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ORIGINAL RESEARCH ARTICLE

Designing Literacy Resilience: A Needs Analysis of the Social-Emotional Learning-Based DRAMATIKA Module for Junior Secondary Literacy Instruction

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ABSTRACT

Literacy instruction in junior secondary education poses cognitive and socio-emotional challenges, particularly in developing expository writing skills, managing writing anxiety, and encouraging students to express ideas confidently. This study aimed to analyse the instructional and socio-emotional needs underpinning the development of the DRAMATIKA module, which integrates improvisational theatre and Social-Emotional Learning (SEL) to support literacy resilience. The initial phase of research and development involved a qualitative needs analysis with pre-service Indonesian language teachers and junior secondary students selected through purposive sampling. Data were collected through semi-structured interviews, classroom observations, document analysis, and a needs assessment questionnaire, and were examined using thematic analysis and data triangulation. The findings identified difficulties in organising arguments, emotional barriers to written expression, and limited pedagogical readiness among pre-service teachers to integrate drama-based activities and SEL into literacy instruction. The analysis also identified instructional requirements, including improvisational prompts, scaffolded writing activities, assessment rubrics, and visual teaching guides. These findings informed the proposed DRAMATIKA framework, positioning pre-service teachers as prospective instructional facilitators and junior secondary students as the target learners. The study concludes that integrating drama-based pedagogy with SEL offers a relevant direction for designing emotionally responsive literacy instruction. Further development and evaluation are required to establish the module's effectiveness in improving literacy resilience and writing outcomes.

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ABSTRAK

Pengajaran literasi di tingkat sekolah menengah pertama menghadirkan tantangan kognitif dan sosial-emosional, khususnya dalam mengembangkan keterampilan menulis ekspositori, mengelola kecemasan menulis, dan mendorong siswa untuk mengungkapkan gagasan dengan percaya diri. Penelitian ini bertujuan untuk menganalisis kebutuhan instruksional dan sosial-emosional yang mendasari pengembangan modul DRAMATIKA, yang mengintegrasikan teater improvisasi dan Pembelajaran Sosial-Emosional (SEL) untuk mendukung ketangguhan literasi. Tahap awal penelitian dan pengembangan ini melibatkan analisis kebutuhan kualitatif yang melibatkan calon guru bahasa Indonesia dan siswa sekolah menengah pertama yang dipilih melalui teknik *purposive sampling*. Data dikumpulkan melalui wawancara semi-terstruktur, observasi kelas, analisis dokumen, dan kuesioner asesmen kebutuhan, kemudian dianalisis menggunakan analisis tematik dan triangulasi data. Temuan penelitian mengidentifikasi adanya kesulitan dalam menyusun argumen, hambatan emosional dalam ekspresi tertulis, serta keterbatasan kesiapan pedagogis calon guru dalam mengintegrasikan aktivitas berbasis drama dan SEL ke dalam pengajaran literasi. Analisis tersebut juga mengidentifikasi berbagai kebutuhan instruksional, termasuk panduan improvisasi, aktivitas menulis dengan dukungan bertahap (*scaffolding*), rubrik penilaian, dan panduan pengajaran visual. Temuan-temuan ini menjadi landasan bagi rancangan kerangka kerja DRAMATIKA, yang menempatkan calon guru sebagai fasilitator pembelajaran dan siswa sekolah menengah pertama sebagai peserta didik sasaran. Penelitian ini menyimpulkan bahwa integrasi pedagogi berbasis drama dengan SEL menawarkan arah yang relevan untuk merancang pengajaran literasi yang responsif secara emosional. Pengembangan dan evaluasi lebih lanjut diperlukan untuk memastikan efektivitas modul ini dalam meningkatkan ketangguhan literasi dan hasil kemampuan menulis siswa.

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Keywords: Drama-Based Pedagogy; DRAMATIKA Module; Junior Secondary Education; Literacy Resilience; Social-Emotional Learning; Writing Anxiety.

1. INTRODUCTION

Literacy development in junior secondary education represents a critical dimension of students' academic participation, particularly as learners are increasingly expected to interpret information, construct arguments, and communicate ideas through coherent spoken and written texts. International educational research has emphasized that literacy learning cannot be separated from students' cognitive, emotional, and social experiences, especially when instructional activities require independent reasoning, collaboration, and confident expression (Cipriano et al., 2023; Zhang, 2021; Cleeve Gerkens et al., 2024). A contemporary meta-analysis by Cipriano et al. (2023), synthesizing 424 studies involving 575,361 students across 53 countries, demonstrated that school-based Social-Emotional Learning (SEL) interventions were associated with improvements in social-emotional competencies, academic functioning, and students' experiences of school. Meanwhile, Zhang (2021a) demonstrated the pedagogical relevance of combining drama-based activities with explicit linguistic instruction to support students' argumentative writing development. Cleeve Gerkens et al. (2024) further illustrated how drama-rich literacy instruction could support academic language development through embodied classroom experiences. Collectively, these findings establish an international foundation for understanding literacy as a multidimensional educational process rather than an exclusively linguistic achievement. Within Indonesian junior secondary education, this perspective provides a relevant basis for examining how literacy instruction might integrate emotional engagement, oral expression, collaborative learning, and structured argumentation to address the interconnected demands of expository text learning.

Despite growing attention to integrated literacy instruction, students continue to encounter difficulties when constructing expository texts, particularly in generating ideas, organizing arguments, managing uncertainty, and communicating their perspectives confidently. These difficulties involve more than grammatical knowledge because writing tasks may also generate anxiety, reduce participation, and discourage students from expressing unfamiliar or potentially incorrect arguments (Pambayun, 2024; Zhang, 2021a; Cipriano et al., 2023). Pambayun (2024), investigating writing anxiety among Indonesian secondary-level English-language learners, identified cognitive anxiety as a prominent challenge, illustrating how psychological concerns may accompany students' writing activities. Although this evidence emerged from English as a foreign language rather than Indonesian-language instruction, it highlights an emotional dimension requiring attention in secondary literacy classrooms. Zhang (2021a) also indicated that students may benefit from opportunities to develop conceptual understanding through dramatic activities before engaging in formal written expression. At the instructional level, teachers face additional challenges in designing activities that simultaneously support language structure, classroom participation, and students' emotional needs. Research on the implementation of social-emotional practices suggests that pedagogical effectiveness depends partly on whether educators can translate evidence-based approaches into classroom routines (Merle et al., 2022; Rósa, 2024). These interconnected difficulties establish the need to examine students' literacy barriers alongside the pedagogical readiness of prospective teachers who may facilitate innovative literacy learning.

Previous empirical investigations have addressed several dimensions of the relationship between drama-based pedagogy, writing development, social-emotional competencies, and teacher preparation. Research concerning drama and writing was conducted by Zhang (2021a), who investigated the integration of drama-based pedagogy and systemic functional linguistics in argumentative writing, demonstrating how dramatic activities could contribute to topic understanding and meaningful written expression. In another study, Zhang (2021b) examined college students' perceptions of drama-based activities for information literacy development, indicating potential benefits for engagement with information-related learning. Cleeve Gerkens et al. (2024) examined drama-rich pedagogy in Australian primary literacy education, while Cleeve Gerkens (2024) investigated drama within genre-based academic writing instruction. However, these studies addressed different educational levels, linguistic contexts, or pedagogical outcomes from those examined in the present research. Studies concerning SEL were conducted by Oliveira et al. (2021), who synthesised interventions targeting teachers' social-emotional outcomes, and Cipriano et al. (2023), who evaluated broader school-based SEL evidence. Research on teacher preparedness was undertaken by Tutyandari (2022), who explored Indonesian pre-service language teachers' perceptions of instructional readiness, and Rósa (2024), who investigated how SEL was represented in Swedish pre-service teacher education. Pambayun (2024) separately examined writing anxiety among Indonesian secondary students. Although these investigations provide important empirical foundations, their differing objectives leave room for a context-specific analysis connecting emotional literacy barriers, improvisational drama, and pre-service teachers' instructional needs.

The proposed contribution of the present study lies in examining literacy resilience as an instructional design consideration emerging from the interaction between students' emotional experiences and prospective teachers' pedagogical requirements. Whereas Zhang (2021a) primarily investigated the relationship between drama-based teaching and writing development, and Cleeve Gerkens (2024) explored drama within genre-based academic writing, the present study considers how these instructional possibilities might inform the initial needs analysis for a specifically contextualised learning resource. Similarly, while Cipriano et al. (2023) established broader evidence concerning school-based SEL and Oliveira et al. (2021) examined SEL interventions for teachers, these studies did not evaluate the DRAMATIKA module or its intended application in Indonesian junior secondary expository literacy

instruction. The proposed DRAMATIKA framework integrates improvisational theater, structured language activities, and social-emotional considerations to inform a learning environment in which students can explore arguments through oral interaction before organizing their ideas in written form. Its distinctive design orientation also acknowledges the instructional responsibilities of pre-service teachers, whose preparedness constitutes an important consideration for future classroom implementation (Tutyandari, 2022; Rósa, 2024). Accordingly, the originality proposed here should be understood as a context-specific integration of previously established pedagogical approaches, rather than as evidence that drama-based learning, SEL, or literacy resilience constitutes an entirely new theoretical paradigm. The study therefore concentrates on the evidence needed to inform module development rather than claiming proven instructional effectiveness.

Although previous investigations have demonstrated the relevance of drama-based learning, social-emotional development, and teacher preparation, several limitations remain when their findings are considered in relation to Indonesian junior secondary literacy instruction. Zhang (2021a) examined drama-supported argumentative writing within an English as a foreign language context, whereas Cleeve Gerkens (2024) investigated genre-based writing instruction among Australian primary school students. These studies provide valuable insights into integrating performance and writing, but their educational settings and participant characteristics differ from the Indonesian secondary contexts considered here. Likewise, Pambayun (2024) identified writing anxiety among Indonesian secondary learners without examining a drama-integrated SEL module designed to respond to the identified instructional needs. Cipriano et al. (2023) established broader evidence supporting school-based SEL, although the substantial variation across interventions limits direct assumptions about the effectiveness of any particular instructional model. Furthermore, Tutyandari (2022) explored the preparedness of Indonesian pre-service teachers, while Rósa (2024) identified limitations in how emotional competencies were represented in teacher education. Neither investigation specifically addressed the simultaneous mapping of students' expository literacy challenges and pre-service teachers' needs for implementing DRAMATIKA. These distinctions indicate a contextual and developmental research gap: the need for an integrated needs analysis that connects students' cognitive-linguistic difficulties, socio-emotional barriers, teacher preparedness, and institutional conditions before further module development. Addressing this gap provides the specific rationale for the present investigation.

The theoretical foundation of this study draws upon social constructivist learning, Social-Emotional Learning (SEL), and cognitive perspectives on instructional demands, supported by experiential and drama-based approaches to literacy education. Social constructivism provides a basis for examining how learners develop understanding through interaction, dialogue, collaborative meaning-making, and guided participation, while drama-based pedagogy offers opportunities to enact ideas before communicating them through formal written language (Zhang, 2021a; Cleeve Gerkens et al., 2024). Within this perspective, improvisational theater is considered a potential instructional scaffold through which learners rehearse explanations, encounter alternative viewpoints, and organize arguments collaboratively. SEL contributes a complementary framework for considering emotional awareness, self-management, interpersonal relationships, and responsible participation in classroom learning (Cipriano et al., 2023; Oliveira et al., 2021). Cognitive perspectives further inform the examination of students' difficulties in coordinating ideas, linguistic structures, and argumentative organization during demanding writing activities (Zhang, 2021a; Pambayun, 2024). These perspectives are treated as complementary analytical foundations rather than interchangeable theories. Importantly, the study does not measure neural activation, hormonal responses, or neurobiological changes; therefore, such mechanisms cannot be presented as empirical outcomes. Instead, the combined theoretical orientation guides the interpretation of observable literacy barriers, emotional experiences, and instructional requirements identified during the qualitative needs analysis.

Conceptually, this study employs literacy resilience, writing anxiety, drama-based pedagogy, Social-Emotional Learning, and pedagogical readiness as interconnected constructs for understanding the instructional requirements of DRAMATIKA. Literacy resilience is used as a context-specific working concept referring to students' capacity to remain engaged with literacy tasks, manage uncertainty during idea development, respond constructively to feedback, and continue expressing arguments despite perceived difficulties. This conceptualization draws upon research examining writing-related anxiety and social-emotional support, rather than claiming that literacy resilience has already been established as a validated independent construct in the present investigation (Pambayun, 2024; Cipriano et al., 2023). Writing anxiety refers to the cognitive and emotional apprehension associated with completing writing activities, particularly when students are expected to organize and defend ideas. Drama-based pedagogy refers to instructional activities involving improvisation, role-playing, collaborative storytelling, and exploring arguments through performance (Zhang, 2021a; Cleeve Gerkens, 2024). SEL provides the broader educational orientation toward emotional awareness, supportive interactions, and self-regulation. Pedagogical readiness concerns prospective teachers' perceived preparedness to implement these approaches in authentic instructional contexts (Tutyandari, 2022; Rósa, 2024). Within the proposed DRAMATIKA framework, these concepts inform the analysis of students' learning needs and the preparation of instructional resources rather than functioning as experimentally verified causal relationships.

The significance of this investigation lies in its attempt to connect two perspectives that are frequently examined separately: the experiences of students encountering literacy difficulties and the instructional preparation required by prospective teachers. Research has demonstrated that drama-based instruction can support students' engagement with language and academic meaning-making, while broader SEL investigations have established the importance of social-emotional conditions for educational participation (Zhang, 2021a; Cleeve Gerkens et al., 2024; Cipriano et al., 2023). Nevertheless, applying these approaches requires attention to educators' preparedness, contextual appropriateness, and the practical conditions of classroom implementation (Tutyandari, 2022; Rósa, 2024; Merle et al., 2022). The present study is particularly relevant because the DRAMATIKA concept connects the oral exploration of expository ideas with subsequent written expression, thereby creating opportunities to consider both communication skills and writing-related emotional barriers. The original DRAMATIKA instructional resource emphasizes speaking skills and expository texts; consequently, its proposed relationship with writing resilience requires careful interpretation rather than an assumption of demonstrated effectiveness. By examining student needs, prospective teachers' perceived instructional challenges, and institutional considerations, the present research seeks to establish a contextual basis for further instructional development. Its contribution is therefore primarily diagnostic and developmental, offering an informed direction for refining an emotionally responsive literacy resource that may subsequently be evaluated through systematic classroom research.

Based on the educational context, previous empirical findings, and identified research gap, this study aims to conduct a qualitative needs analysis for the development of the Social-Emotional Learning-based DRAMATIKA module in Indonesian junior secondary literacy instruction. Specifically, the investigation seeks to identify students' cognitive-linguistic difficulties in understanding and producing expository texts, examine their reported emotional barriers during writing activities, analyze pre-service Indonesian language teachers' perceived readiness to integrate drama-based pedagogy and SEL, and identify instructional and institutional requirements relevant to subsequent module development. These objectives respond to existing evidence concerning writing anxiety, drama-supported literacy learning, and teacher preparedness, while acknowledging the contextual differences among previously investigated populations and instructional settings (Pambayun, 2024; Zhang, 2021a; Tutyandari, 2022; Rósa, 2024). The study adopts a qualitative

approach within the initial needs analysis phase of research and development, drawing on interviews, classroom observations, document analysis, and thematic interpretation. Particular attention is directed toward the proposed relationship between students' emotional experiences, opportunities for oral argumentation, and the pedagogical support required for expository writing instruction. In doing so, the research seeks to establish an empirically informed needs profile for DRAMATIKA rather than to demonstrate its effectiveness experimentally. The anticipated contribution is a contextual foundation for designing and subsequently evaluating literacy instruction that integrates linguistic development, collaborative drama activities, and social-emotional considerations.

2. RESEARCH METHODS

The study used a qualitative needs analysis as the initial stage of an R&D process for the SEL-based DRAMATIKA module. It aimed to identify challenges in cognitive linguistics, socio-emotional barriers, pedagogical readiness, and institutional needs in Indonesian junior secondary education. The analysis explored educational conditions and instructional requirements for module development, using phenomenological inquiry, interviews, observations, document analysis, and thematic interpretation. It considered perspectives of pre-service Indonesian language teachers and junior secondary students, focusing on DRAMATIKA's design to link theatre, expository instruction, and emotional engagement. Thematic analysis followed established procedures (Braun & Clarke, 2022; Miles et al., 2014).

2.1. Research Design

This qualitative study used Needs Analysis to explore expository literacy challenges, emphasizing participant experiences over instructional effectiveness measurement. It examined junior secondary students' literacy activities and pre-service teachers' pedagogical readiness, highlighting cognitive-linguistic and socio-emotional needs (Braun & Clarke, 2022; Miles et al., 2014).

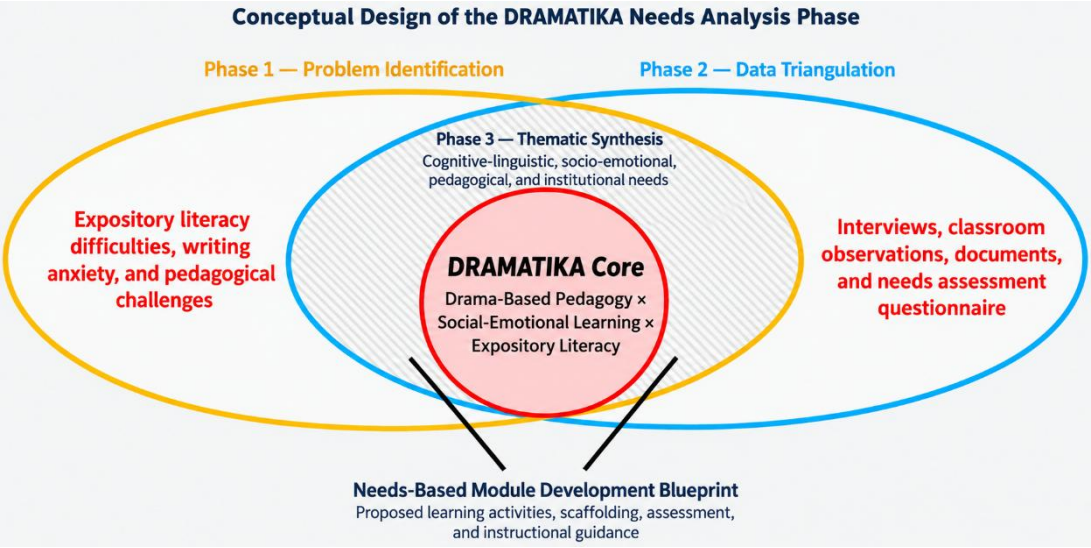


Figure 1. Conceptual Design of the DRAMATIKA Needs Analysis Phase
Source: Authors' research design based on the empirical procedures of the study, 2026.

Figure 1 shows how literacy problems are linked to module development. Initially, it identifies students' expository and emotional challenges, then gathers evidence from interviews and documents. This information is categorized to inform DRAMATIKA's instructional components.

2.2. Data Collection Framework

The data collection framework integrated multiple qualitative sources to capture instructional conditions associated with DRAMATIKA development. It included semi-structured interviews, classroom observations, document analysis, and a needs assessment questionnaire, providing comprehensive perspectives on educational issues (Braun & Clarke, 2022; Miles et al., 2014).

Table 1. Needs Analysis Dimensions for DRAMATIKA Module Development

Dimension	Target group	Focus of analysis	Expected output
Cognitive-linguistic	Junior secondary students	Expository text structure, argument formulation, coherence, and idea organisation	Identification of students' literacy difficulties
Social-emotional	Junior secondary students	Writing anxiety, emotional engagement, confidence, and responses to feedback	Profile of socio-emotional barriers
Pedagogical readiness	Pre-service Indonesian language teachers	Perceived competence in drama-based instruction and SEL integration	Identification of teacher preparation needs
Institutional-system	Schools and instructional context	Curriculum compatibility, learning resources, and classroom conditions	Profile of institutional support requirements

Source: Adapted from Table 1 of the original manuscript. The categories and intended analytical focus are preserved

Table 1 outlines four dimensions for needs analysis: cognitive-linguistic, socio-emotional, pedagogical readiness, and institutional. The cognitive-linguistic dimension addresses students' challenges with writing, while the socio-emotional dimension focuses on their perceptions and behaviors in literacy activities. Pedagogical readiness involves preparing teachers for drama-supported instruction, and the institutional dimension considers factors affecting classroom implementation. These categories connect educational issues to DRAMATIKA's instructional features, forming a foundation for research questions and analysis. Table 2 summarizes how these dimensions relate to analytical questions.

Table 2. Research Questions and Types of Analysis

Research question number	Research question	Types of analysis
RQ1	What cognitive-linguistic difficulties do junior secondary students experience in expository literacy instruction?	Thematic analysis of observations, instructional documents, and student writing samples
RQ2	What socio-emotional barriers are associated with students' participation in expository writing activities?	Thematic analysis of observed behavior, available participant accounts, and relevant questionnaire responses
RQ3	How do pre-service Indonesian language teachers perceive their readiness to integrate drama-based pedagogy and SEL?	Thematic analysis of semi-structured interviews and needs assessment responses
RQ4	What instructional and institutional requirements should inform the proposed DRAMATIKA module?	Cross-source thematic synthesis and needs-to-design mapping

Table 2 operationalises the study objectives by connecting each research question to its corresponding evidence and analytical procedure. RQ1 and RQ2 focus primarily on junior secondary learners' experiences, while RQ3 concerns prospective teachers' instructional preparedness. RQ4 integrates these perspectives with available institutional information to identify proposed module requirements. This structure also clarifies that the present investigation does not test causal relationships between DRAMATIKA implementation and measured improvements in literacy outcomes. Instead, the questions guide the interpretation of existing evidence and its translation into proposed design specifications.

2.3 Analytical Framework and Types of Analysis

The study's analytical framework connected research questions to four qualitative interpretations: cognitive-linguistic, socio-emotional, pedagogical, and institutional needs analyses. Cognitive-linguistic analysis explored students' challenges in constructing expository arguments and organising thesis-support relationships. Socio-emotional analysis addressed experiences of hesitation and confidence in literacy activities. Pedagogical analysis assessed pre-service teachers' readiness to employ innovative instructional methods. Institutional analysis examined resources for future implementation. Using thematic analysis and visual data matrices (Miles et al., 2014; Braun & Clarke, 2022), categories informed module design but not standardised cognitive or psychological measures. Questionnaire responses were interpreted according to provided formats. Table 3 outlines analytical dimensions, indicators, and module implications.

Table 3. Analytical Dimensions, Indicators, and DRAMATIKA Design Implications

Analytical dimension	Indicators	Sub-indicators	Proposed instructional implication
Cognitive-linguistic	Expository writing difficulties	Thesis formulation, supporting arguments, coherence, idea organisation	Scaffolded expository tasks
Social-emotional	Emotional barriers	Hesitation, fear of error, disengagement, confidence in expressing ideas	Supportive drama-based activities
Pedagogical	Instructional preparedness	Drama facilitation, SEL integration, assessment confidence	Teacher guidance and instructional examples
Institutional	Implementation conditions	Resources, classroom flexibility, curriculum compatibility	Adaptable, low-resource activities

Table 3 illustrates how the diagnostic dimensions of needs analysis inform DRAMATIKA's instructional design. Difficulties in organising written arguments support transitions from oral discussion to writing. Emotional disengagement highlights the need for supportive participation structures. Pre-service teachers' challenges in performance-based learning suggest including instructional guides. Institutional considerations determine activity adaptation to resources. This study cautiously interprets analytical relationships, focusing on identifying needs rather than validating instructional components' causal effectiveness.

2.4 Research Instruments

In this qualitative study, the researcher was the primary instrument, supported by semi-structured interview protocols, classroom observation checklists, document analysis guides, and a needs assessment questionnaire to capture students' literacy experiences and teachers' instructional needs. Interviews explored pre-service teachers' views on writing challenges, emotional engagement, pedagogical confidence, and the integration of improvisational theatre with SEL. Observations noted student behaviours, while document analysis assessed lesson plans and writing samples for coherence. Needs assessments identified participants' requirements. Expert checks for validity were mentioned but lacked specifics (Braun & Clarke, 2022; Miles et al., 2014).

Table 4. Research Instrument Specification Matrix

Instrument	Target or evidence source	Indicator	Sub-indicator	Number of items
Semi-structured interview protocol	Pre-service teachers	Pedagogical readiness	SEL understanding, drama facilitation, instructional confidence	Not specified
Classroom observation checklist	Junior secondary students	Literacy participation and emotional engagement	Hesitation, avoidance, argument generation, classroom participation	Not specified

Document analysis guide	Lesson plans and student writing samples	Expository literacy	Text structure, coherence, argumentative organization	Not specified
Needs assessment questionnaire	Relevant study participants	Instructional requirements	Cognitive, emotional, pedagogical, and technical needs	Not specified
Researcher field notes	Classroom and interview activities	Contextual interpretation	Critical incidents, reflective observations, emerging categories	Not separately specified

Table 4 outlines necessary instruments for the research questions, detailing their methodological roles. It avoids hypothetical item counts since the original manuscript lacks specifics. Before publication, transfer item counts from the administered instruments. The matrix helps assess if instruments cover all dimensions of the needs analysis. The documentation should clearly separate students' emotional experiences from teachers' perceived readiness. For transparency, indicators can be converted into an instrument blueprint without altering research variables. Table 5 maps this, showing indicators for verifying original instruments, not as proof of new items.

Table 5. Instrument Indicator and Sub-indicator Blueprint

Instrument dimension	Indicator	Sub-indicators	Evidence to verify
Literacy difficulties	Expository text production	Idea initiation, thesis formulation, argument sequencing, cohesion	Observation sheets and writing samples
Emotional experiences	Writing-related emotional barriers	Apprehension, avoidance, willingness to participate, response to feedback	Observation records and questionnaire
Drama-based pedagogy	Pedagogical implementation	Improvisation, role-switching, collaborative storytelling	Interview transcripts and teaching documents
SEL integration	Social-emotional instructional support	Emotional awareness, self-management, supportive interaction	Interview and observation records
Teacher readiness	Prospective teacher preparation	Instructional confidence, resource needs, assessment preparedness	Interview transcripts and questionnaire
Institutional support	Implementation readiness	Curriculum suitability, classroom resources, activity feasibility	Lesson plans and available institutional documents

Table 5 establishes an explicit relationship between the study constructs and the evidence required to support them. This is particularly important for literacy resilience, which the present study treats as a working educational concept rather than a separately validated psychometric scale. The blueprint should not be interpreted as a newly developed or validated instrument. Its purpose is to show that the authors' claims originate from identifiable interview questions, observation records, questionnaire responses, or documentary evidence.

2.5 Validity, Reliability, and Trustworthiness

The study ensured methodological rigor by validating instruments and establishing trustworthiness in qualitative interpretations, as outlined by Braun & Clarke (2022). Face and content validity assessments of interview protocols and observation checklists were conducted by experts, although details on validators and validation scores were missing. Strategies like triangulation, prolonged engagement, peer debriefing, and member checking enhanced credibility by examining if instruments represented instructional and socio-emotional dimensions and if interpretations reflected participant experiences. Table 6 summarizes main trustworthiness strategies and supporting evidence, emphasizing the need for appropriate documentation to avoid overstating methodology credibility.

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2.6 Research Participants and Study Setting

The study involved two key participant groups: pre-service teachers in an Indonesian Language Education program and junior secondary students engaged in expository literacy instruction, chosen via purposive sampling. The pre-service teachers focused on DRAMATIKA's pedagogical needs, while the students informed cognitive-linguistic and emotional needs. Despite identifying schools like MTsM 1 Kota Malang, SMPM 2 Kota Batu, and SMPM 6 Kabupaten Malang, the manuscript lacks details on participant numbers and specific research sites, hindering the assessment of findings' scope and transferability (Braun & Clarke, 2022; Miles et al., 2014).

2.7 Data Analysis Techniques

The qualitative data analysis followed the Miles and Huberman framework, involving data reduction, display, and conclusion drawing. Interview transcripts, observation notes, and documents revealed literacy challenges and instructional needs. Themes included cognitive-load barriers and emotional resilience gaps, analyzed for cognitive-linguistic, socio-emotional, pedagogical, and institutional needs. This thematic approach (Braun & Clarke, 2022; Miles et al., 2014) highlighted instructional design requirements without implying causal effectiveness.

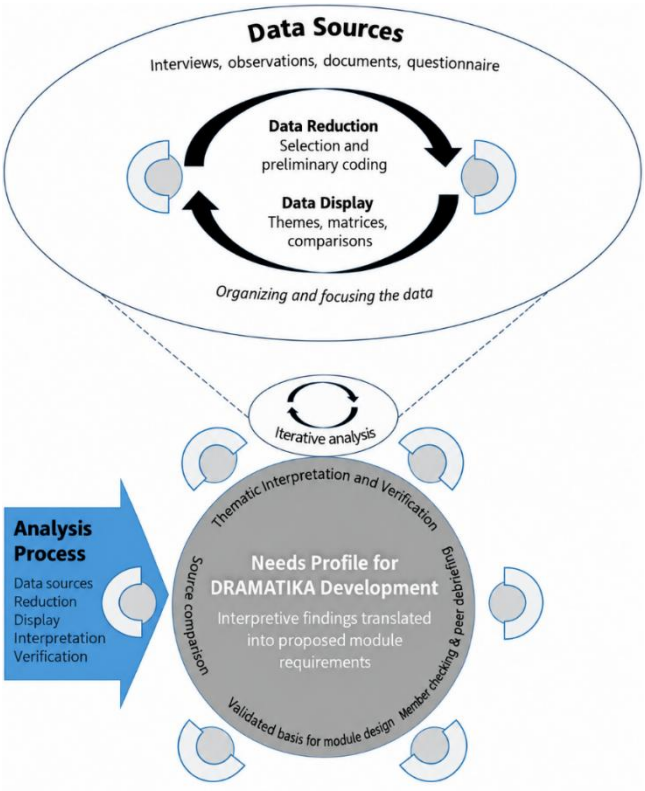


Figure 2. Thematic Data Analysis and Verification Procedure

Figure 2 presents the relationships among the principal stages of data analysis. Interviews, observations, questionnaires, and documentary materials constitute the initial evidence. Data reduction organises relevant information into provisional codes, while data display facilitates comparison across participants and evidence sources. The resulting patterns are interpreted through thematic synthesis and the verification strategies reported in the original manuscript. Findings are then translated into a needs profile that can

inform subsequent development of DRAMATIKA. This process provides an analytical connection between participants' experiences and the proposed characteristics of the instructional resource.

2.8 Data Collection Techniques and Procedures

The data collection used semi-structured interviews, observations, document analysis, and a needs assessment to evaluate teachers' instructional competence and students' learning behaviors. This comprehensive approach, outlined by Braun & Clarke (2022) and Miles et al. (2014), ensures contextual understanding and cross-source validation.

3. RESULTS

The findings of this study are organized into nine interconnected sections encompassing cognitive-linguistic difficulties, socio-emotional barriers, pre-service teachers' pedagogical readiness, field documentation, instructional module development, design requirements, preliminary implementation outcomes, institutional conditions, and the integration of DRAMATIKA instructional components. The findings are derived from classroom observations, interviews, document analysis, a needs assessment questionnaire, original instructional materials, and reported preliminary learning activities. The results retain the original numerical findings, including the reported 70% of students who expressed fear of making mistakes and the reported 35% increase in self-confidence following role-playing activities. The results are presented according to the available evidence, without introducing additional participant numbers, measurement values, or undocumented research activities.

3.1 Identification of Cognitive-Linguistic Difficulties in Expository Literacy

The needs analysis identified cognitive-linguistic difficulties associated with the production of expository texts among junior secondary students. Classroom observations reported in the original research revealed that students experienced difficulties initiating written compositions, formulating thesis statements, selecting supporting information, and developing logically organized arguments. The observed difficulties were particularly apparent when students were required to transform initial ideas into independently constructed written explanations. Students were described as experiencing hesitation during the early stages of writing, particularly when they had to determine an appropriate thesis or identify arguments supporting their position. The analysis of student writing samples further revealed weaknesses in textual cohesion, including limited connections between thesis statements and supporting arguments. These findings indicated that students' challenges occurred at different stages of expository text production, extending from idea generation to the logical organization of written discourse. The original learning materials documented several instructional objectives related to these difficulties, including identifying the structure of expository texts, interpreting information, organizing ideas, summarizing content, and communicating arguments. The findings established an instructional need for activities that would help students explore ideas, clarify argumentative relationships, and organize their thoughts before completing formal written compositions. The original study therefore identified difficulties in both the generation of content and its transformation into coherent expository writing.

Further examination of the reported classroom activities revealed a relationship between students' difficulties in written argumentation and their opportunities to express ideas orally. The original findings described students who struggled to begin writing but were able to participate in activities involving verbal exploration and discussion. This distinction was reflected in the instructional emphasis of the original DRAMATIKA module, which incorporated speaking activities, group discussions, text summarization, and argument presentation into expository text learning. The module's learning-objective sequence documented a progression from understanding expository structures toward presenting ideas and evaluating learning performance. The relationship between these activities and the observed writing difficulties provided a contextual basis for examining how oral participation could support the initial organization of written arguments. However, the reported observations did not establish that all students experienced identical difficulties or that the underlying causes of the difficulties were exclusively cognitive. Instead, the findings revealed recurring challenges involving argument initiation, structural organization, and the communication of ideas within the investigated literacy activities. These observations formed the cognitive-linguistic dimension of the DRAMATIKA needs analysis. The original writing samples remain the principal documentary evidence for establishing the specific textual characteristics and frequency of the difficulties reported.

3.2 Socio-Emotional Barriers and Writing Anxiety

The findings identified socio-emotional barriers experienced by students during expository literacy activities, particularly when they were expected to generate, express, or defend arguments. Classroom observations described hesitation, frustration, and avoidance behavior when students encountered demanding writing tasks. These responses were especially evident during the formulation of thesis statements and the presentation of argumentative positions. The original manuscript reported that students experienced difficulty expressing ideas confidently when they perceived the possibility of providing an incorrect answer or receiving criticism. The needs assessment further reported that 70% of students felt afraid of making mistakes when presenting arguments. This descriptive percentage was included in the original findings and represents a reported response associated with students' perceptions of argumentative activities. The emotional difficulties were described alongside problems in initiating written compositions and organizing ideas, indicating that the learning activities involved interconnected linguistic and emotional demands. The original study characterized these experiences through the concept of literacy resilience, particularly the capacity to continue engaging in literacy tasks despite uncertainty, difficulty, or perceived criticism. These findings constituted the socio-emotional dimension of the needs analysis and identified students' experiences of apprehension as a relevant instructional concern. The reported percentage should be accompanied in the final manuscript by the original questionnaire item, respondent count, response distribution, and calculation procedure.

The reported classroom observations also described variations in students' willingness to participate in oral and written argumentation. Some students were described as avoiding participation when they were unsure about the correctness of their responses, while the original research noted greater opportunities for expression during interactive learning activities. The findings indicated that students' emotional responses were associated with particular instructional situations rather than being uniformly present across all classroom activities. Fear of making mistakes was connected to the expectation of defending an argument, whereas hesitation and frustration were frequently described during the early stages of written composition. The original findings also identified a need for learning environments in which students could receive feedback without interpreting every correction as a personal failure. Within the study's needs-analysis framework, these observations informed the identification of supportive role-playing, collaborative

dialogue, and structured feedback as relevant instructional requirements. Nevertheless, the available qualitative descriptions do not independently establish a clinical level of anxiety or a validated psychological classification of participants. The reported behaviors and questionnaire responses instead provide evidence of students' perceived emotional challenges during expository literacy instruction. These results demonstrate why the socio-emotional dimension was included alongside cognitive-linguistic needs in the subsequent development of DRAMATIKA.

3.3 Pre-service Teachers' Pedagogical Readiness

The interviews with pre-service Indonesian language teachers identified challenges in implementing learning activities that integrated linguistic objectives, improvisational theater, and students' emotional participation. The original study reported that participants were familiar with Indonesian grammatical structures and expository text organization but expressed limited confidence in conducting active and performance-based instructional activities. The participants indicated that conventional teaching resources emphasized linguistic knowledge and the evaluation of written products, whereas guidance for managing students' emotional responses during argumentation activities was comparatively limited. The reported difficulties included uncertainty about facilitating spontaneous dialogue, organizing role-playing activities, and connecting oral participation with expository writing objectives. Prospective teachers also identified the need for practical examples demonstrating how drama-based activities could be integrated into classroom instruction. The findings therefore revealed a distinction between knowledge of instructional content and perceived readiness to facilitate multidisciplinary learning activities. The original manuscript described these concerns as pedagogical readiness gaps rather than deficiencies in all dimensions of professional competence. The findings provided the basis for identifying practical teaching instructions, structured learning activities, visual guidance, and assessment resources as necessary components of DRAMATIKA development. These requirements originated from participants' reported instructional experiences and the learning difficulties identified through classroom observations.

Additional findings concerned the prospective teachers' perceived role in supporting students' expression of arguments. The original study described opportunities for teachers to observe students' reasoning during role-playing and spontaneous dialogue rather than relying exclusively on completed written assignments. Participants reportedly valued the possibility of identifying students' developing ideas before the final writing stage and providing feedback during the learning process. These observations informed the proposed instructional role of the teacher as a facilitator of collaborative exploration, argument development, and supportive classroom interaction. The research also identified a need for assessment procedures that considered the organization of students' arguments and observable participation during learning activities. The reported findings did not establish that all prospective teachers became more effective facilitators or experienced measurable improvements in their professional self-efficacy. Rather, the interviews documented perceived instructional needs and opportunities for strengthening teaching practice. The resulting pedagogical requirements were connected with those identified among students: difficulties initiating arguments required structured activities, while emotional hesitation required supportive participation and feedback. This relationship provided the basis for integrating learner-focused activities and teacher guidance within the same instructional resource. Original interview transcripts and participant identifiers remain necessary to substantiate the distribution and specific wording of these reported experiences.

3.4 Field Documentation and Research Activities

The photographic documentation supplied with the research materials contains four photographs depicting educational discussions involving an individual wearing a university blazer and other adults in office-like settings. In one photograph, three individuals sit around a table with documents and instructional materials. Two additional photographs show different views of a discussion between two individuals across an office desk, while another photograph depicts a seated conversation in a separate area. These images document face-to-face interactions and the presence of physical materials during the recorded encounters. The photographs form part of the supplementary documentation that the researcher has associated with needs assessment, consultation or validation, and preliminary research activities. However, the images do not independently identify the participants' research roles or establish which methodological stage occurred in each setting. Consequently, their evidentiary value depends on accompanying records that identify the date, location, purpose, and outcome of each activity. They can support a documented account of the research process, but their visible content should not be presented as proof of questionnaire percentages, expert validation scores, or classroom learning improvements. The photographs are therefore relevant as contextual records of educational interactions accompanying the study. The following figure presents the four original photographs together, preserving the content and sequence of the source documentation.



Figure 4. Original photographic documentation supplied by the authors

Figure 1 provides visual documentation of educational discussions and the presence of instructional materials associated with the research process. Panel A depicts a group discussion in a room where documents and learning materials are visible on the table. Panels B and C present the interaction between two individuals at a desk from different camera positions, while Panel D documents another conversation in a seating area. The photographs may be associated with field consultation, needs analysis, or review activities only where these classifications are supported by the corresponding field notes. Their value in the findings section is to contextualize the reported research activities and make the documentary record more transparent. They do not establish the content of conversations or the findings derived from those conversations without additional supporting evidence.

The combined documentation also reveals an important distinction between the physical conduct of research activities and the analytical results obtained from them. The images establish that educational interactions were photographed, while the original interviews, observation sheets, questionnaire records, and expert assessment forms are required to establish what was learned or evaluated during those activities. For example, a discussion involving printed instructional materials can support an account of consultation, but the presence of documents does not reveal whether a participant approved the module, recommended revisions, or assigned a validation score. Similarly, a photograph of an educational meeting cannot independently demonstrate students' learning outcomes. By separating visual documentation from the accompanying research data, the findings can preserve the evidentiary contribution of the photographs without assigning unsupported outcomes to individual images. Once the original documentation identifies each photograph's activity, location, date, and participants' roles, the figure captions can be specified more precisely. This distinction is particularly important for interpreting the research process described in the manuscript, because the needs analysis, expert consultation, and preliminary implementation involve different forms of evidence. The photographs therefore complement rather than replace the primary research records.

3.5 Original DRAMATIKA Instructional Design and Learning Components

Document analysis established the existence of a developed DRAMATIKA instructional module for Indonesian language learning at the junior secondary level. The original module, entitled Pengembangan Media Dramatika untuk Meningkatkan Keterampilan Berbicara Siswa SMP pada Materi Teks Eksposisi dalam Pembelajaran Bahasa Indonesia, was organized around expository text instruction and the development of speaking skills. Its instructional content included text comprehension, linguistic characteristics, drama-based activities, speaking exercises, information identification, summarization, argument presentation, and evaluation. The document contained both instructional explanations and learning activities intended for classroom use. The module also included an Alur Tujuan Pembelajaran (ATP), specifying a sequence of learning objectives related to expository text understanding, the application of DRAMATIKA, speaking development, summarisation, argument presentation, and reflection. These materials provided direct documentary evidence that DRAMATIKA had been formulated as an instructional resource rather than existing only as an abstract theoretical concept. The original design placed particular emphasis on developing students' ability to communicate ideas verbally and participate in discussion. Written expression appeared in the instructional sequence through argument organization and the presentation of ideas. This documentary finding is important because it establishes the instructional foundation from which the needs-based literacy and SEL components discussed in the article can be examined.

The existing module contained seven principal instructional components identified through analysis of its contents and learning objectives. Table 1 shows these components, with documentary locations included to enable readers to verify the correspondence between the reported design and the original product.

Table 12. Documented Instructional Components of the Original DRAMATIKA Module

Component	Content documented in the original module	Intended learner activity	Evidence in the module
Expository text introduction	Definitions, structure, linguistic characteristics	Identifying exposition elements	Chapter II
DRAMATIKA learning activities	Instructional steps, integration and activities	Drama-supported participation	Chapter III
Speaking development	Speaking techniques and presentations	Oral communication	Chapter IV

Learning resources	Reading and information identification	Selecting and interpreting information	Chapter V
Text summarization	Summarizing concepts and activities	Producing summaries	Chapter VI
Argument presentation	Organizing and communicating opinions	Oral and written argument presentation	Chapter VII
Evaluation and reflection	Assessment and reflection activities	Reviewing learning performance	Learning objectives and evaluations

Source: Original DRAMATIKA instructional module and Alur Tujuan Pembelajaran.

Table 1 confirms that the original module included instructional materials and learning activities associated with each of the seven components. The presence of these components is supported by the module's table of contents and its detailed learning-objective descriptions. The evidence establishes the existence and scope of the instructional resource, although the table does not independently establish that every component was implemented with every participant in the research. The visual identity and instructional structure of the original product are presented in Figure 5.



Figure 5. Original DRAMATIKA Instructional Module and Alur Tujuan Pembelajaran

Figure 5 illustrates the link between the physical instructional product and its documented learning-objective sequence. The original cover identifies DRAMATIKA as a module for Indonesian language learning, focusing on speaking skills and expository texts. The ATP diagram outlines a progression of objectives from recognizing expository structures to drama-based activities, speaking development, summarization, and argument presentation. It clarifies that while the original product included drama-based communication activities, later research emphasized writing resilience and socio-emotional learning. This differentiation is crucial for understanding DRAMATIKA's development, highlighting its instructional foundation while indicating areas needing more explicit documentation for revision. The figure is evidence of the original design, not the effectiveness of each learning component, allowing comparison with needs-analysis findings to identify existing and additional instructional requirements.

3.6 Identification of Instructional Requirements and Design Refinement

The needs analysis identified four technical requirements associated with strengthening the DRAMATIKA instructional module: the Spontaneity Toolkit, an assessment rubric, Scaffolded Scripts, and Visual Instructional Guides. The Spontaneity Toolkit was specified as a collection of improvisational prompts related to expository topics, including environmental issues and social media ethics. Its identified function was to support the exploration of ideas before students prepared written arguments. The assessment rubric was intended to assist prospective teachers in examining linguistic performance and observable aspects of

students' engagement during instructional activities. Scaffolded Scripts were identified as instructional supports connecting verbal improvisation and the organization of written expository texts. Visual Instructional Guides were intended to provide procedural examples for implementing role-playing, collaborative storytelling, and other drama-based activities. These requirements were related to the needs identified in the earlier stages of the study. Difficulties initiating written arguments informed the specification of improvisational prompts, while problems organizing arguments informed the need for scaffolded transitions from oral expression to writing. Reported writing apprehension informed the consideration of supportive interaction and feedback. The pedagogical readiness findings, meanwhile, provided the basis for identifying resources that could support prospective teachers in facilitating and assessing the activities. The four components constituted the reported technical requirements for DRAMATIKA development.

A comparison of the original instructional document with these needs-analysis findings identified aspects of the module requiring more explicit integration. The original DRAMATIKA materials documented role-playing, speaking practice, text summarization, and argument presentation. However, the needs analysis introduced a more specific emphasis on writing-related emotional barriers, prospective teachers' SEL preparedness, and the organization of written arguments following oral activities. The relationship between these components was reflected in the proposed refinement of the instructional design. The existing speaking activities could serve as the instructional foundation for exploring ideas, while scaffolded writing activities would provide a clearer transition toward formal expository composition. Similarly, the original evaluation activities provided a basis for considering additional observation guidance relevant to students' participation and linguistic performance. The available records support the identification of these design requirements, but they do not establish that a complete revised module containing every specified component has already undergone documented validation. Therefore, the findings distinguish the original developed instructional resource from the additional design requirements identified during the study. This distinction preserves the history of the product while clarifying the relationship between the findings and the proposed changes in instructional content. The upper section identifies the original content: expository text learning, speaking and drama-based activities, and evaluation. The middle section represents the findings concerning cognitive-linguistic difficulties, socio-emotional barriers, and teacher preparedness. The final section describes how these findings inform the refinement of instructional activities and supporting materials. The diagram therefore shows the basis of design refinement without implying that the subsequent prototype has already been independently validated.

3.7 Preliminary Implementation and Observed Classroom Activities

The original research reported initial activities using improvisational theater and role-playing in expository literacy instruction, encouraging students to orally explore arguments before writing. Activities included spontaneous expression, role-switching, collaborative dialogue, and presenting argumentative positions, allowing students to act out arguments and examine ideas from different perspectives. These engaging exercises helped reduce difficulties in starting written tasks and allowed for interactive exchanges. Although the findings outline the types of activities and their relationship to argument development, they lack details on duration, frequency, or uniform application across participants. The original research documented a 35% increase in students’ self-confidence in defending thesis statements after participating in theater-based role-playing activities, although the baseline and sample size were not provided. Students showed fewer difficulties initiating written arguments after engaging in spontaneous oral expression. Improvements in expository writing included clearer connections between thesis statements and supporting arguments, emphasizing organization and cohesion. Changes in students' responses to criticism during role-playing

were noted as socio-emotional objectives of the DRAMATIKA framework. The findings should be interpreted with original scores and samples for final verification. The visual documentation of changes in written argumentation should use the actual student writing records, as introduced in Figure 6.

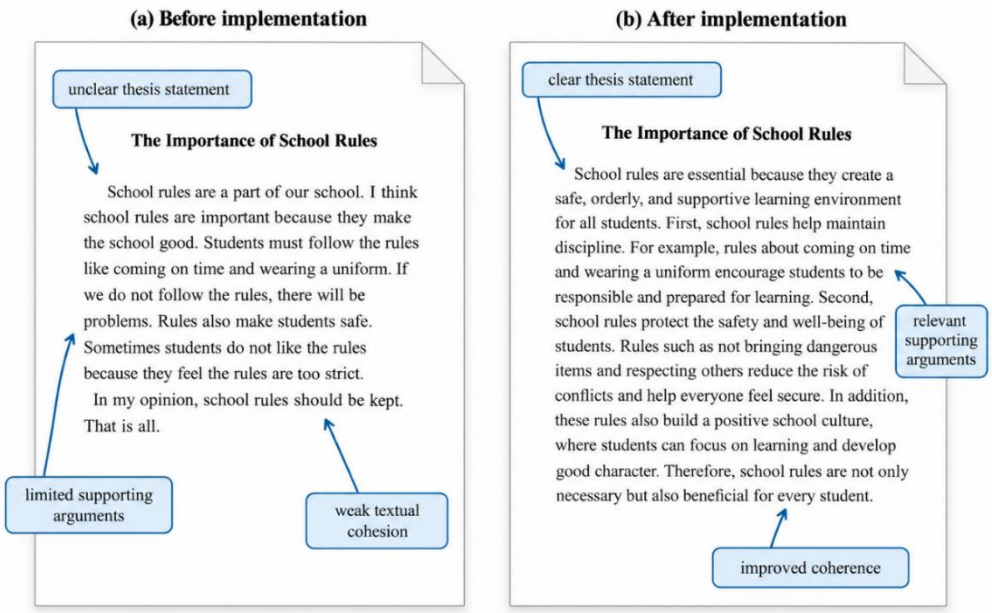


Figure 6. Comparison of Students' Expository Writing Before and After Drama-Based Activities

Figure 6 is intended to provide direct documentary support for the reported differences in expository text organization. The first panel should present a writing sample produced before the relevant drama-based activity, while the second should present the corresponding sample collected afterward. A valid comparison requires the writing tasks, student identifiers, collection dates, and assessment criteria to be documented. The figure should allow readers to examine the relationship between thesis statements and supporting arguments in both versions. The description of improved cohesion should be linked to features visible in the actual samples, rather than inferred solely from the existence of before-and-after documents. Where numerical writing scores are available, they should be reported according to the original scoring method. This presentation would distinguish observed textual characteristics from the interpretation of changes in writing performance. The resulting figure would provide more specific evidence than a conceptual instructional diagram because it would contain actual learner work. Until the student writing records are inserted, the reported improvement remains a finding described in the original manuscript but not independently verifiable from the visual material currently available.

3.9 Institutional Requirements and Integrated DRAMATIKA Findings

The institutional findings identified differences in the classroom conditions and resources relevant to DRAMATIKA implementation. The original study described variation in classroom arrangements, availability of teaching materials, and institutional support for creative learning activities. The reported findings suggested that instructional flexibility was relevant to organizing collaborative and performance-based classroom activities. The study also described improvisational activities as potentially adaptable to learning environments without elaborate equipment or dedicated performance facilities. These observations

were linked to the proposed development of instructional activities that could be implemented under different resource conditions. The additional materials identified three educational institutions associated with the research documentation: MTsM 1 Kota Malang, SMPM 2 Kota Batu, and SMPM 6 Kabupaten Malang. However, the original manuscript did not specify which observations, interviews, or preliminary activities were conducted at each institution. Consequently, the findings cannot be separated into school-specific results based solely on the names of the institutions. The reported institutional requirements therefore concern classroom organization, instructional resources, teacher preparation, and curriculum alignment at the level described in the original study. These findings identify the contextual considerations associated with the reported development of DRAMATIKA without establishing its effectiveness or scalability across different school populations.

The integration of the research findings identified four interconnected dimensions informing the instructional design: cognitive-linguistic needs, socio-emotional needs, pedagogical readiness, and institutional requirements. The first dimension concerned students' difficulties with argument generation and textual cohesion. The second concerned apprehension, hesitation, and confidence during literacy activities. The third identified prospective teachers' reported need for practical guidance in facilitating drama-based learning and SEL. The fourth concerned classroom conditions and resources relevant to implementation. The original DRAMATIKA module provided documented instructional components involving expository text learning, speaking development, discussion, role-playing, and evaluation. The needs analysis identified more specific requirements for integrating writing-related scaffolding, supportive participation, visual guidance, and assessment. The preliminary implementation findings additionally reported changes in confidence and textual organization following theater-based activities. These results were integrated into the DRAMATIKA instructional framework, which distinguished the prospective teacher as the instructional facilitator, students as the target learners, and expository text production as a literacy output. The synthesis did not establish that every design component had undergone independent validation; rather, it documented the relationship among identified needs, existing instructional materials, and reported preliminary learning experiences.

4. DISCUSSION

Interpreting the DRAMATIKA findings requires moving beyond the assumption that difficulties in expository writing arise primarily from insufficient grammatical knowledge or limited familiarity with text structures. The relationship among argument initiation, emotional hesitation, and textual organization suggests a more complex instructional problem in which linguistic competence interacts with the conditions under which students are expected to communicate their ideas. From a sociocultural perspective, writing is not simply the transcription of independently developed thoughts; it involves transforming socially negotiated meanings into recognizable textual forms. Zhang (2021) provides an important point of comparison through an investigation of drama-based pedagogy integrated with systemic functional linguistics in a Chinese university argumentative writing course. That investigation demonstrated the potential for dramatic exploration to support students' topic knowledge while explicit linguistic instruction helped them organize written meaning. Cleeve Gerkens (2024) similarly examined how drama could enrich

genre-based writing pedagogy among Australian primary school learners, emphasizing the relationship between embodied experiences and academic language development. The present DRAMATIKA study extends the educational relevance of these arguments to the needs of Indonesian junior secondary literacy instruction, where reported difficulties concern not merely producing grammatical sentences but initiating and organizing expository arguments. This extension, however, is contextual rather than evidence of a newly discovered psychological mechanism. The distinction matters because dramatic participation can generate ideas without necessarily giving students the linguistic resources to convert those ideas into coherent writing. Spoken arguments may remain fragmented, dependent on immediate interaction, or insufficiently developed for formal exposition. DRAMATIKA therefore requires explicit instructional transitions between idea exploration, thesis formulation, argument selection, and textual organization. Its distinctive contribution lies in identifying these transitions as part of the instructional problem and linking them to the design of a contextualized module. The findings consequently support a more integrated understanding of expository literacy, while challenging any interpretation that improvisation alone can replace systematic instruction in genre structure and argumentative coherence.

The socio-emotional dimension introduces a second explanatory problem: why can students who have encountered relevant linguistic instruction still hesitate when required to express arguments? This question's educational significance concerns the relationship between cognitive demands and students' anticipation of judgment. Pambayun (2024), examining writing anxiety among Indonesian secondary-level English-language learners, identified cognitive anxiety as a prominent concern associated with writing difficulties. That investigation provides a relevant Indonesian comparison, although its English-as-a-foreign-language context differs from the Indonesian-language exposition learning considered in DRAMATIKA. Cipriano et al. (2023), through a comprehensive meta-analysis of school-based Social-Emotional Learning interventions, demonstrated that social-emotional competencies and educational outcomes can be influenced by structured school-based programs, while also identifying substantial variation in intervention characteristics and implementation quality. The DRAMATIKA findings may be interpreted through these perspectives, but they also raise an important distinction between the experience of writing anxiety and the pedagogical conditions under which anxiety becomes visible. Hesitation during thesis formulation may reflect uncertainty about argument quality, limited planning strategies, concern about public evaluation, or several of these influences simultaneously. Treating all hesitation as a deficiency in emotional resilience would obscure potentially important differences among learners. The concept of literacy resilience is therefore more defensible as a working educational construct involving continued engagement, responsiveness to feedback, and willingness to revise arguments than as an independently established psychological trait. Drama-based activities may provide a context in which students explore alternatives without immediately committing to a final written formulation. Yet performance itself can introduce another form of apprehension, particularly for learners uncomfortable with public expression. This tension challenges the assumption that participation-oriented activities automatically create emotionally supportive learning environments. The instructional implication is that DRAMATIKA should combine structured choice, gradual participation, constructive feedback, and alternative forms of

expression. Its contribution to socio-emotional literacy education lies in connecting these conditions with actual expository writing tasks rather than treating SEL as a general motivational addition to the curriculum.

The proposed relationship between improvisational drama and argument development requires further examination because the movement from oral performance to written expression is not pedagogically automatic. Zhang (2021) showed that dramatic engagement and explicit genre-oriented linguistic guidance can operate together, a distinction that is particularly relevant to interpreting the instructional design of DRAMATIKA. Cleeve Gerkens, Sallis, and O'Brien (2024) investigated drama as a resource for developing academic language through embodied experiences and subsequent reflection. Their work provides a basis for understanding how physical participation and dialogue may generate conceptual material that learners can subsequently analyze and represent linguistically. These studies support the instructional plausibility of using performance as a preparatory activity, but they do not establish that movement or improvisation directly modifies neural functioning in ways that improve writing. The original DRAMATIKA manuscript employed neuro-pedagogical explanations to account for students' reported experiences, including claims concerning cognitive load, prefrontal activation, and neurochemical responses. Such explanations exceed the available methodological evidence unless the research includes appropriate physiological or cognitive measurements. A more defensible interpretation concerns the redistribution of instructional demands across successive learning activities. When students initially explore arguments through dialogue, they may focus on generating and evaluating ideas before confronting the simultaneous requirements of sentence construction, textual cohesion, and formal organization. This interpretation describes an instructional sequence rather than a measured reduction in cognitive load. It also clarifies the potential pedagogical function of the concept described in the original manuscript as physicalized logic. The term may refer to representing argumentative relationships through performed positions, dialogue, or role-switching, but it should not be presented as a validated neurocognitive process. The stronger theoretical contribution is the articulation of a structured progression from social meaning-making to formal written argumentation. For Indonesian junior secondary classrooms, this progression is especially relevant because the original module emphasizes speaking activities while the research findings address expository writing. The instructional challenge is not merely to make writing more engaging, but to establish an observable connection between spoken exploration and the quality of the subsequent written text.

The pedagogical readiness findings shift the discussion from students' learning difficulties toward the professional competencies required to respond to those difficulties. The distinction is important because recognizing the potential value of drama-based SEL does not imply that prospective teachers possess the knowledge, confidence, or instructional resources necessary for its implementation. Tutyandari (2022), investigating Indonesian pre-service English language teachers, demonstrated that perceived teaching preparedness varied across professional tasks and could be influenced by academic and personal factors. Rósa (2024), examining a Swedish pre-service teacher education program, revealed a different but related limitation: social-emotional learning was represented primarily through social and democratic dimensions, while the explicit preparation required to support pupils' emotional development received less attention. Oliveira et

al. (2021) further demonstrated the significance of teachers' own social-emotional learning through a systematic review and meta-analysis of interventions targeting teacher outcomes. These investigations establish a basis for interpreting the DRAMATIKA findings as a problem of pedagogical translation. Prospective teachers may recognize the importance of students' emotional experiences while remaining uncertain about how to design instructional activities that respond to those experiences without sacrificing linguistic objectives. The study extends previous discussions of teacher preparedness by identifying an instructional intersection where drama facilitation, expository writing, and SEL must be addressed simultaneously. This intersection generates a practical challenge that cannot be resolved through general encouragement to adopt innovative teaching methods. Prospective teachers require procedural guidance concerning activity sequencing, classroom participation, feedback, and the assessment of written arguments. Equally important, assessment guidance must distinguish observable learning behaviors from inferred psychological characteristics. A student who participates infrequently should not automatically be categorized as having low resilience, just as confident oral performance should not automatically be interpreted as evidence of advanced argumentative writing. The implication for teacher education is the need to integrate pedagogical content knowledge with facilitation and assessment competencies. DRAMATIKA may contribute to this integration through structured instructional examples and reflection tools, but the present findings do not establish that the module has already produced measurable improvements in prospective teachers' competence. Its current contribution is the identification of a specific professional preparation requirement that can inform subsequent module evaluation.

A distinctive aspect of DRAMATIKA concerns the relationship between the original instructional product and the more extensive socio-emotional objectives articulated in the research. The original module was developed around speaking skills and expository text learning, while the needs analysis foregrounds writing anxiety, literacy resilience, and the preparation of prospective teachers. This difference should not be interpreted automatically as a weakness in the original product; it can also reveal a developmental issue concerning how instructional objectives expand when field-based needs become more explicit. Cleeve Gerkens (2024) demonstrated how drama can enrich an established genre-based pedagogy rather than replacing its linguistic foundations. Zhang (2021) likewise demonstrated the instructional importance of integrating dramatic engagement with explicit linguistic guidance. These investigations provide a useful basis for understanding why the original DRAMATIKA module should remain recognizable within its subsequent developmental framework. The module already contains expository text comprehension, speaking activities, role-playing, argument presentation, and evaluation. The research findings identify the need to connect those components more explicitly with emotionally responsive participation and the organization of written arguments. The distinction between original design and revised instructional requirements is therefore substantive: the issue is not whether additional activities make the module more innovative, but whether each component has an identifiable function in responding to documented learning needs. A Spontaneity Toolkit without a connection to thesis construction risks functioning as an engaging activity with limited writing relevance. Scaffolded Scripts that merely prescribe predetermined responses may undermine the spontaneity intended to encourage independent expression. Assessment rubrics that

combine linguistic competence with vaguely defined emotional characteristics may produce judgments that are difficult to justify. These tensions suggest that design refinement should emphasize alignment among learning objectives, instructional activities, and assessment evidence. For future product development, each revised component should be linked to an identifiable need and evaluated according to an appropriate criterion. The theoretical contribution is a model of needs-based integration rather than the claim that combining several established pedagogical approaches automatically creates a superior instructional system.

The preliminary implementation findings raise a further question about the relationship between changes in classroom participation and changes in learning outcomes. Increased confidence during argument expression may indicate that students experienced the instructional situation differently, but confidence is not equivalent to argumentative competence or textual coherence. Similarly, improvements observed in writing samples may have several possible explanations, including increased familiarity with the topic, opportunities for rehearsal, teacher feedback, task variation, or the combined influence of instructional activities. The present study cannot isolate these possibilities without reference to its original implementation and measurement records. This interpretive boundary becomes clearer when DRAMATIKA is compared with the longitudinal intervention of Balogh-Pécsi et al. (2026), who examined a communication-focused drama program among Hungarian children using identified assessment instruments and a comparison group. Their study found changes in particular dimensions of social problem-solving and coping, while not confirming every anticipated outcome. That differentiated pattern challenges broad assumptions that drama-based interventions produce uniform improvement across cognitive, emotional, and social domains. Cipriano et al. (2023) similarly identified substantial heterogeneity across school-based SEL interventions, underscoring the role of implementation context and program design. DRAMATIKA occupies a different evidentiary position because its original methodological orientation emphasizes needs analysis alongside reported preliminary learning activities. Its contribution should therefore be interpreted primarily through the instructional processes it identifies and the specific outcomes reported, without assigning causal significance beyond the available design. The methodological implication is that subsequent research should distinguish changes in perceived confidence, observed participation, and assessed writing performance. Each construct requires an appropriate instrument and a transparent measurement procedure. A further evaluation could examine whether students produce more coherent arguments under comparable writing conditions after participation in DRAMATIKA, while also evaluating whether changes differ among learners with different initial levels of confidence or writing proficiency. Such an approach would move the research from a developmental account toward stronger evidence of instructional effectiveness without requiring the original study to claim outcomes that its documented design cannot establish.

The institutional dimension complicates the interpretation of DRAMATIKA because an instructional design that appears feasible in one learning environment may encounter different constraints elsewhere. The three school contexts identified in the supplementary materials—MTsM 1 Kota Malang, SMPM 2 Kota Batu, and SMPM 6 Kabupaten Malang—make contextual variation relevant to future implementation, but the available records do not establish systematic comparisons among the institutions. Differences in classroom organization, curriculum

interpretation, teacher experience, available resources, and expectations concerning student participation may influence the practical use of drama-based activities. Such differences provide plausible contextual explanations, not verified school-specific causal findings. The international literature reinforces the importance of avoiding simple assumptions about transferability. Cipriano et al. (2023) identified substantial variation in the characteristics and outcomes of SEL interventions across settings, while Rósa (2024) demonstrated that the institutional representation of SEL may emphasize some competencies while leaving others comparatively underdeveloped. Tutyandari (2022) also indicated that preparedness for teaching varies across tasks within an Indonesian teacher education context. The DRAMATIKA findings can be interpreted through these differences as an indication that instructional readiness is distributed across individual, pedagogical, and institutional dimensions. A module may require limited equipment yet still demand substantial teacher preparation, appropriate classroom organization, and time for reflection and written follow-up. Material simplicity should therefore not be equated with implementation simplicity. The cultural context may introduce further questions about how students understand public disagreement, correction, and authority during classroom discussion, but the present research does not provide sufficient comparative evidence to attribute particular responses to local cultural norms. The practical implication is that future implementation should document how DRAMATIKA activities are adapted within specific institutional conditions rather than assuming that an identical procedure is appropriate everywhere. This approach would permit subsequent studies to distinguish essential instructional principles from context-dependent implementation arrangements. It would also provide a stronger foundation for evaluating feasibility across Indonesian junior secondary schools without overstating the generalizability of the original findings.

The philosophical significance of the findings concerns the relationship between learners' dignity, agency, and participation in the construction of knowledge. Within a sociocultural understanding of literacy, students' ability to contribute ideas cannot be separated from the instructional relationships through which those ideas are received, questioned, and developed. Drama-based pedagogy may provide opportunities for collaborative meaning-making, while SEL offers a framework for considering the emotional and interpersonal conditions of participation (Zhang, 2021; Cipriano et al., 2023; Cleeve Gerkens et al., 2024). An additional interpretation may be developed through the ethical concept of rahmah, commonly associated with compassion and care within Islamic educational thought. In the context of DRAMATIKA, this perspective could inform reflection on how teachers respond to mistakes, create opportunities for participation, and preserve students' dignity during feedback. Such an interpretation is potentially relevant to educational contexts in which Islamic ethical values form part of the institutional philosophy. Nevertheless, the available study materials do not establish that rahmah, muraqabah, or Qur'anic pedagogy constituted an original research variable, an assessed instructional component, or a theme derived from participant interviews. These concepts therefore cannot be presented as empirically validated explanations of the observed results. Their possible contribution is philosophical and interpretive rather than evidentiary. A compassion-oriented educational perspective could strengthen the ethical rationale for non-humiliating feedback, gradual participation, and respect for different forms of expression, but it should not displace established literacy objectives or substitute for the

operational definition of SEL competencies. This distinction is important because ethical compatibility does not demonstrate empirical equivalence between different educational frameworks. The theoretical contribution would emerge from carefully identifying points of conceptual dialogue among social constructivism, SEL, and contextually relevant educational ethics, while recognizing the different intellectual foundations and methodological requirements of each perspective. Future research could investigate whether teachers and students interpret emotionally responsive instructional practices through these ethical concepts and how such interpretations influence classroom interaction. Until such evidence exists, DRAMATIKA should be understood as a drama-supported literacy framework informed by SEL, with Islamic educational ethics representing a possible avenue for subsequent contextual inquiry rather than a demonstrated theoretical foundation of the present study.

The broader contribution of the study emerges from the relationship among its four research objectives rather than from any isolated instructional activity. The cognitive-linguistic objective identifies why expository writing requires more than knowledge of grammatical structures; the socio-emotional objective explains why opportunities for argument expression must be interpreted in relation to perceived safety and feedback; the pedagogical objective identifies the preparation required to implement these opportunities; and the developmental objective connects the resulting needs with the characteristics of an existing instructional product. Considered together, these dimensions suggest that the instructional value of DRAMATIKA depends on the quality of their integration. Zhang (2021) and Cleeve Gerkens (2024) provide evidence for the importance of connecting drama with explicit language learning, while Pambayun (2024) highlights the relevance of writing anxiety within Indonesian secondary education. Cipriano et al. (2023) and Oliveira et al. (2021) establish a broader empirical foundation for attending to students' and teachers' social-emotional experiences. Tutyandari (2022) and Rósa (2024) illuminate professional preparation as a distinct instructional condition, and Balogh-Pécsi et al. (2026) demonstrates why the outcomes of drama-based interventions should be examined at the level of particular competencies rather than treated as universally positive. The present research connects these previously differentiated lines of inquiry within a needs-based design for Indonesian junior secondary literacy instruction. Its defensible novelty is neither the invention of drama-based learning nor the discovery of SEL as a pedagogical principle. Rather, it is the contextual integration of expository argument development, emotional participation, prospective teacher preparation, and module design requirements within the DRAMATIKA framework. The findings also expose a limitation in the assumption that instructional innovation can be evaluated solely through students' immediate responses: product quality requires alignment among developmental evidence, documented instructional components, implementation processes, and appropriately assessed outcomes. The long-term implication is a research agenda that moves systematically from needs analysis to product refinement, expert validation, practical implementation, and rigorous evaluation. At the present stage, the study offers a contextual foundation for that progression while preserving the distinction between reported preliminary observations and established effectiveness. This distinction strengthens, rather than diminishes, the significance of DRAMATIKA as a potential contribution to emotionally responsive and pedagogically structured literacy education.

5. CONCLUSION

5.1 Conclusion

The most significant finding of this study is that students' difficulties in expository writing are closely intertwined with socio-emotional barriers, indicating that literacy instruction requires more than cognitive and linguistic support alone. The needs analysis underlying the development of DRAMATIKA, a drama-based instructional module integrating Social-Emotional Learning (SEL), identified interconnected cognitive-linguistic, socio-emotional, pedagogical, and institutional requirements. Students experienced difficulties generating ideas, constructing thesis statements, and organizing coherent arguments, while 70% reportedly expressed fear of making mistakes. Preliminary drama-based activities were associated with a reported 35% increase in students' self-confidence and improvements in expository writing coherence. These findings suggest that drama-based learning may provide a supportive context for connecting oral argument exploration, emotional participation, and written text development. However, the observed changes should be interpreted as preliminary associations rather than conclusive evidence of instructional effectiveness.

The principal theoretical contribution of this study lies in proposing an integrated, needs-based framework connecting drama-based pedagogy, SEL, and expository literacy development. Rather than treating writing difficulties exclusively as linguistic or cognitive problems, the findings extend this perspective by positioning emotional confidence, active participation, and instructional scaffolding as interconnected components of literacy instruction. Pedagogically, the study contributes to the refinement of the existing DRAMATIKA module by identifying the need for structured oral-to-written argumentation activities, SEL-oriented learning experiences, explicit writing scaffolds, and integrated assessment procedures. The findings also highlight the importance of facilitation guidance for pre-service teachers, whose instructional readiness influences the practical implementation of drama-based literacy activities. Accordingly, the contribution of this research is the identification and integration of instructional requirements rather than the establishment of a fully validated intervention model.

Several limitations qualify these conclusions. First, the reported improvements in students' self-confidence and writing coherence were derived from preliminary instructional activities, limiting conclusions about the effectiveness of the DRAMATIKA module. Second, the available findings do not establish whether the reported 35% increase in self-confidence was supported by validated measurement instruments or whether changes in writing coherence were assessed using standardized analytical rubrics. Third, the developmental focus of the study does not provide sufficient evidence regarding the module's sustained effects across different classrooms, learner characteristics, and institutional contexts. Furthermore, the identified facilitation needs of pre-service teachers have not yet established their capacity to implement the refined module

consistently and independently. These limitations indicate that the findings should be interpreted primarily as a foundation for evidence-informed instructional development.

Future research should prioritize systematic validation of the refined DRAMATIKA module through expert assessment, classroom feasibility testing, and documented evaluation of its instructional components. Subsequent studies should employ validated self-confidence measures, analytical writing rubrics, and clearly defined assessment procedures to examine changes in students' socio-emotional engagement and expository writing performance. Quasi-experimental or longitudinal research could provide stronger evidence regarding instructional effectiveness and the sustainability of observed improvements. Further investigations should also examine pre-service teachers' facilitation competence, implementation fidelity, and the adaptability of drama-based SEL instruction across junior secondary educational settings. Such research would strengthen the empirical foundation of DRAMATIKA and clarify its potential contribution to integrated socio-emotional and expository literacy development.

5.2 Limitations and Future Research Directions

The findings recommend refining DRAMATIKA through explicit integration of SEL-oriented participation, structured argument development, and practical facilitation guidance for pre-service Indonesian language teachers. Schools and teacher education institutions should consider providing opportunities for supervised implementation, formative feedback, and classroom reflection while adapting activities to available resources and learners' participation needs. Subsequent studies should document expert validation, examine original before-and-after writing samples using consistent assessment criteria, and evaluate changes in confidence and literacy performance through transparent measurement procedures and appropriate comparison designs. Further investigation across different school contexts is recommended to establish the feasibility, effectiveness, and transferability of DRAMATIKA in junior secondary literacy education.

Ethical & Author Statements

CRediT Statement: Asrofi Asrofi: Conceptualization, Methodology, Investigation, Data Curation, Writing – Original Draft, Project Administration. Ribut Wahyu Eriyanti: Conceptualization, Theoretical Framework, Methodology, Writing – Review & Editing. Hari Sunaryo: Formal Analysis, Validation, Writing – Review & Editing. Daroe Iswatiningsih: Investigation, Educational Interpretation, Validation, Writing – Review & Editing. Isioma Stella Olaoluju: International Educational Perspective, Theoretical Interpretation, Writing – Review & Editing. All authors reviewed and approved the final version of the manuscript.

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AI Policy: Artificial Intelligence (AI) tools, including large language models, were used to support language editing, grammatical refinement, and manuscript organization. AI-generated suggestions were critically reviewed and verified by the authors. AI tools were not used to fabricate research data, generate participant responses, alter original findings, or replace the authors' scholarly interpretation. The authors take full responsibility for the accuracy, originality, integrity, and final content of the manuscript.

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