



Development of News Text Writing E-Module Designing The Concept of Differentiation for Senior High School Students

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Abstract: This research aims to produce a product as an e-module for writing news texts with the concept of differentiation. The research method used was Research and Development (R&D) with the ADDIE model consisting of five stages, namely analysis, design, development, implementation, and evaluation. Data collection techniques were carried out through observation, interviews, questionnaires, and initial tests of news text writing ability. The data sources were teachers and students of grade XI high school. Based on the needs analysis data, the e-module was designed and developed, then validated by material experts, learning experts, media experts, and expert practitioners. The data analysis technique used quantitative and qualitative analysis. Expert validation showed that this product was "very feasible" to be used as teaching material for writing news texts with an average assessment percentage reaching 96%. The results showed that the news text writing e-module designed with the concept of differentiation proved to be effective in improving the ability of grade XI students to write news texts. This is evidenced by the significant improvement of the initial and final test results of the ability to write news texts with a significance value of <0.001 through the Wilcoxon test. The research product also received positive responses from users both in terms of students and teachers with achievement of 93% and 91% feasibility percentages respectively. It can be concluded that the news text writing e-module designed with the concept of differentiation meets the needs and expectations of users and can be used to improve the ability to write news texts for high school students.

Article History

Received: 17-01-2025

Revised: 20-02-2025

Accepted: 04-03-2025

Published: 21-03-2025

Key Words:

E-Module; News Text;
Differentiation Concept.

How to Cite: Aegustinawati, A., Mulyati, Y., & Kurniawan, K. (2025). Development of News Text Writing E-Module Designing The Concept of Differentiation for Senior High School Students. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 11(1), 270-280. doi:<https://doi.org/10.33394/jk.v11i1.14790>



<https://doi.org/10.33394/jk.v11i1.14790>

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Introduction

Students' ability to write news texts is said to be still low (Andani & Anggraini, 2023; Andriyani et al., n.d.; Elvia, 2022; Islamidar, 2020; Marta et al., 2020; Yeli et al., 2023). Students' difficulties mainly lie in fulfilling the elements and structure of news texts, as well as linguistic rules, especially in the use of standard language and effective sentence construction (Andani & Anggraini, 2023; Putri & Basri, 2020; Yeli et al., 2023). Students' interest in learning to write news texts is also said to be low (Marta et al., 2020). This phenomenon shows that intervention is needed both in the form of providing teaching materials and learning strategies.

One of the reasons for students' difficulties in writing news texts is the lack of learning resources. Teachers in schools generally still rely on textbooks published by the government as the main and only source of learning (Abdullah, 2012; Rahmawati, 2015; Supriadi, 2015). This shows that teachers still have limitations in accessing varied teaching materials. Based on research by Marisa et al. (2020) found that the use of textbooks as the only source of learning makes learning less effective. The learning achievement of students



who utilize many learning resources is found to be better than students who only rely on one learning resource (Abdullah, 2012; Darmayasa et al., 2018; Supriadi, 2015).

In today's modern digital world, one of the important teaching materials to be developed is e-modules. The development of e-modules is in line with the paperless culture that has become increasingly massive since the era of the Industrial Revolution 4.0. Modern society began to leave the provision of manual materials towards the provision of digital-based materials. This situation also takes place in the world of education (Pramono et al., 2021). Afrianto (2018) and Dito & Pujiastuti (2021) in their research reports state that the digital era has had a major impact on the world of education. Digitalization in education has a positive impact on learning activities in the classroom. This is inseparable from the background of students who are close to the digital world. Students who attend elementary to secondary school today are a digital generation or commonly known as digital native (Jannah, 2020; Rahma et al., 2023). Today's young generation was born in a digitalization situation that penetrates all aspects of life. Therefore, the digital generation is more skilled and more adaptable to computerized things. This positive side is an opportunity that must be optimally utilized by teachers in teaching and learning activities in the classroom. Technological sophistication must be used to achieve learning objectives. Developing digital-based teaching materials is one step that can be taken. The use of e-modules in learning has been widely proven to increase motivation, independent attitudes, and student learning outcomes (Ayunda et al., 2024; Dini et al., 2023; Faizah et al., 2023; Kusumantoro et al., 2022; Purnomo et al., 2023; Sanova et al., 2022; Sari et al., 2020; Situmorang et al., 2020; Sumarmi et al., 2021; Yusmar et al., 2024).

Another challenge faced by teachers in schools is the different characteristics of students. Present in the classroom as unique individuals with diverse backgrounds, each student certainly has differences from one another. The consequence of differences in student characteristics leads to different needs. This is normal because each student has a different background which results in different readiness, interests, and learning styles. Classical-mass learning is no longer relevant to the demands of meeting the needs of each student. The uniformity of content, process, and product aspects of learning is considered an obstacle to students' progress in achieving learning goals (Tomlinson, 2001).

Differentiated learning has become a central issue in education today. Erickson (2002) and Hall (2002) say that differentiated learning is based on the belief that student diversity is not an obstacle, but an opportunity for effective learning. The concept of differentiation in learning is defined as providing diverse services in terms of differences in student characteristics (Mumpuniarti et al., 2023; Purba et al., 2021; Rintayati et al., 2022). The main goal of differentiation in learning is to increase the potential of each student in terms of academics as well as confidence and respect for their abilities (McTighe & Brown, 2005). Differentiated learning is considered to have advantages because it provides opportunities for each student to develop according to their abilities (Tomlinson, 1999).

Several studies have shown that differentiated learning is effective in improving students' interest and learning outcomes (Amini et al., 2023; Kharismawati et al., 2023; Nuriyani et al., 2023; Simarmata et al., 2024; Simbolon et al., 2022; Sutrisno & Hernawan, 2023; Yulianti, 2022). This research was conducted on pantun, short story, persuasion text, and exposition text, among others. In the context of news text material, research on the implementation of differentiated learning was conducted by Wijaya et al. (2024), Gusneli (2024), dan Yusuf (2024). These three studies concluded that differentiated learning strategies affect improving student learning outcomes. Research on teaching materials based on differentiated learning was conducted by Nince (2023) who developed teaching modules



based on differentiated learning in statistics material for junior high school students and Murniasih et al. (2024) who examined the development of differentiated learning teaching materials for writing news texts with local wisdom insights for junior high school students. The teaching materials developed by the two researchers are conventional or paper-based teaching materials. Meanwhile, research on the development of teaching materials based on differentiated learning in digital format, especially in news text writing material, has not yet been carried out.

In contrast to previous studies, this research seeks to fill the existing void by developing digital teaching materials in the form of e-modules for writing news texts designed with the concept of differentiation. This study hypothesizes that the e-module designed with the concept of differentiation will be able to improve students' ability to write news texts significantly. Therefore, this research aims to produce a product in the form of an e-module for writing news texts designed with the concept of differentiation for high school students.

Research Method

This study used the research and development (R&D) method with the ADDIE model (analyze, design, develop, implement, and evaluate) initiated by (Branch, 2009). The evaluation stage was conducted throughout the research stages. That is, it is not only the final stage of the research. Therefore, revision activities were carried out at the end of each research stage. The data sources of this research consisted of students, teachers, material experts, learning experts, media experts, and practitioner experts. Students and teachers came from SMA Negeri 3 Bandung. The determination of the research sample used a purposive sampling technique to ensure that the respondents had relevant qualifications in accordance with the research objectives. Data collection was conducted through observation, bibliometric analysis, interviews, questionnaires, tests, and product trials. The e-module product development utilized several applications as tools including Microsoft Word, Canva, Super Sound, Scratch, Google Docs, Google Drive, Google Form, Jotform, Google Classroom, Kahoot, and Heyzine Flipbook. These various software allow the developed e-module to present material in the form of text, audio, video, and links that can connect users to other pages.

Data analysis techniques included quantitative and qualitative analysis. Quantitative analysis was used to calculate validation scores from experts to determine the percentage of product feasibility and to determine user responses. In addition, it was also used to calculate product effectiveness through normality test, homogeneity test, and Wilcoxon test. Qualitative analysis was used to assess suggestions and input from the validators.

Results and Discussion

The first stage in the ADDIE model R&D research is to conduct a needs analysis. Before the product was developed, researchers first analyzed the needs of students and teachers for e-modules for writing news texts with differentiation concepts. The series of analysis activities consisted of observing the teaching materials used by students and teachers, conducting interviews, distributing questionnaires, and conducting initial tests of students' abilities in writing news texts.

From the observations made, it is known that students still rely on textbooks as the main source of learning. The textbooks in question are textbooks published by the government. This confirms the research results of Abdullah (2012), Rahmawati (2015), and Supriadi (2015) who found that government-issued textbooks are the main and only learning



resources in classroom learning. In the interviews conducted, the research informants acknowledged the limitations of companion teaching materials for writing news texts that were designed with students' characteristics in mind. On the other hand, teachers recognize that companion teaching materials such as e-modules that facilitate students' individual differences are needed, especially in writing news texts. This is because students are recognized as having diverse readiness, interests, and learning styles. The reason for choosing digital companion teaching materials is because they are considered practical and flexible to use.

To corroborate the data on the condition of accompanying teaching materials, especially the current e-module for writing news texts, researchers conducted a bibliometric analysis. Bibliometric analysis is a tool used to map the development of research and mapping of science (Aria & Cuccurullo, 2017; Chen, 2016). Bibliometric analysis is often used by researchers to find research gaps or gaps in research that have not yet been explored so that it becomes a novelty or novelty value for the research to be carried out. Bibliometric analysis in this study is used to see the results of research related to the e-module of writing news texts with the concept of differentiation. Initially, the researchers utilized the Publish or Perish software developed by Anne-Wil Harzing to find articles related to the subject matter. By using the keywords "e-module", "news text writing", and "differentiated learning" on Google Scholar search with a range of 2019 to 2024, 760 articles were found that discussed these three topics. Based on co-occurrence analysis in Vosviewer, research on e-modules and differentiated learning has not been connected. In other words, it can be stated that research on e-modules with the concept of differentiation is still very rare.

Many e-module studies have been conducted since 2022 and before. Meanwhile, research on differentiated learning emerged and was widely conducted in 2023 and after. Based on the density visualization, it can be seen that there is still no direct relationship between the topics of e-module and differentiated learning. This means that not much research has been done on e-modules designed with the concept of differentiation.

The needs analysis in this study was also conducted to determine students' interests, learning styles, and learning readiness. This is important to know because differences in readiness, interests, and learning styles will be the basis for differentiation carried out in the aspects of content, process, and product. Data was obtained from a questionnaire distributed to 100 respondents showed that students' interest in writing news texts was still low. As many as 55% of students admitted that they did not like learning to write news texts. As many as 88% of students claimed to have difficulty in writing news texts. Factors that can motivate students to like material were found to include topics that match students' interests (86%), interesting and interactive teaching materials (75%), fun learning methods (61%), and motivation from teachers (26%). Meanwhile, students' interest in news text topics was found to be very diverse, including arts and entertainment (88%), politics and government (77%), education and religion (66%), environment and health (67%), and sports (65%). Knowing students' interest in learning can increase students' learning motivation (Heacox, 2012; Santrock, 2011).

The aspect of student learning styles known from the needs analysis is very diverse. It can be said that there is no learning style that dominates over other learning styles. Based on the questionnaire distributed to respondents, it was found that 36% of students have a visual learning style, 34% of students have an auditory learning style, while the remaining 30% of students have a kinesthetic learning style. Knowing students' learning styles including visual, auditory or kinesthetic will greatly help teachers in adjusting learning methods and strategies according to the way students process information (Fleming & Mills, 1992). From this

analysis, it can be seen that students have diversity both in terms of interests and learning styles.

To find out the readiness aspect of students' learning, researchers conducted an initial test of their ability to write news texts. Based on the pretest results, it is known that the average score of students only reaches 60 or is categorized as sufficient. This shows that the level of students' ability in writing news texts is still categorized as low. Based on the results of the initial test and questionnaire, it is known that there are three factors that cause students' difficulties in producing a good news text. The first factor is the difficulty in finding ideas and gathering information to be written into a news text. The second factor is the difficulty in developing the parts in the news text according to the structure of the news text. The third factor is the difficulty in choosing the right and appropriate words and sentences used in the news text. The first factor is a factor that occurs before writing news texts, while the second and third factors are factors that occur when writing news texts. It can be concluded that students' difficulties in writing news texts include pre-writing activities of news texts as well as activities at the time of writing news texts.

Interviews with the respondent teachers revealed that the learning activities for writing news texts tend to focus on modeling and text analysis. From there, the learning activity then jumps to the activity of writing news texts. Students are not equipped with direct experience of the events that are the basis for writing news texts. This direct experience provides an opportunity for students to develop writing skills that are more authentic and relevant to real situations (Sukma & Puspita, 2023; Tarigan, 2008). However, the reality in the field shows that teachers have not focused on prewriting activities. Students have not been given the opportunity to carry out event coverage and conduct interviews directly so that data can be obtained from which to write news texts.

After the e-module design is finalized, then move on to the development stage. At this stage, the design that has been prepared is applied in the form of preparing the e-module in accordance with the format that has been designed. E-modules are prepared to meet the needs of diverse students. Therefore, the material is presented in the form of a combination of text, audio, and video. Efforts to provide diverse module content are in line with the opinions of experts. Optimal utilization of multimedia features in learning is said to increase students' understanding of learning materials (Heinich et al., 2002; Mayer, 2017; Smaldino, 2014). The preparation of e-modules uses various development tools such as Microsoft Word, Canva, Super Sound, Scratch, Google Docs, Google Drive, Google Form, Jotform, Google Classroom, Kahoot, and Heyzine Flipbook.

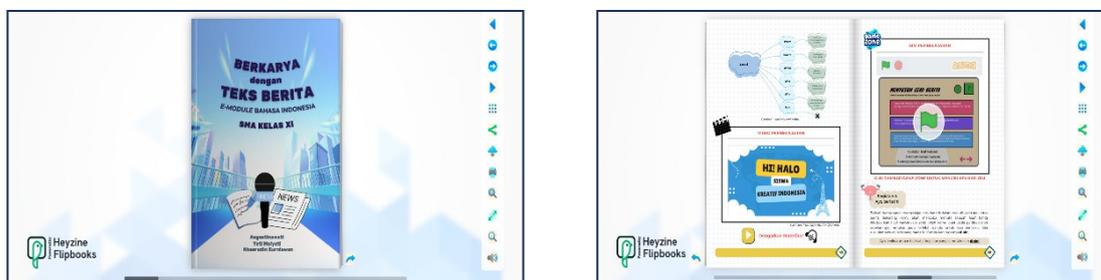


Figure 1. Design of news text writing e-module with differentiation concept design

After the e-module development was completed, the product was then validated by experts. This validation is to see the feasibility of research products. The validation was conducted by 11 validators with details of 4 material experts from academics and journalists, 2 learning experts, 2 media experts, and 3 practitioner experts. The validation results showed that the e-module for writing news texts with the differentiation concept developed was



categorized as "very feasible". The percentage of product feasibility developed in this study reached 96%. Referring to the product feasibility criteria described by (Arikunto, 2009), the criteria for this research e-module product according to the experts is 'very feasible'.

After the improvement stage was completed, the product was then tested on a limited basis with 34 high school students in grade XI. Product testing is a step in the fourth stage, namely implementation. Product implementation is an important part of seeing the effectiveness of research products. According to (Branch, 2009; Sugiyono, 2015), limited product trials are needed to determine the advantages and disadvantages of the product before it is used in a wider scope. The following presents the results of the initial test and the final text of students' ability to write news texts.

Table 1. News Text Writing Ability Before and After Product Trial

No.	Category	Before Product Trial		After Product Trial	
		Number of Students	Percentage	Number of Students	Percentage
1.	Very good	1	2,94%	21	61,76%
2.	Good	10	29,41%	13	38,23%
3.	Simply	23	67,64%	0	0%
4.	Less	0	0%	0	0%
5.	Very Less	0	0%	0	0%

From the pretest data of the research respondents with an average score of 60 and posttest with an average score of 82, it is known that the average score of the students' final test has increased by 22 points. A summary of the pretest and posttest score comparison data can be seen in the following table .

To determine the effectiveness of the product in improving the ability to write news texts, the normality test and homogeneity test were conducted. The normality test was carried out on the initial and final test data of the research respondents. The following are the results of the normality test of the two data calculated with the IBM SPSS version 30 application.

Table 2. Normality Test Results of Preliminary and Final Test Data

Tests of Normality							
	Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Test Results of News Text Writing Ability Class XI Students	Pretest	.185	40	.001	.892	40	.001
	Posttest	.146	33	.073	.925	33	.026

a. Lilliefors Significance Correction

Based on the results of the statistical test of data normality through SPSS with Kolmogorov-Smirnov and Shapiro-Wilk normality test, the pretest data is known that the sig. value is 0.001 which means it is smaller than 0.05. This means that the pretest data is abnormal. Meanwhile, posttest data with the Kolmogorov-Smirnov Shapiro-Wilk normality statistical test shows a sig value smaller than 0.05, which means that the posttest data is also known to be abnormal.

Table 3. Homogeneity Test Results of Preliminary and Final Test Data

Test	Levene Statistic	df1	df2	Sig.
Pretest vs Posttest	5.128	1	66	0.026

Based on the results of the statistical test of data homogeneity through SPSS with Levene's Test, it is known that the sig. value of pretest and posttest is 0.026 or smaller than 0.05. This indicates that there is a significant difference in variance between the pretest and posttest data. It can be concluded that the pretest and posttest data based on Levene's Test is not homogeneous data. Therefore, the T test (Paired Samples Test) cannot be performed because the T test can only be applied to samples that are normally distributed and at the same time



homogeneous. For paired data that is not normal and not homogeneous, another test analysis is used, namely the Wilcoxon Signed Rank Test.

Table 4. Wilcoxon Signed Rank Test Table

Test Statistics ^a	
	Posttest - Pretest
Z	-5.017 ^b
Asymp. Sig. (2-tailed)	<,001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the Wilcoxon test data as shown in table 4.25, it can be seen that the Z value of this research data is -5,017 which shows the difference in rank between pretest and posttest. The negative value indicates that the posttest score is higher than the pretest in most subjects in the research data. In addition, it is also known that the significance value of this research data is less than 0.001 or less than 0.05. Therefore, it can be concluded that there is a statistically significant difference between the pretest and posttest results. In other words, there is a significant increase between the pretest and posttest scores.

The final stage of the research was to conduct an evaluation. This final evaluation stage was carried out by giving response questionnaires to students and teachers. The results of student responses showed an average percentage value of 93% or categorized as "very suitable", while the results of teacher responses reached 91% or categorized as "very suitable". Thus, the developed product received positive responses from both students and teachers. It means that the e-module for writing news texts with the differentiation concept developed is considered effective and meets the needs and expectations of users.

The results of this study strengthen the theory that the application of differentiated learning can improve student learning outcomes, especially in learning the material of writing news texts (Erickson, 2002; Hall, 2002; Tomlinson, 1999). The product of this research can be utilized as an alternative teaching material in digital format for teachers to improve students' ability to write news texts. E-module of writing news text with differentiation concept can be used by students to learn independently. The ease of features and the variety of content in the e-module in accordance with students' readiness, interests, and learning styles can increase students' motivation in learning. Conceptually, the implication of this research strengthens the theory that student diversity in terms of readiness, interest, and learning style is not an obstacle, but an opportunity to improve learning effectiveness. The results of this study also confirm that the utilization of e-modules as digital teaching materials with the concept of differentiation can be an effective alternative in learning to write news texts. Practically, the results of this study have implications for significantly improving the ability to write news texts of grade XI students. In addition, with interactive multimedia features, this e-module allows students to learn independently according to their learning style. This contributes to increasing students' independence and motivation in learning the material of writing news texts.

Conclusion

This study concludes that the development of e-modules for writing news texts designed with the concept of differentiation is effective in improving students' ability to write news texts. The results of expert validation with an average percentage reaching 96% indicate that this product is "very feasible" to be used as a companion teaching material in writing news texts. Positive responses from students and teachers with an average percentage of 93% and 91% indicate that this product is in accordance with the needs and expectations of users. That



means, this research product is very appropriate to be used to improve the ability to write news texts for high school students.

Recommendation

Future researchers are advised to develop digital teaching materials with differentiation concepts that do not only focus on differences in readiness, interests and learning styles, but also add environmental aspects. The results of this study can be a reference for the development of digital teaching materials for writing news texts and differentiated learning so that more innovative and creative products can be created. This research product can be a reference for teachers in designing teaching materials that adapt to student characteristics. Teachers can adopt differentiation strategies that have been implemented in the e-module, such as diagnostic assessment to determine students' readiness, interest, and learning style before determining the appropriate learning approach. The results of this study provide recommendations to schools and policy makers to further encourage the development and use of digital teaching materials in learning. The implementation of this e-module can be part of an effort to improve students' digital literacy while overcoming the limitations of conventional teaching materials.

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