity, students were asked to write a fable story independently without any prior guidance or intervention. The story topics chosen mostly revolved around classic themes such as friendship between animals, honesty, and cooperation. The pretest assessment focused on several main aspects, namely the accuracy of the narrative text structure, the use of appropriate linguistic features, grammar, and students' ability to convey moral values contained in the story. The results of this pretest serve as an initial benchmark to determine the level of students' mastery of narrative writing skills before being given intervention. The distribution of story topics can be seen in Table 1.

Table 1. Fable Story Topics Written by Elementary School Students

No.	Topic	N	%
1	Friendship between animals	20	33
2	Honesty and justice	14	23
3	Cooperation and mutual assistance	12	20
4	Courage in facing obstacles	8	13
5	Intelligence and ingenuity	7	11
Total		61	100

Based on the table above, the fable story topic most often chosen by students is about friendship between animals, with a total of 20 students (33%). This topic reflects students' interest in themes that describe social interactions and emotional relationships between characters in the story. The topic of honesty and justice is in second place, chosen by 14 students (23%); the topic of cooperation and mutual assistance is taken by 12 students (20%); the topic of courage in facing obstacles and intelligence and ingenuity are each chosen by 8 students (13%) and 7 students (11%). Although the number of students who choose this topic is smaller, it still reflects the variation in students' preferences for stories that contain elements of challenge and creativity. These results provide an illustration that students have mastered various basic themes in writing fable stories that are relevant to their experiences and learning.

4.1.2. Intervention 1: Text Structure

In the first intervention stage, the focus is given to students' mastery of the narrative text structure. The narrative text structure taught includes orientation, complication, resolution, and coda as important parts in composing a coherent story. In its implementation, the intervention is carried out through peer assessment by providing feedback to each other on the narrative text structure they have written. This method not only encourages active student involvement in the learning

process but also improves their ability to identify and correct structural errors independently (Cho & MacArthur, 2011).

In the peer assessment stage, the principle of mindful learning is applied by encouraging students to be fully present and focused on assessing the narrative structure, observing the orientation, complication, resolution, and coda consciously and reflectively. The principle of meaningful learning is integrated by linking the text structure to students' experiences and understanding, so that the writing becomes more coherent and meaningful. Meanwhile, joyful learning is realized through positive interactions and warm discussions when giving feedback, which not only creates a pleasant learning atmosphere but also increases students' self-confidence and motivation because they feel appreciated by their friends.

In peer assessment activities, students are given feedback by their peers related to the structure of narrative texts. Students make revisions according to input from peers. In this process, students learn to understand the structure of narrative texts correctly, and through peer reviews, meaningful learning occurs for students.

4.1.3. Intervention 2: Language Features

In the second intervention, students learn about the linguistic features in narrative texts. These linguistic features include material verbs, pronouns, and temporal conjunctions. The teacher provides intervention in the form of reinforcing material about linguistic features in narrative texts. The teacher also provides feedback in the form of confirmation about the linguistic features used by students in writing narrative texts.

The meaningful learning approach is applied by connecting the linguistic material with the context of story writing, so that students not only understand the linguistic rules but also their function and application in the text. Discussions also involve students' personal experiences to increase the relevance of learning. The teacher provided concrete examples and repeated the explanation by replacing them with simpler examples which can be seen in the following table.

Table 2. Replacing Difficult Words With Simple Words

Language Features	The Difficult Word	Word Replacement	Meaning
Material verbs	<i>memanjat</i>	<i>naik</i>	climb
	<i>menggapai</i>	<i>meraih</i>	reach
	<i>meloncat</i>	<i>melompat</i>	jump
Temporal conjunctions	<i>kemudian</i>	<i>lalu</i>	then
	<i>sejak</i>	<i>saat</i>	when
	<i>kita</i>	<i>aku dan kamu</i>	we – i and you
	<i>kami</i>	<i>aku dan dia</i>	we – i and he/she

The focus of learning is directed at mastering the linguistic features of narrative texts, especially the use of material verbs, temporal conjunctions, and personal pronouns that are appropriate to the context. The teacher helps students understand the importance of choosing simple and familiar words to make the story clearer and easier to understand. For example, the word *memanjat* 'climb' is simplified to *naik*, *kemudian* 'then' becomes *Lalu*, and *kita* 'we' is replaced with *aku dan kamu* 'i and you' to clarify the subject of the story. This strategy makes it easier for students to understand linguistic functions and improves their ability to construct communicative sentences (Hue, 2019). After learning, the teacher provides individual feedback on students' writing, highlights the use of

linguistic elements and provides suggestions for improvement with specific explanations so that students can correct mistakes appropriately and understand the reasons behind their improvements.

Students revise their narrative texts based on peer feedback, focusing on improving the linguistic aspects, then the teacher provides additional evaluation for further refinement. Through this cycle of feedback and revision, students gradually develop linguistic awareness and more structured writing skills, while deepening their understanding of the application of language rules in authentic narrative contexts.

4.1.4. Intervention 3: Grammar

In the third intervention stage, the focus is on mastery of grammar in writing narratives. One of the main challenges faced by students is mastering standard vocabulary and using grammar that is appropriate to the context, so this activity is directed at correcting grammatical errors and increasing students' vocabulary. To support this, Wordwall is used so that students interact actively through word games and vocabulary exercises.

Learning activities are focused on mastery of important grammar in narrative texts, such as the use of standard words, prepositions, and conjunctions. The teacher begins by explaining the material, then students work on interactive activities on the Wordwall individually, such as choosing standard words, identifying grammatical errors, and constructing correct sentences. This activity encourages accuracy, reflection, and language awareness in a fun learning atmosphere. The teacher monitors and guides students, and encourages discussion between students to strengthen understanding. This learning integrates joyful learning through games and mindful learning by demanding full attention to the use of appropriate language, so that the learning process becomes meaningful, effective, and motivates students to write narratives correctly and consistently.

In addition, the teacher provides direct feedback on students' writing results, especially on grammatical errors found. Students are then asked to revise their writing based on the feedback. This process helps students internalize grammar rules meaningfully because they experience the process of correction and improvement actively and contextually. With this method, it is expected that students' grammar skills in writing narratives can improve significantly.

4.1.5. Intervention 4: Moral Values

In the fourth intervention stage, learning is focused on students' ability to convey moral values in their narrative stories, because moral values are the core message they want to convey to readers. To support this aspect, the teacher facilitates the activity of reading students' narrative works in turns in front of the class to practice oral expression, courage, and speaking skills. During the activity, the teacher and friends provide responses to the clarity and strength of the moral message conveyed. Some students are able to convey messages explicitly and touchingly, while others still convey moral values too implicitly. In dealing with this, the teacher provides guidance and concrete examples, especially in composing closing sentences or story resolutions that can clarify and strengthen the delivery of moral messages to listeners.

This activity also reflects the application of the principles of meaningful learning and joyful learning. Students learn that writing is not just about composing words, but also about conveying meaningful messages that can influence others. They feel happy and proud when their stories are read, and this strengthens their emotional involvement in the learning process. In addition, through open discussions after reading, students become more reflective about the content of the stories they create and how the audience receives the moral message.

To strengthen students' understanding, the teacher also provides written feedback on the narrative script that has been read, especially regarding the clarity of moral values. Students are

asked to revise parts of the story that are not strong enough to convey the moral message and then reread the revised results in turns. This revision is an important part of the DA process, because it shows the development of students' abilities based on the support and guidance provided during the learning process.

4.1.6. Posttest

After the entire series of interventions are completed, the post-test activity is carried out as the final stage to evaluate the development of students' narrative writing skills after participating in DA-based learning. Students are asked to perfect the fable stories they wrote in the pretest.

From the description above, the implementation of DA as an enhanced deep learning in narrative writing for elementary school students is presented in Table 3.

Table 3. Application of DA of Narrative Writing Learning in Elementary School

Stage	Intervention	Feedback	Revision
Pretest	Assignment to write a fable story independently without assistance	-	-
Intervention 1	Understanding the structure of narrative text through peer assessment.	Peers provide oral and written comments regarding the sequence and completeness of the structure (orientation, complication, resolution, coda).	Students improve the story structure based on peer input and teacher clarification.
Intervention 2	Understanding the linguistic features of narratives through teacher explanations and class discussions.	Teachers and students discuss the use of material verbs, temporal conjunctions, personal pronouns, and time adverbs.	Students replace inappropriate/difficult words with simpler and more contextually appropriate words.
Intervention 3	The use of grammar through interactive games Wordwall	The teacher provides direct and oral correction during and after the game, especially on the use of standard words and effective sentences	Students correct non-standard sentences or words in their writing
Intervention 4	Conveying moral values through reading narrative texts by students in front of the class	Teachers and students provide comments regarding the moral values conveyed and the clarity of the message in the story.	Students revise the moral values/message section to make it clearer, more explicit, and more touching.
Post-test	Assignment to write a new fable story independently, without external assistance	-	-

The table illustrates the stages of implementing DA in narrative writing learning starting from the pretest to the post-test. In the pretest stage, students are asked to write narrative texts in the form of fable stories independently without any assistance or instructions first. The results of this pretest are not given direct feedback, but are used as a basis for identifying student difficulties in aspects of text structure, linguistic features, grammar, and moral values. This initial assessment is important as a starting point for planning formative and adaptive interventions.

The intervention stage consists of four cycles, each emphasizing one important aspect in the narrative text. The first cycle focuses on text structure through peer assessment, where students give each other feedback on the completeness and sequence of the story. The second cycle develops mastery of linguistic features such as material verbs, temporal conjunctions, and personal pronouns, with teacher guidance and class discussions that allow students to simplify word choices to be more contextual. The third cycle trains grammar through interactive games such as Wordwall, which combines joyful and mindful learning with direct correction from the teacher. The fourth cycle emphasizes the delivery of moral values through reading texts in front of the class and discussions to assess the clarity of the message. After all interventions, students took a post-test to write narratives independently without feedback, as a final evaluation of the impact of the entire intervention process.

4.2. Impact of Dynamic Assessment on Improving Elementary School Students' Narrative Writing

To assess the impact of applying DA on improving elementary school students' narrative writing skills, a comparison was made between the results of the pretest and post-test for all research subjects, comprising 61 grade 6 students. The pretest was conducted before the intervention began, while the post-test was conducted after all stages of the intervention were completed. Both used the same assessment instrument, covering four main indicators in narrative writing, namely narrative text structure, linguistic features, grammar, and delivery of moral values. Each indicator was scored based on a validated rubric, and then the results were analyzed quantitatively. To determine the significance of the difference between the pretest and post-test scores, a statistical analysis was conducted using a paired sample t-test. This analysis was used to determine whether there was a statistically significant difference between students' writing skills before and after participating in DA-based learning. The results of the descriptive statistics calculations for the pretest and post-test can be seen in Table 4.

Table 4. Descriptive Statistics for The Pretest And Post-test

Statistic	Pretest	Post-test
N	61	61
Mean	59.15	75.85
Median	58.50	75.00
Mode	58.00	74.00
Sd	2.07	2.30
Min	54.00	70.00
Max	65.00	82.00

The results of the descriptive statistical calculations show that the average (mean) pretest score is 59.15, while the average post-test score increases to 75.85. The median value for the pretest remains at 58.50, and for the post-test at 75.00, indicating a similar distribution of values. The

decreasing standard deviation value (pretest: 2.07, post-test: 2.30) indicates that students' scores are increasingly homogeneous after the intervention. The minimum and maximum values remain consistent with the previous results. These results illustrate that DA plays an effective role in improving the quality of elementary school students' narrative writing. The results of further statistical tests will confirm the significance of the differences. To determine the impact of DA on improving elementary school students' narrative writing, the results of the t-test calculation can be seen in Table 5.

Table 5. Paired Samples t-Test of Narrative Writing Scores

Pair	Mean	N	(SD)	Std. Error	t	df	Sig. (2-tailed)
Pretest	59.15	61	2.07	0.27	43.95	60	0.000
Post-test	75.85	61	2.30	0.29			
Post-test – Pretest	16.70	61	2.93	0.38			

From Table 5, the results of the paired sample t-test are t value = 43.95 with df = 60 and significance value (p) = 0.000 ($p < 0.05$). This result shows that the difference between the pretest and post-test scores is statistically significant, meaning that the increase in students' narrative writing skills did not occur by chance, but rather as a result of learning intervention with a DA.

To further analyze the impact of the Dynamic Assessment (DA) intervention, an effect size calculation was performed using Cohen's d. With an average difference of 16.70 between pretest and post-test scores and a pooled standard deviation of approximately 2.19, a Cohen's d value of 7.63 was obtained. This value indicates that the DA intervention had a strong influence on improving students' narrative writing skills. When combined with the statistically significant t-test results ($t = 43.95$, $p < 0.001$), these effect size results confirm that the improvement can be said to be significant for the success of DA in learning narrative writing. These data indicate that the DA approach is very effective in improving elementary school students' narrative writing skills.

These results confirm that the implementation of DA, which integrates formative assessment and scaffolding support based on students' individual needs, significantly improves narrative writing skills. This significant difference also reflects the effectiveness of the DA strategy in building an adaptive, reflective, and integrated learning process with the principles of deep learning (mindful, meaningful, and joyful learning). Thus, this approach can be recommended as an effective pedagogical model in improving students' high-level thinking skills, especially in the context of elementary education. The significant difference obtained from the results of the paired sample t-test shows that there is a real change in students' narrative writing skills after participating in the learning process that integrates DA. The post-test score improvement reflects significant progress in students' narrative writing skills, both quantitatively and qualitatively.

5. Discussion

The application of DA in narrative writing learning for elementary school students is carried out in three stages, namely pretest, intervention, and post-test. The intervention is carried out in four stages, namely text structure, linguistic features, grammar, and moral values in narrative texts written by students. DA emphasizes active, participatory, and reflective learning that integrates evaluation into learning interactions. This is in line with Peña et al. (2006) about DA as an evaluative and learning approach. This study confirms the principles of DA: collaboration, scaffolding, and formative feedback. Revision based on feedback can strengthen students' understanding of writing narrative texts. This makes DA a holistic learning assessment strategy (Shrestha, 2020; Suhartono et al., 2025).

Each intervention in the study was followed by revision so that students could internalize the improvements in a deep and meaningful way (Stern, 2019).

DA was developed from the Concept of the Zone of Proximal Development (ZPD). ZPD is oriented towards students' achievement at optimal potential with instructional support from teachers or peers. In this study, this support was manifested in discussions with peers, feedback, and scaffolding in the process of writing narratives for elementary school students. Optimizing technology in learning, such as wordwalls, supports students' learning experiences so that learning is more meaningful and enjoyable (Bal & Öztürk, 2025).

In this study, there were several challenges in implementing DA in learning to write narratives for elementary school students, namely managing heterogeneous students. Some took a long time to accept and understand interventions and feedback, especially linguistic aspects and text structure. Iddings (2014) stated that the implementation of DA requires flexibility so that learning objectives can be achieved optimally. The short time is also a weakness in the implementation of DA so that scaffolding is needed to construct students' understanding properly. The implementation of DA is also in line with the principles of deep learning, namely mindful, meaningful, and joyful learning. Mindful learning is shown from students' awareness in understanding and finding errors during the revision process that supports the development of metacognition (Stern, 2019). Meaningful learning is shown in students' activities in connecting real experiences with narratives written by students (Martinez & McGrath, 2014). Joyful learning is shown by the use of interactive media, such as wordwalls, in learning, thereby increasing students' motivation and self-confidence (Curtis et al., 2024). DA also supports the development of deep learning in students' critical thinking as shown by peer analysis activities of students' narrative writing.

The results of the study showed a significant increase in students' narrative writing skills after the implementation of DA. The average post-test score increased substantially compared to the pretest, which shows the effectiveness of DA in building writing skills. These findings support the research of Hall et al. (2021) which revealed that formative and adaptive evaluations improve students' mastery of narrative structures. In addition, Gilbert & Graham (2010) emphasized the importance of adaptive learning based on repeated feedback in developing complex writing skills in elementary education.

DA is able to overcome the main challenges in teaching writing in elementary schools, including low student motivation and limited teacher feedback (Anggraeni et al., 2024). By providing adapted and continuous feedback, DA helps students improve their narrative writing skills and builds students' self-confidence. This is in line with Fiestas & Peña (2018) who stated that interactions in learning can help students identify and overcome their weaknesses. In addition, DA is also effective in maximizing students' abilities which allows teachers to recognize students' potential and provide appropriate interventions (Petersen et al., 2017; Curtis et al., 2024). Peer assessment and the use of interactive media can create inclusive and active learning. From this, this study emphasizes that DA can function as an evaluation tool and transformative strategy by integrating teaching, assessment, and revision to improve deep understanding in narrative writing in elementary school students.

The findings of this study emphasize the integration of DA into broader writing learning at the elementary school level. DA offers a framework that allows teachers to integrate formative assessment with instruction, supporting the evaluation of final results and the continuous development of students' learning processes. Pena et al. (2006) suggested that DA focuses on enhancing students' learning potential by offering interventions tailored to individual needs during the learning process. This approach is particularly relevant in addressing challenges in traditional learning, such as the lack of personalized and adaptive feedback, which often hinders students' writing skills development (Anggraeni et al., 2024). By adopting DA principles, teachers can more

effectively guide students' ability development, especially in the context of complex writing tasks that require continuous individual support. In addition, the successful implementation of DA in this study confirms the importance of strengthening teachers' capacity in providing scaffolding and formative feedback (Syafi'i, et. al., 2024).

Kruiper et al. (2022) emphasized that formative feedback accompanied by scaffolding can develop relevant problem-solving and analytical skills in the context of narrative writing learning. The main implication of this study is the urgency of training for teachers to master the principles of DA, including a deep understanding of ZPD as a basis for determining responsive and adaptive interventions. By integrating adaptive interventions, teachers can develop more inclusive teaching practices that are tailored to students' needs in creating deep and meaningful learning experiences.

This study shows that the use of technology, especially interactive media such as Wordwall, is very effective in supporting narrative writing learning by increasing student engagement (Putri et al., 2024). Furthermore, Wordwall creates a dynamic and interactive learning environment that helps students understand narrative elements more deeply (Ritonga et al., 2025). Similar digital media have also been shown to improve the quality of writing and students' understanding of narrative structures, making technology integration relevant to meet the needs of the digital generation in creative and effective learning (Li et al., 2019). The use of this technology also increases the effectiveness of formative assessment by supporting scaffolding strategies through interactive feedback during the learning process (Kruiper et al., 2022) and helping students reflect and correct errors independently (Frank et al., 2018).

6. Conclusion

The DA, through three key stages—pretest, intervention, and post-test—facilitates students' mastery of text structure, linguistic features, grammar, and the delivery of moral values. It employs a responsive learning approach, incorporating peer assessment, class discussions, and interactive media tools like Wordwall, which contribute to a more engaging and effective learning experience. Statistically, the average student score increased from 59.15 in the pretest to 75.85 in the post-test, with a significant increase ($t=43.95$, $p<0.05$). DA not only improves the technical quality of students' writing, but also supports mindful learning through reflective revision, meaningful learning through story connections with students' personal experiences, and joyful learning through fun learning activities. The implications of this study include the need for DA integration into the curriculum, teacher training to understand the principles of DA, adoption of technology in learning, and development of adaptive and inclusive teaching strategies. With this approach, DA can be a transformative strategy for creating deep, sustainable, and relevant learning to meet the needs of modern education.

7. Suggestion

From the findings above, DA is not only applied to developing writing skills, but can also be applied to developing speaking, listening, and reading skills. This is because the principles of collaboration, intervention, and formative feedback, which are at the core of DA, are highly relevant in supporting the holistic development of language skills. Furthermore, DA can strengthen student engagement in understanding spoken and written texts, as well as improve critical thinking skills through reflection and discussion. Furthermore, future research needs to pay more attention to time management in implementing DA and provide specific feedback based on students' actual difficulties. This is important to ensure that the intervention provided is truly responsive to learning needs and supports the achievement of students' optimal potential in a sustainable manner.

Declarations

Author Contributions. The first author's contribution is planning, analyzing, and reporting data; The second author's contribution is collecting and validating data. The third author's contribution is preparing the instrument, collecting, and reporting data.

Conflicts of Interest. There is no conflict of interest in this research.

Ethical Approval. This research was conducted with the approval of the author's affiliation with letter number: B/1651/UN31.LPPM/PT.01.04/2025

Data Availability Statement. The data of this study are used to support the results and needs of the research and are available according to the needs and requests of the research.

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