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| RESEARCH ARTICLE

Development of a Deep Learning Approach-Based Electronic Student Worksheet (E-Worksheet) for Teaching News Writing to Seventh-Grade Junior High School Students

Mitha Dwi Fitri[1], Ernalida[2] and Zahra Alwi[3]
[123] Sriwijaya University, Indonesia
Corresponding Author: Reima Al-Jarf, **E-mail**: mithadwifitri@gmail.com

| ABSTRACT

Writing is one of the essential language skills that students must master in Indonesian language learning, particularly in writing news texts. However, many seventh-grade students still encounter difficulties in organizing news structures, identifying the 5W+1H elements, and presenting factual information systematically. This study aimed to develop a Deep Learning Approach-based Electronic Student Worksheet (E-Worksheet) for teaching news writing that is valid, practical, and effective for seventh-grade junior high school students. This research employed the Research and Development (R&D) method using the ADDIE instructional design model, which consists of Analyze, Design, Development, Implementation, and Evaluation stages. The research was conducted at SMP Negeri 13 OKU, Indonesia. The participants included four Indonesian language teachers during the needs analysis stage, three expert validators (content, media, and language experts), three students in the one-to-one evaluation, nine students in the small-group evaluation, and thirty-six seventh-grade students in the field trial. Data were collected through observations, interviews, questionnaires, validation sheets, and news writing tests. Quantitative data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, the Wilcoxon Signed Rank Test, and N-Gain analysis with IBM SPSS Statistics Version 25. The findings revealed that the developed E-Worksheet achieved an average validity score of 86.50%, categorized as Very Valid. Practicality testing resulted in an average score of 91.36%, indicating that the product was Very Practical. Furthermore, the effectiveness test showed that students' average news writing score increased from 75.97 on the pretest to 86.53 on the posttest. The Wilcoxon Signed Rank Test indicated a statistically significant difference between the pretest and posttest scores ($p < 0.05$), while the average N-Gain score of 0.44 fell into the moderate improvement category. Therefore, the developed Deep Learning Approach-based E-Worksheet is considered valid, practical, and effective as an alternative digital instructional material to improve seventh-grade students' news writing skills.

| KEYWORDS

Electronic Student Worksheet, Deep Learning Approach, News Writing, ADDIE, Junior High School

| ARTICLE INFORMATION

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1. Introduction

Writing is widely recognized as one of the most complex productive language skills because it requires learners to generate ideas, organize information logically, and communicate messages effectively through written language (Harmer, 2004; Tarigan, 2013). In Indonesian language education, writing serves not only as a means of communication but also as a medium for developing critical thinking, creativity, and problem-solving abilities. Consequently, improving students' writing competence has become one of the primary objectives of language instruction in secondary education.

Within the Indonesian Merdeka Curriculum, seventh-grade students are expected to master the ability to write news texts by presenting factual information objectively while applying appropriate text structures and linguistic features (Ministry of

Education, Culture, Research, and Technology, 2022). Writing news texts requires students to identify essential information, organize the **5W+1H** elements, construct coherent paragraphs, and employ accurate language conventions. These competencies are essential because they help students develop information literacy and communication skills that are relevant to real-life situations.

Despite its importance, many students continue to experience difficulties in learning news writing. Previous studies have reported that students often struggle to identify news elements, organize ideas coherently, and apply appropriate linguistic features when writing news texts (Karisna, 2020; Murniasih et al., 2024; Zurtika & Nursaid, 2025). These challenges indicate that conventional instructional materials are often insufficient to facilitate meaningful learning experiences and encourage students to actively construct knowledge through authentic learning activities.

The integration of digital technology into education provides opportunities to develop more interactive instructional materials. One promising innovation is the **Electronic Student Worksheet (E-Worksheet)**, which enables students to access learning materials digitally while engaging in interactive activities, exercises, and assessments (Prastowo, 2013; Mayer, 2009). Compared with printed worksheets, E-Worksheets offer greater flexibility, accessibility, and opportunities for independent learning through digital platforms.

In addition to digital learning materials, current educational reforms emphasize the implementation of the **Deep Learning Approach**. According to the Indonesian Ministry of Primary and Secondary Education (2025), Deep Learning is characterized by **mindful learning, meaningful learning, and joyful learning**, encouraging students to understand concepts deeply, reflect on their learning experiences, and transfer knowledge into real-life contexts. Similarly, Fullan et al. (2018) argue that deep learning promotes critical thinking, collaboration, creativity, and authentic problem solving, which are fundamental competencies for twenty-first-century education.

The needs analysis conducted at SMP Negeri 13 OKU revealed that the school has adequate technological facilities, including computer laboratories, internet access, and multimedia equipment. Nevertheless, Indonesian language instruction still relies primarily on printed textbooks and conventional worksheets. Teachers expressed the need for interactive digital instructional materials that integrate the principles of the Deep Learning Approach, while students preferred learning materials that are visually attractive, easy to access, interactive, and capable of supporting independent learning.

Several previous studies have developed E-Worksheets for language learning using various instructional models and digital platforms (Canceriani, 2022; Samhati et al., 2025; Sibarani & Lubis, 2025). Other studies have investigated the implementation of the Deep Learning Approach in Indonesian language education (Suar Adnyana, 2024; Salamah & Rokhyanto, 2025). However, limited studies have integrated the Deep Learning Approach into the development of an E-Worksheet specifically designed for teaching news writing to seventh-grade junior high school students. This research gap highlights the necessity of developing innovative instructional materials that combine digital learning media with meaningful learning principles.

Therefore, this study developed a **Deep Learning Approach-Based Electronic Student Worksheet (E-Worksheet)** for teaching news writing. The product was designed using **Canva**, published as a digital flipbook through **Heyzine**, and integrated with **Google Forms** to facilitate interactive learning activities and assessment. The study aimed to determine the validity, practicality, and effectiveness of the developed E-Worksheet in improving seventh-grade students' news writing skills.

2. Method

This study employed the **Research and Development (R&D)** method using the **ADDIE instructional design model**, which consists of five sequential stages: **Analyze, Design, Development, Implementation,** and **Evaluation** (Branch, 2009). The ADDIE model was selected because it provides a systematic and flexible framework for developing educational products, particularly digital instructional materials.

The research was conducted at **SMP Negeri 13 OKU, South Sumatra, Indonesia**, during the second semester of the 2025/2026 academic year. The study involved different participants at each stage of the development process. During the needs analysis stage, **four Indonesian language teachers** and **thirty-six seventh-grade students** participated in identifying instructional needs. Product validation was conducted by **three expert validators**, consisting of a content expert, a media expert, and a language expert. The practicality evaluation involved **three students** in the one-to-one evaluation, **nine students** in the small-group evaluation, and **thirty-six students** in the field trial.

The selection of thirty-six students for the field trial followed the sampling guideline proposed by **Arikunto (2013)**, which suggests that when the population exceeds one hundred individuals, researchers may select approximately **10–25%** of the

population according to the research objectives. Since the total population consisted of **363 seventh-grade students**, a sample of **36 students (approximately 10%)** was considered representative for evaluating the developed product.

The development procedure followed the five stages of the ADDIE model.

Analyze

The analysis stage aimed to identify instructional problems and users' needs. Data were collected through classroom observations, interviews with Indonesian language teachers, and needs analysis questionnaires administered to students using **Google Forms**. Curriculum documents, learning outcomes, and relevant literature on **news writing** and the **Deep Learning Approach** were also analyzed to determine the product specifications.

Design

During the design stage, the researcher prepared the instructional framework of the E-Worksheet by determining the learning objectives, organizing learning materials, designing learning activities, preparing assessment rubrics, and developing the storyboard. The learning activities were designed according to the principles of the **Deep Learning Approach**, emphasizing **mindful learning, meaningful learning,** and **joyful learning**.

Development

The development stage focused on producing the electronic worksheet. The instructional content and visual layout were designed using **Canva**, while the completed product was published as a digital flipbook through **Heyzine**. Interactive learning activities requiring students' responses were integrated with **Google Forms** through embedded hyperlinks. The initial prototype was then evaluated by content, media, and language experts. Their comments and suggestions were used to revise and improve the product before implementation.

Implementation

The implementation stage consisted of three levels of product trials.

The first was the **one-to-one evaluation**, involving three students representing high-, medium-, and low-achieving learners. This stage aimed to identify problems related to readability, clarity of instructions, and usability.

The second was the **small-group evaluation**, involving nine students to examine the practicality of the product during classroom activities.

Finally, the revised E-Worksheet was implemented in a **field trial** involving thirty-six seventh-grade students to evaluate its practicality and effectiveness in improving students' news writing skills.

Evaluation

The evaluation stage assessed the overall quality of the developed product based on three criteria: **validity, practicality, and effectiveness**. Product validity was determined through expert validation. Practicality was evaluated using students' response questionnaires administered during the one-to-one evaluation, small-group evaluation, and field trial.

The effectiveness of the E-Worksheet was measured using a **One-Group Pretest–Posttest Design**. Students completed a pretest before using the E-Worksheet and a posttest after the instructional intervention. Their news writing performance was assessed using a standardized scoring rubric.

The collected data were analyzed using both qualitative and quantitative approaches. Qualitative data obtained from interviews, observations, and expert suggestions were analyzed descriptively. Quantitative data were analyzed using **IBM SPSS Statistics Version 25**. The analyses included descriptive statistics, the **Shapiro–Wilk normality test**, the **Wilcoxon Signed Rank Test** to examine differences between pretest and posttest scores, and the **Normalized Gain (N-Gain)** analysis to determine the magnitude of students' learning improvement.

Table 1. Research Design

Stage	Activities	Output
Analyze	Observation, interviews, needs analysis questionnaires	Needs analysis report

Design	Learning objectives, storyboard, assessment rubric, E-Worksheet design	Prototype design
Development	Product development, expert validation, revision	Validated E-Worksheet
Implementation	One-to-one, small-group, and field trial	Practicality and effectiveness data
Evaluation	Data analysis and final revision	Final E-Worksheet

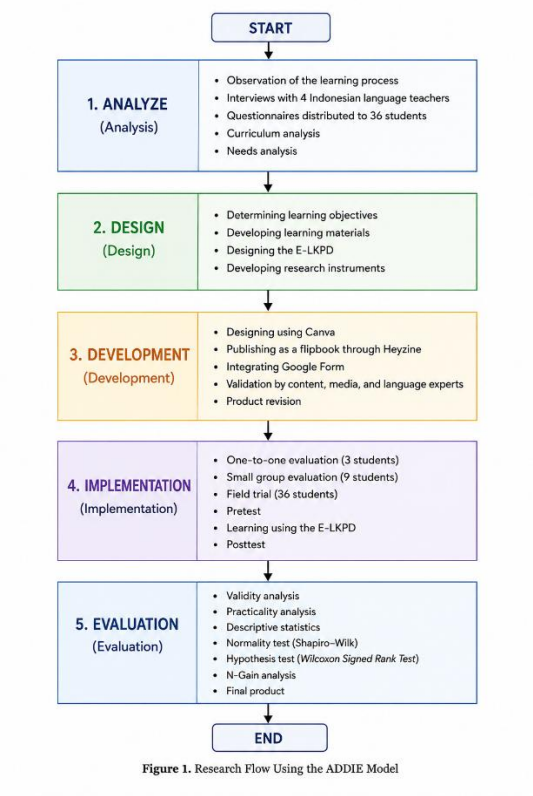

Figure 1. Research Flow Using the ADDIE Model

3. Results and Discussion

3.1 Needs Analysis

The needs analysis was conducted during the **Analyze** phase of the ADDIE model to identify the instructional needs of teachers and students regarding the development of a **Deep Learning Approach-Based Electronic Student Worksheet (E-Worksheet)** for teaching news writing. Data were collected through classroom observations, interviews with **four Indonesian language teachers**, and questionnaires administered to **thirty-six seventh-grade students**.

The classroom observations indicated that Indonesian language instruction had been implemented in accordance with the **Merdeka Curriculum** and was supported by adequate technological facilities, including computer laboratories, internet access, multimedia projectors, and digital devices. Nevertheless, the instructional materials primarily consisted of printed textbooks and conventional worksheets. Consequently, students had limited opportunities to engage in interactive digital learning activities that promote higher-order thinking and independent learning.

Interviews with teachers revealed that students experienced difficulties in identifying the **5W+1H** elements, organizing news text structures, developing factual information, and applying appropriate linguistic conventions. Teachers also expressed the need for innovative digital instructional materials capable of encouraging active participation and meaningful learning throughout the writing process.

Similarly, the questionnaire responses demonstrated that most students preferred digital learning materials over printed worksheets. Students expected instructional materials that were visually attractive, easy to access through smartphones and computers, interactive, and capable of providing immediate learning experiences through digital activities.

These findings indicate that developing an interactive E-Worksheet integrated with the **Deep Learning Approach** is highly relevant to the instructional needs of both teachers and students. According to Prastowo (2013), instructional materials should be designed based on learners' characteristics and learning needs to improve instructional effectiveness. Furthermore, the Indonesian Ministry of Primary and Secondary Education (2025) emphasizes that meaningful learning occurs when students actively construct knowledge through reflection, analysis, and authentic learning experiences.

Table 2. Summary of the Needs Analysis

Aspect	Findings
Curriculum	Merdeka Curriculum has been implemented.
Learning Facilities	Computer laboratory, internet access, multimedia projector, and digital devices are available.
Existing Teaching Materials	Printed textbooks and conventional worksheets.
Students' Difficulties	Identifying news elements, organizing text structure, and developing ideas.
Teachers' Expectations	Interactive digital instructional materials integrating the Deep Learning Approach.
Students' Expectations	Attractive, interactive, and easily accessible E-Worksheets integrated with Google Forms.

3.2 Development of the E-Worksheet

Based on the identified instructional needs, a **Deep Learning Approach-Based Electronic Student Worksheet (E-Worksheet)** was developed using the ADDIE instructional design model. The product was designed using **Canva** and published as a digital flipbook through the **Heyzine** platform. To enhance interactivity, hyperlinks directing students to **Google Forms** were embedded in activities requiring written responses.

The instructional content was organized according to the **Learning Outcomes (CP)** and **Learning Objectives (TP)** of the Merdeka Curriculum for seventh-grade Indonesian language learning. The E-Worksheet includes explanations of news texts, learning activities, contextual examples, guided exercises, reflective tasks, independent writing assignments, and assessment rubrics.

The implementation of the **Deep Learning Approach** is reflected in three fundamental learning principles: **mindful learning**, **meaningful learning**, and **joyful learning**. Students are encouraged to analyze authentic news events, reflect on real-life situations, collaborate with peers, and produce their own news texts based on factual information. These activities promote deeper conceptual understanding rather than rote memorization.

Compared with previous studies that mainly focused on developing E-Worksheets using **Google Classroom**, **Liveworksheets**, or **iSpring Suite** (Canceriani, 2022; Samhati et al., 2025; Sibarani & Lubis, 2025), this study integrates the **Deep Learning Approach** into every learning activity while utilizing **Heyzine Flipbook** and **Google Forms** to provide a more interactive digital learning environment. This integration represents the primary novelty of the developed instructional product.

3.3 Product Validity

The developed E-Worksheet was evaluated by three expert validators to determine its content validity, media quality, and linguistic appropriateness. Overall, the product achieved an average validity score of **86.50%**, indicating that it was **Very Valid** and suitable for classroom implementation after minor revisions.

Table 3. Product Validity Results

Validator	Percentage	Category
Content Expert	85.42%	Very Valid
Media Expert	90.00%	Very Valid
Language Expert	84.09%	Very Valid
Average	**86.50%**	**Very Valid**

The content expert confirmed that the instructional materials aligned with the learning outcomes and effectively incorporated the principles of the **Deep Learning Approach**. The media expert suggested improving several visual elements, page layouts, and illustrations while recommending the integration of **Google Forms** to increase interactivity. Meanwhile, the language expert recommended minor revisions related to spelling, word choice, and sentence effectiveness to enhance readability.

These findings support Nieveen's (1999) assertion that educational products should satisfy validity requirements before classroom implementation. Likewise, Tessmer (1993) emphasizes that formative evaluation through expert validation plays a crucial role in improving instructional product quality.

3.4 Practicality of the Developed E-Worksheet

The practicality of the developed E-Worksheet was evaluated through three stages of formative evaluation, namely **one-to-one evaluation**, **small-group evaluation**, and **field trial**, following Tessmer's (1993) formative evaluation procedure. The evaluation aimed to determine the usability, readability, attractiveness, and overall practicality of the product from the students' perspective.

Overall, the findings indicate that the developed E-Worksheet achieved a **Very Practical** category at every stage of implementation. The summary of the practicality results is presented in **Table 4**.

Table 4. Practicality Evaluation Results

Evaluation Stage	Number of Students	Percentage	Category
One-to-One Evaluation	3	**92.50%**	Very Practical
Small-Group Evaluation	9	**95.28%**	Very Practical
Field Trial	36	**92.50%**	Very Practical
Average	-	**93.43%**	**Very Practical**

The **one-to-one evaluation** involved three students representing high-, medium-, and low-achieving learners. The participants reported that the E-Worksheet was easy to use, visually attractive, and helpful for understanding the concepts of news writing. They also stated that the instructions were clear and the learning activities could be completed independently.

The **small-group evaluation**, involving nine students, produced the highest practicality score (**95.28%**). Students expressed positive responses toward the learning activities, interactive exercises, and the integration of **Google Forms**, which enabled them to complete assignments more efficiently. They also indicated that the E-Worksheet encouraged greater engagement throughout the learning process.

The final **field trial**, involving thirty-six seventh-grade students, yielded a practicality score of **92.50%**, confirming that the E-Worksheet remained highly practical when implemented in an actual classroom setting. Most students considered the digital worksheet easy to access, interesting, and helpful in improving their understanding of news writing.

These findings demonstrate that the developed E-Worksheet is highly practical and suitable for classroom implementation. According to **Nieveen (1999)**, practicality refers to the degree to which an educational product can be implemented successfully by its intended users. Likewise, **Tessmer (1993)** argues that formative evaluation is essential for identifying users' responses and ensuring the usability of instructional products before broader implementation.

3.5 Effectiveness of the Developed E-Worksheet

The effectiveness of the developed E-Worksheet was evaluated using a **One-Group Pretest–Posttest Design** involving thirty-six seventh-grade students. Students completed a pretest before the implementation of the E-Worksheet and a posttest after completing the learning activities.

Descriptive Statistics

The descriptive statistical analysis revealed a substantial improvement in students' news writing performance after using the developed E-Worksheet.

Table 5. Descriptive Statistics of Students' News Writing Scores

Indicator	Pretest	Posttest
Number of Students	36	36
Mean	**75.97**	**86.53**
Median	76.00	86.50
Mode	75	84
Standard Deviation	7.15	4.33
Minimum Score	50	80
Maximum Score	90	95

The average score increased from **75.97** in the pretest to **86.53** in the posttest, representing an improvement of **10.56 points**. The increase in the median and mode further indicates that the improvement occurred across the majority of students rather than only a few individuals.

Moreover, the standard deviation decreased from **7.15** to **4.33**, suggesting that students' learning outcomes became more homogeneous after the implementation of the E-Worksheet. The lowest score also increased substantially from **50** to **80**, indicating that students with initially lower achievement experienced considerable improvement.

Learning Mastery

Table 6. Students' Learning Mastery

Category	Pretest	Posttest
Students achieving mastery (≥75)	**22 (61.11%)**	**36 (100%)**
Students below mastery (<75)	**14 (38.89%)**	**0 (0%)**

Before the intervention, only **61.11%** of the students achieved the minimum mastery criterion. After using the developed E-Worksheet, **all students (100%)** successfully achieved the required learning standard. This finding demonstrates that the developed instructional material effectively supported students in mastering the competencies of news writing.

Normality Test

Prior to hypothesis testing, the data were examined using the **Shapiro–Wilk normality test** because the sample size consisted of fewer than fifty participants.

Table 7. Shapiro–Wilk Normality Test

Variable	Sig.	Interpretation
Pretest	**0.016**	Not Normally Distributed
Posttest	**0.190**	Normally Distributed

The Shapiro–Wilk test indicated that the **pretest scores were not normally distributed** ($p = 0.016 < 0.05$), whereas the **posttest scores were normally distributed** ($p = 0.190 > 0.05$). Since one dataset violated the assumption of normality, a **non-parametric statistical test** was considered more appropriate. Therefore, the **Wilcoxon Signed Rank Test** was employed to test the research hypothesis.

Wilcoxon Signed Rank Test

Table 8. Wilcoxon Signed Rank Test

Indicator	Result
Positive Ranks	36
Negative Ranks	0
Ties	0
Z-value	-5.257
Sig. (2-tailed)	**0.000**

The Wilcoxon Signed Rank Test revealed that **all thirty-six students obtained higher scores in the posttest than in the pretest**, as indicated by **36 positive ranks**, **0 negative ranks**, and **0 ties**. Furthermore, the significance value of **0.000 ($p < 0.05$)** confirmed a statistically significant difference between the pretest and posttest scores.

Therefore, the null hypothesis (**H_0**) was rejected, and the alternative hypothesis (**H_1**) was accepted. These findings indicate that the implementation of the **Deep Learning Approach-Based E-Worksheet** significantly improved students' news writing skills.

N-Gain Analysis

To determine the magnitude of students' learning improvement, the **Normalized Gain (N-Gain)** analysis was conducted.

Table 9. N-Gain Summary

Indicator	Result
Lowest N-Gain	0.37
Highest N-Gain	0.60
Average N-Gain	**0.44**
Category	**Moderate**

The average N-Gain score of **0.44** indicates a **moderate improvement** in students' news writing performance. Individual N-Gain scores ranged from **0.37** to **0.60**, and all students fell within the **moderate improvement** category. Interestingly, students with lower initial achievement demonstrated relatively greater improvement than those who had higher pretest scores, suggesting that the developed E-Worksheet effectively supported learners with varying academic abilities.

General Discussion

The overall findings demonstrate that the developed E-Worksheet successfully fulfilled the three essential quality criteria proposed by **Nieveen (1999)**, namely **validity, practicality, and effectiveness**. The product achieved a **Very Valid** category (86.50%), a **Very Practical** category (93.43%), and significantly improved students' news writing achievement, as evidenced by the Wilcoxon Signed Rank Test and the moderate N-Gain score.

The integration of the **Deep Learning Approach** encouraged students to engage in **mindful**, **meaningful**, and **joyful** learning activities. Rather than merely memorizing concepts, students actively analyzed authentic events, identified factual information, reflected on their learning experiences, and produced complete news texts. These findings support **Fullan et al. (2018)** and the **Ministry of Primary and Secondary Education (2025)**, who argue that deep learning fosters critical thinking, authentic understanding, and knowledge transfer.

Furthermore, the present study extends previous research by **Canceriani (2022)**, **Samhati et al. (2025)**, and **Sibarani and Lubis (2025)** through the integration of the **Deep Learning Approach**, **Heyzine Flipbook**, and **Google Forms** into a single digital learning environment. This combination provides students with a more interactive, reflective, and student-centered learning experience while simultaneously enhancing their news writing competence.

4. Conclusion

This study successfully developed a **Deep Learning Approach-Based Electronic Student Worksheet (E-Worksheet)** for teaching news writing to seventh-grade junior high school students using the **ADDIE instructional design model**. The development process involved five systematic stages: Analyze, Design, Development, Implementation, and Evaluation, resulting in a digital instructional material that integrates meaningful learning activities with interactive technology.

The findings indicate that the developed E-Worksheet satisfies the three fundamental quality criteria of educational product development: **validity, practicality, and effectiveness**. The product achieved an average validity score of **86.50%**, indicating that it is **Very Valid** according to expert judgment. Furthermore, the practicality evaluation resulted in an average score of **93.43%**, demonstrating that the E-Worksheet is **Very Practical** and can be implemented effectively in classroom instruction.

The effectiveness evaluation demonstrated a significant improvement in students' news writing achievement. The average score increased from **75.97** on the pretest to **86.53** on the posttest, while the percentage of students achieving the minimum mastery criterion increased from **61.11%** to **100%**. Statistical analysis using the **Wilcoxon Signed Rank Test** confirmed a significant difference between the pretest and posttest scores ($p < 0.05$). Moreover, the average **N-Gain score of 0.44** indicated a **moderate level of learning improvement**, suggesting that the developed E-Worksheet effectively enhanced students' news writing competence.

Overall, the findings suggest that the **Deep Learning Approach-Based Electronic Student Worksheet** can serve as an effective digital instructional material for Indonesian language learning. The integration of **Heyzine Flipbook**, **Google Forms**, and the principles of **mindful learning, meaningful learning, and joyful learning** provides meaningful learning experiences that encourage students to develop critical thinking, creativity, and authentic writing skills.

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