Developing a Process-Based Learning Module to Enhance Writing Competence in Journalism Education

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Abstract: Developing a Process-Based Learning Module to Enhance Writing Competence in Journalism Education. Learning to write news texts for journalism concentration students still faces obstacles, so it is necessary to develop teaching materials in the form of modules that can help students master news text writing skills in a more targeted manner. This study aims to develop a news text writing module based on a process approach to improve writing skills in a directed manner. The method used is research and development (R&D), encompassing the stages of needs analysis, module design, expert validation, and student trials. This study involved five experts and 74 students from five universities in Yogyakarta. Based on the assessment results by material expert I, it obtained a score of 4.63 and was categorized as very good; material expert II obtained a score of 3.97 and was categorized as good. Furthermore, the assessment by graphic experts yielded a score of 4.12 (good), by linguistic experts a score of 4.08 (good), and by learning strategy experts a score of 4.6 (very good). The effectiveness test yielded a p-value of 0.000, indicating that the module is effective in improving the students' ability to write news texts. The novelty of this research lies in integrating the process approach with the typical journalistic language guide in the form of a systematic module, which has not been developed specifically for journalism concentration students. Therefore, the use of news text writing modules based on a process approach is suitable as teaching material because it guides students through every stage of writing, from drafting to editing, provides linguistic support across a variety of journalism, and has a positive impact on writing skills and learning effectiveness.

Keywords: learning modules, writing competence, news text, process approach.

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■ INTRODUCTION

Writing is a productive skill that requires ability, precision, and language skills. In journalism, writing is an essential skill that prospective journalists must master (Abad-Castro et al., 2025). A journalist is required to convey field facts straightforwardly, systematically, and in a manner easily understood by the public (Stoll et al., 2022). Nevertheless, news writing skills among students, particularly those concentrating on journalism, remain diverse. Some students can write according to linguistic and journalistic rules, but others still face obstacles in writing practice, including news structure, language, and the flexibility of writing style (Fernández-Barrero et al., 2024).

The problem of students' ability to write news is inseparable from the limitations of the available teaching materials (Cahyadi et al., 2022). So far, learning to write news in college

tends to emphasize theory and discussion rather than writing practice (Moorhouse, 2024). Student journalism training focuses more on discussion, even though the real essence of journalism is writing (Nam & Bai, 2023; Smith & Storrs, 2023; Wenzel & Crittenden, 2021). Modules, as thematic learning tools developed in a contextual manner, contain information, activities, and exercises that allow students to actively build their knowledge and skills (Logan et al., 2021). Thus, modules can be understood as structured, practical, and applicative teaching materials that not only present knowledge but also encourage independence, active participation, and mastery of competencies gradually and continuously.

In addition, the lack of modules in the guide to learning to write journalism is also very rare and difficult to find. This condition creates a gap between the need for learning to write news at the student level and the availability of modules that are applicable, systematic, and relevant to field practice. The problem of students' news writing skills is increasingly evident, as their attention is often divided among various areas of study (Mulyaningsih et al., 2022). As a result, news writing practice does not get adequate attention, even though it involves straight news, in-depth news, and featured news, and requires an in-depth understanding and ongoing practice with systematic guidance. In reality, students generally lack adequate writing skills, and the references they use remain limited (Craig & McKinney, 2010; Mulyani et al., 2025; Wulansari et al., 2024). This shows that learning materials are needed in the form of modules that bridge theory and practice and train students gradually to develop the competence to write news in accordance with linguistic and journalistic rules.

Student competence has indeed been observed in learning, for example, in the Communication Science Study Program at FISIP Atma Jaya University, Yogyakarta, and the PBSI Sarjanawiyata Tamansiswa University, where most students can write news. However, when going straight into the field, their skills are still limited, especially in writing in-depth news, which requires time, precision, and the ability to dig deeper into data. Meanwhile, the writing of straight news Demands speed and sharpness of thought (Atkinson & Flanagan, 2024). This fact underlies the importance of developing news text writing modules for journalism concentration students.

In general, students have the basics of journalism, including reporting skills and news preparation. However, mastery of linguistic rules and journalistic principles needs to be continuously trained, because writing news is different from writing academics (Bacea & Gumanoy, 2025). If academic writing is rigid and literature-based, the news must be factual, straightforward, and easy to understand once read. Therefore, news writing learning modules are needed to help students practice independently and in a directed manner. This module is important not only for students of the journalism concentration but also for anyone who wants to master news writing skills.

Previous research has developed various writing-teaching materials using different approaches. Research study by Iftanti et al. (2025), Jaya & Mortini (2023), Wardani et al. (2023), and Wismanto et al. (202Expert input and student responses are used to revise the product and improve the effectiveness of modules in improving writing skills. However, until now, there have been few studies that have specifically developed modules for writing straight news texts and in-depth news stories using a process approach for students in a college journalism concentration. Research studies by Alharbi (2023), Javaid et al. (2023), Labadze et al. (2023), and Zulaeha et al. (2023) discuss the development of writing skills across modules and media and information technology-based approaches. These studies show the effectiveness of writing tools in improving writing skills. However, until now, there have not been many

studies that have specifically developed moduA large-scale trial was then conducted with 74 students, comprisingss approach for journalism concentration students in college. The existing news writing modules have not provided a detailed technical description of their writing. The news text writing module, based on the process approach, provides an overview of each stage of writing news pieces, along with the relevant topics journalists work on. The speed of information flow enabled by social media poses a challenge for journalists in presenting information to their readers. However, accuracy and completeness of information must remain the basis for writing news texts. Module writing news texts with a relevant process approach for learnin, accompanied by correct journalistic grammar, so that the writing is easy for readers to understand.

This research presents a novel approach by developing a news text writing module that outlines the technical stages of writing in detail, ranging from reportage and fact processing to the preparation of news texts in accordance with linguistic rules and journalistic principles. This module is designed not only as a support for classroom learning but also as a means of independent learning for students. Thus, this module bridges the gap between the theory and practice of news writing and trains students to navigate field dynamics when pursuing a career in journalism. So far, news writing instruction at many universities in Indonesia remains predominantly product-oriented, emphasizing the final product of the text without providing adequate guidance on thought processes, the organization of ideas, and technical writing skills. As a result, students often struggle to develop texts systematically and in accordance with journalistic rules. The process approach can overcome these weaknesses by emphasizing sequential steps from pre-writing through drafting, revising, and editing, so that students not only understand the theory but are also skilled in executing news writing in its entirety.

Based on the background description above, the problem of this research can be formulated How is the initial description of learning to write news texts for journalism concentration students, as well as the development and feasibility of a news text writing module based on a process approach for journalism concentration students? Thus, this research focuses on the development of news text writing modules based on a process approach, expected to improve students' skills in writing direct, in-depth news texts and to make a real contribution to strengthening journalistic education in higher education. Based on the background description, the problems of this research are formulated as follows: (1) how is the initial description of learning to write news texts for journalism concentration students; (2) how to develop and feasibility of the news text writing module based on the process approach; and (3) how relevant is the module to the current development of news writing learning. This research focuses on the development of a news text writing module based on a process approach, expected to improve students' skills in writing direct, in-depth news, and make a real contribution to strengthening journalistic education in higher education. This module is also designed to equip students to address contemporary challenges in journalistic practice, such as the demands of rapid news production, the need to verify data amid digital information flows, and the need to adapt to various online publication platforms. Through the process approach, students are not only trained to write accurate news in accordance with the rules but also taught to manage the dynamics of modern news writing ethically, critically, and in ways relevant to the needs of the media industry.

■ **METHOD**

The research method used is Research and Development (R&D), so this research focuses on the product development process and on testing its effectiveness (Borg & Gall, 1983).

R&D research is a research method that aims to produce a new product and test its effectiveness (Sugiyono, 2008). Borg and Gall explain that R&D research includes a series of systematic steps, starting from preliminary research and data collection, product development planning, initial product development, initial testing, product refinement, follow-up testing, product revision, to producing a final product that is ready for implementation (Borg & Gall, t.t.). In this study, the product developed is a Module for Writing News Texts Based on a Process Approach for journalism concentration students.

Participants

The subjects of this study consisted of 74 journalism concentration students, divided into 36 students from the Indonesian Language and Literature Education Study Program (PBSI) who took journalism elective courses, and 38 Communication Studies (Ilkom) students who took journalism courses. In addition, this research involved two subject matter experts: one linguist and one graphic expert, and one learning strategist. The selection of research subjects was carried out using a purposive sampling technique, selecting respondents considered relevant to the research objectives, especially students who are or have taken journalism courses.

Research Design and Procedures

This research uses the Research and Development (R&D) method, with a development model tailored to research needs. This study uses the theory presented by Sugiyono (2009) with the following stage chart.
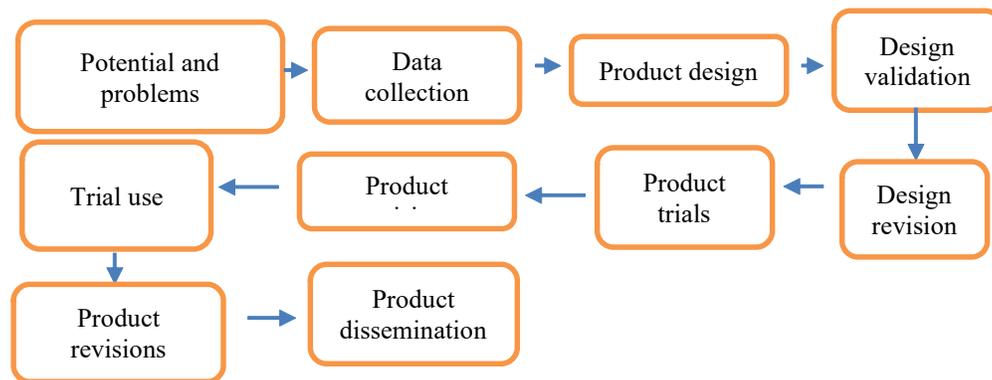

Figure 1. Development stage flow

The following is an explanation of the stages of R&D research, starting with the identification of problems through class observation and a literature review to identify student obstacles in learning to write news. Furthermore, data were collected through questionnaires and interviews to provide a clearer picture of students' learning needs for the modules. Based on the results of the needs analysis, an initial product design was prepared in the form of a draft learning module designed to support news writing skills. The next stage is product validation, involving five experts: two subject matter experts, one linguist, one graphic designer, and one learning strategist. After going through the validation process, the module was tested on a small scale with 20 PBSI students with a Journalism concentration. Input from experts and student responses are used to revise the product so that the module becomes better. A large-scale trial was then conducted with 74 students, comprising 16 PBSI students and 38 Communication Science students. PBSI students were chosen for their theoretical basis in writing, while Communication Sciences students were chosen for their journalistic practice, so both provide a comprehensive assessment of the

modules. The results of the extensive trial served as the basis for the final stage, namely, product refinement, to produce a final module ready for use in journalistic learning. The research period lasted one semester (± 6 months), including planning, product development, validation, trials, data analysis, and preparation of final reports.

Instruments

The research instruments used consisted of:

1. Interview guidelines – used to dig into student responses and input from experts.
2. Questionnaire – used to test responses, experts, as well as to measure the feasibility and effectiveness of modules.
3. Writing assessment rubric – used to measure the results of writing skills as well as product tests. The writing evaluation rubric is extracted

from Ferguson, Donald L., Jim Patten, & Bradly Wilson. (1998) and Nurgiyantoro, B. (2017).

The interview guideline instrument was developed by the researcher with consideration of the context and the need to address the problem being researched. The following are the interview guidelines

The validation instrument for material experts was developed based on the Johnson & Harriss (1942) model. Each indicator and instrument has 15 points. The linguist validation instrument consists of 12 indicator points and instruments, while the graphic expert validation instrument consists of 15 indicator points and instruments. The indicators and instruments of the Learning Strategy were extracted from the process approach theory of Tomkins & Hoskisson (1995) and are presented in Table 3.

Table 1. Lecturer interview instruments

No	Interview Questions
1.	What are the learning conditions in the news or journalistic text writing course?
2.	What are the learning resources in lectures?
3.	What are the materials used or studied by lecturers?
4.	Have the lecturer's materials and teaching materials helped write news?
5.	What kind of teaching materials do students need to improve their ability to write news texts?

Table 2. Student interview guidelines instrument

No	Interview Questions
1.	What are the learning conditions in the news or journalistic text writing course?
2.	What are the learning resources that students use?
3.	What are the materials for writing news texts that lecturers recommend?
4.	Have the lecturer's materials and teaching materials helped with writing news?
5.	What kind of teaching materials do students need to improve their ability to write news texts?

Table 3. Experimental test instruments

No	Indicator	Rating Scale	Meaning of Indicator
1	Data collection	1 – 5	Ability to dig up relevant and in-depth information from multiple sources, as well as verify the accuracy of the data found.

2	Preparation of News Prefixes	1 – 5	The ability to compile news leads that are clear, interesting, and able to summarize the core of the story by containing important elements (5W+1H).
3	Organizing the Structure of News Content	1 – 5	The ability to organize news text in a logical, structured way makes it easy for readers to follow the story.
4	Filtering and Assessing the Significance of Information	1 – 5	The ability to choose relevant and important facts, and to weed out information that does not support the core of the story.
5	Exploration and in-depth information	1 – 5	Ability to develop 'how' questions in exploring the topic raised
6	Writing with a Clear and Concise Journalistic Style	1 – 5	The ability to write in simple, direct, clear, and easy-to-understand sentences without using excessive or ambiguous words.
7	Using Citations and Sources Appropriately	1 – 5	Ability to use precise, relevant, and legitimate citations and references, and provide clear sources to maintain credibility.
8	Objectivity in Writing News	1 – 5	The ability to maintain neutrality and objectivity in news delivery, avoiding the insertion of personal opinions
9	Using the Right News Structure	1 – 5	The ability to use appropriate news structures (e.g., inverted pyramids) to prioritize the most important information in the early part of the story.
10	Revise and editing	1 – 5	Ability to correct news shortcomings and finish writing.

The questionnaire instrument was validated through expert judgment from materials, language, graphics, and learning strategy experts. The instrument's reliability was assessed using Cronbach's alpha, with a criterion of 0.70 or higher.

The stages of the research include: (1) identification of problems in learning to write news through observation and literature study, (2) collection of data on student needs, (3) preparation of initial product designs, (4) product validation by experts (material experts, linguists, graphic experts, and learning strategists), (5) limited trials (small scale) on students, (6) product revisions based on limited trial results, (7) extensive trials on several campuses that have journalism specializations, and (8) refinement of the final product. The research subjects consisted of 74 journalism concentration students, two material experts, and one expert each in the fields of graphics, language, and learning strategies. Small-scale trials were conducted through observations, questionnaires, and interviews to obtain initial responses from students and expert input. Meanwhile, a large-scale trial was conducted with students from several universities with journalism programs or specializations.

Data Analysis

The data obtained were analyzed descriptively, quantitatively, and qualitatively. Quantitative analysis is carried out by calculating the score of each item of the assessment aspect, then calculating the average score with the formula:

$$X = \frac{\Sigma X}{N}$$

Information:
X = the average score or count sought
" X = total score of each aspect
N = number of research subjects

The average scores are then converted into qualitative data using the Hake assessment categories (Hake, 1999), namely, the intervals 1-5. Qualitative analysis was carried out on the results of observations, interviews, and open comments from students and experts to obtain an in-depth picture of the strengths and weaknesses of the module.

A process-based news writing module is declared feasible if the results of quantitative and qualitative analysis show that the average score is at least in the "moderate" category, which reflects the fulfillment of content standards, language, graphics, and learning strategies.

■ RESULT AND DISCUSSION

An Overview of Learning to Write News Texts

The researcher cond of stages to obtain an initial overview of students' learning to write news texts in the college journalism concentration. These stages include analysis of Semester Learning Plan (SLP) documents to find out the design and objectives of learning, interviews with lecturers in journalism courses to explore information related to strategies, methods, and obstacles in the learning process, and interviews with students to understand their learning experiences, difficulties faced, and their needs in mastering news writing skills.

The document analysis process involved reviewing the SLPs for two universities, focusing on news text writing materials. The SLP studied was developed by the Communication Science Study Program, Faculty of Social and Political Sciences (FISIP), Atma Jaya University, Yogyakarta, and the Communication Science Study Program, Faculty of Social Sciences, Law, and Political Sciences, Yogyakarta State University. This analysis examines how the learning structure, learning outcomes, provided materials, teaching strategies, and assessments are used in the writing news text learning process. By examining the two SLPs, the researcher obtained an overview of the suitability between learning objectives and student needs, as well as identifying aspects that still need to be strengthened, especially in terms of providing technical materials that can support students' practical skills in writing news according to journalistic rules.

Based on the results of the analysis of the SLP learning model for the journalistic manuscript writing course of the Communication Science Study Program, Faculty of Social and Political Sciences (FISIP), Atma Jaya University Yogyakarta, there have been several stages of writing news texts. However, the learning taught is still dominated by the process of acquiring news-writing materials, such as fact collection and interviews. In addition, there are journalistic videos and scriptwriting. News text writing activities in the journalistic manuscript writing course do not include revising and editing the resulting text.

Learning to write news texts in the journalism course at the Communication Science Study Program, Faculty of Social Sciences, Law, and Political Sciences, Yogyakarta State University is still very lacking, even though the learning achievement targets students to write news texts. The lecture process, divided into 16 meetings over one semester, is dominated by theories outside the news production process or its stages. Learning how to write news texts, including the stages and processes, is not specifically taught, as it is distributed throughout each lecture hour.

This phenomenon can be understood in the context of education in Indonesia, which tends to emphasize theoretical aspects rather than practical skills. Higher education often focuses on mastering academic concepts, while the practical dimension receives insufficient attention. These findings align with the international literature on the challenges of journalism education, which highlights the gap between theory and practice. Some studies (Jamil & Bhuju, 2023; Nkoala & Matsilele, 2023; Wenger et al., 2025) show that journalism programs across countries face similar challenges: students are equipped with extensive normative knowledge of journalism but lack hands-on experience in authentic newsroom practices. This condition underscores the need

to reorient journalism learning toward greater integration, combining theoretical understanding with real-world news-writing practice.

The dominance of theory in journalism education in Indonesia makes the practice of writing news a mere sideline, even though the quality of journalistic work requires depth in issues and technical skills. This condition aligns with the international literature highlighting the theory-practice gap in journalism education, so the development of the Writing News Text Module Based on the Process Approach is a solution to integrate theory with real writing experience.

The next stage was an interview with lecturers in journalism courses from the Communication Studies Study Program, Faculty of Social and Political Sciences (FISIP), Atma Jaya University, Yogyakarta, and the Communication Studies Study Program, Faculty of Social Sciences, Law, and Political Sciences, Yogyakarta State University. This interview aims to explore the writing process for news texts, the difficulties students face, and the availability of teaching materials used in lectures. From the interview results, it was found that although learning has gone according to plan, students still need additional support in the form of more applicable, targeted teaching materials. The lecturers emphasized the importance of developing a news text writing module based on a process approach as a means of independent learning that not only strengthens theoretical understanding but also improves students' practical writing skills in accordance with journalistic principles.

Student needs analysis interviews were conducted on three students from the Communication Science Study Program, Faculty of Social and Political Sciences (FISIP), Atma Jaya University, Yogyakarta, and the Communication Science Study Program, Faculty of Social Sciences, Law, and Political Sciences, Yogyakarta State University. This interview aims to explore students' learning experiences in writing news texts and the obstacles they face during lectures. Based on the interview results, students still have difficulties understanding the technical steps of writing news systematically, from finding ideas and compiling a framework to producing news texts in accordance with journalistic principles. Students also expressed a need for self-taught materials that cover theory and include practical guides focused on writing skills and measurable writing outcomes. With the availability of learning modules that are applicable and based on a process approach, students hope to be helped improve their competence in writing news in a more targeted and professional manner.

Development of News Text Writing Modules Based on Process Approach

The initial stage of module development is the collection of materials. These materials include theory books, live news, and in-depth news from mainstream media. There are 12 theoretical books collected. The published examples of news are 15, consisting of 5 in-depth news stories and 10 direct news stories.

The module consists of 6 chapters: Chapter I contains an introduction, and Chapters II-VI present news writing models on different topics. The module content in Chapter I covers news meaning, the concept of news writing, types of news, and the process approach. The book's chapters II-VI include a module on writing news texts, with a choice of educational, economic, legal, political, and cultural themes. At the end, it is accompanied by practice questions to assess the learning results using the book. The module material is also prepared based on the experience of researchers who are also journalists in the field. These components are arranged so that the book becomes feasible. The module of writing news texts based on this process approach has gone through several revision processes so that it is suitable as a learning material for journalism concentration students, both in the Communication Science Study Program and PBSI.

Product Feasibility Test Results

The development of news text writing modules based on a process approach was carried out using Sugiyono's (2009) research and development theory, which began with the identification of potential and problems through document analysis and interviews with lecturers and students. Then, material collection and product design development are carried out; design validation, revision, and multiple trials are conducted for mass production.

The researcher began the initial development process by analyzing SLP documents in the journalism course at the Communication Science Study Program of Yogyakarta State University and the journalistic manuscript writing course at the Communication Science Study Program of Atma Jaya University, Yogyakarta. After that, interviews with lecturers and students were conducted, along with the collection of materials, such as books and examples of live and in-depth news. The collected materials are then developed, namely, the product's initial design. The following is the product design from the design revision to the final stage or final product below.

Figure 2. Product design news text writing module

After the development, the expert assessment was conducted. The experts involved were material I and subject matter experts II, graphic designers, linguists, and learning strategists. The research provided each expert with questionnaires and products. The results of product validation of the feasibility of the news text writing module based on the process approach are presented in Table 4.

Based on the results of expert validation presented in Table 4, the news text writing module based on the process approach is considered feasible, with a rating of good to excellent across various aspects. The subject matter expert validation received a score of 4.63 in the excellent category, assessing the feasibility of the content, including material acquisition, news text writing skills, theoretical aspects, and validation of direct, in-depth news writing material. Subject Expert II scored 3.97 in the good category for the same assessment aspect. Subject matter expert II gave an average score of 3.97 in the good category, indicating that, in general, the module's content has been in accordance with the learning objectives. However, the subject matter expert II emphasized the need to sharpen the news examples to make them more relevant and contextualized to current issues. In addition, he

Table 4. Expert validation results

Expert Validation	Average Score of Validation Results	Information
Subject Matter I	4.63	Excellent
Material Expert II	3.97	Good
Graphic Designer	4.12	Good
Linguist	4.08	Good
Learning Strategist	4.60	Excellent

criticized the part of the explanation of the news structure, which he considered still too general, and called for it to be detailed in clearer stages, accompanied by comparative examples of appropriate and inappropriate writing.

In terms of graphics, the module received a score of 4.12 (good). Positive assessments were given for the practical aspects of book size, an attractive cover design, and the selection of letters that are quite comfortable to read. However, critical feedback arises regarding the consistency of the layout within the content, especially the differences in spacing and the placement of illustrative images, which are sometimes disproportionate. Experts also suggest that the front and back covers can more effectively accentuate academic identity and journalistic nuances, for example, by adding visual elements such as icons or media illustrations.

Meanwhile, the results of the linguist validation obtained a score of 4.08, in the good category, assessing the suitability of vocabulary, sentence structure, and the relationships between paragraphs and subchapters. Finally, the validation of learning strategists yielded a score of 4.6, indicating excellent performance, with the assessment aligned with the process approach described by Tomkins and Hoskisson (1995), including the stages of pre-writing, writing, revising, editing, and publishing. The appearance and content of the module are also informed by expert notes, enabling adjustments. Inputs in the content section include adding examples of news text for each topic, examples of text corrections, and points to help improve or edit news articles.

The feasibility test in this study was conducted through a user response test. The results of the response test showed that 45 respondents scored between 4.21 and 5, indicating they were in the "very good" category. A total of 22 respondents scored between 3.40 and 4.20, indicating they are in the "good" category. A total of 7 respondents scored 2.87-3.40, indicating the "good enough" category. The average column in the student response instrument shows the average student assessment for each module aspect. This value is calculated from the scores of all respondents (N = 74) on the same item, then summed and divided by the number of respondents. As such, the average score reflects the general tendency of students' attitudes whether they rate the aspect as "excellent", "good", or just "good enough". The following is a summary table of the product user response test results.

Table 5. Summary of test results for module product users

College	Study Program	Average	Information
UNY	Ilkom	5	Excellent
UAJY	Ilkom	5	Excellent
UST	PBSI	5	Excellent
UAJY	Ilkom	4.93	Excellent
UST	PBSI	4.87	Excellent

UAJY	Ilkom	4.13	Good
UPN V Yk	Ilkom	4.07	Good
UNY	Ilkom	4	Good
UAJY	Ilkom	3.93	Good
UAJY	Ilkom	3.8	Good
UAJY	Ilkom	3.27	Good Enough
UPN V Yk	Ilkom	3.2	Good Enough
UNY	Ilkom	3.13	Good Enough
UPN V Yk	Ilkom	3.07	Good Enough
UNY	Ilkom	2.87	Good Enough

The response test process differed between the Ilkom and PBSI groups. The response test in the Ilkom group was conducted by providing research products and questionnaires, while the PBSI group was supplemented with explanations delivered in class. Differences in the way the response test process is applied affect the results. A total of 45 respondents scored in the "very good" category, with 30 from the PBSI group and 15 from the Ilkom group. A total of 22 respondents scored in the "good" category, comprising 16 from the Ilkom group and 6 from the PBSI group. A total of 7 respondents who scored "good enough" came from the Ilkom group. Therefore, the module product developed by the researcher has been accepted by users for learning in writing news texts for students in the journalism concentration.

Table 6. Respondents' overall average score

No	Category	Percentage of Respondents
1.	Very Good	60.8%
2.	Good	29.7%
3.	Good enough	9.5%

The students' response test also showed positive results, with an average score of 60.8%. 60.8% of respondents rated "very good", 29.7% "good", and 9.5% "good enough" out of a total of 74 respondents. The overall average score is 4.32 (very good). The results of this study show that the news text writing module based on the process approach is well received by users in learning, with an overall average score of 3.98 (good category).

The experimental test was conducted in a contest class comprising 20 students in the journalism concentration. The experimental test data were processed using *IBM SPSS Statistics 25*. The normality of experimental test results is presented in Table 7.

Table 7. Normality of experimental test results

No	Null Hypothesis	Test	Sig.	Decision
1.	The distribution of pre_test is normal, with a mean of 54 and a standard deviation of 12.373.	One-Sample Kolmogorov-Smirnov Test	.200[1,2]	Retain the null hypothesis.
2.	The distribution of post_test is normal, with a mean of 75 and a standard deviation of 6.843.	One-Sample Kolmogorov-Smirnov Test	.200[1,2]	Retain the null hypothesis.

Asymptotic significances are displayed. The Significance level is .05.
[1]Liliefors Corrected
[2]This is a lower bound of the true significance

The normality test used the Kolmogorov-Smirnov. The pretest showed an average score of 54 and a standard deviation of 12.373 with a significance of 0.200. Meanwhile, the posttest results showed an average score of 75, a standard deviation of 6.843, and a significance of 0.200; this was greater than the significance of 0.005, indicating normality.

The results of the homogeneity test using ANOVA are as follows: the pre-test showed a significance value of 0.021 (i.e., 0.021 > 0.005), while the post-test showed a significance value of 0.204 (i.e.,0.204 > 0.005). Thus, the product's test results have the same or homogeneous variant data.

Based on the table above, the hypothesis test used a T-test, indicating that the learning results for writing news texts before and after using the teaching module differ. This is in accordance with the results of the Paired T test,

Table 8. Paired sample t-test results in a large-scale trial

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
pretest	20	53.55	12.373	2.767
posttest	20	75.10	6.843	1.530

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	**pretest & posttest**	20	.868	.000

Paired Samples Test								
	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 pretest - posttest	-21.550	7.273	1.626	-24.954	-18.146	-13.252	19	.000

which show a significant difference between the pre-test and post-test results (p = 0.000; 0%), indicating that Ho is rejected and Ha is accepted. The test results showed that the students improved after using the module. Thus, the results of the experimental test above show that the developed module is suitable for use.

Based on the N-Gain test results above, the experimental class has an average of 46.04%, while the control class has an average of 72.2%. With an N-gain score of at least 20% and a maximum of 71.43%, the experimental class using modules is less effective at improving in-depth writing skills, whereas the control class is quite effective. Although the experimental test showed ineffective results, the T-test showed effective results for the module. This is shown in the bar diagram (Figure 3) of the results from the pretest and posttest experiments, which demonstrate the module's effectiveness. On the other hand, the results of the above test are also influenced by students' varying levels of knowledge in writing in-depth news. The purpose of writing in-depth news is to get complete stories accompanied by substance (Ferguson, Patten, & Wilson, 1998). For this reason, in-depth news writing depends on each journalist, especially in the face of the current rapid flow of information. Writing in-depth news for students remains difficult because it requires the ability to dig up data, analyze it, and turn it into a series of stories.

The results of this study further confirm the relevance of the theory of the process approach in learning to write, as evidenced by the research
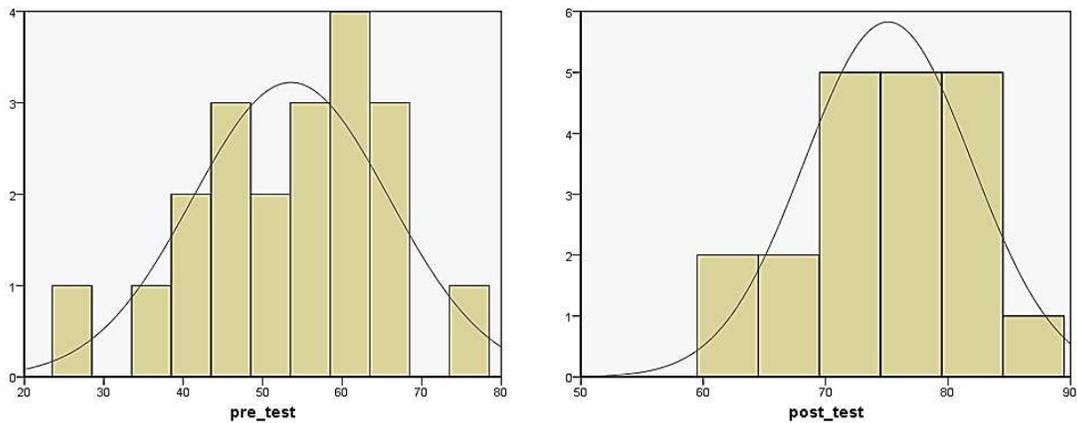
Figure 3. Bar diagram of experimental test results

Table 9. Test results of experimental class and control class

No	Experimental Class N-Gain Score (%)	No	Control Class N-Gain Score (%)
	Results of N Gain Score Test Calculation `		
1	30.91	1	7.41
2	37.78	2	14.12
3	44.12	3	16.47
4	43.75	4	10.26
5	44.83	5	5.33
6	40.00	6	1.28
7	43.24	7	6.02
8	40.91	8	3.75
9	50.77	9	5.00
10	50.00	10	2.60
11	47.06	**Average**	722
12	46.15	**Minimum**	01
13	44.23	**Maximum**	16
14	37.21		
15	44.44		
16	57.41		
17	50.00		
18	58.97		
19	50.82		
20	58.14		
Average	4604		
Minimum	31		
Maximum	59		

(Mulyani et al., 2025; Wismanto et al., 2023) which succeded in improving the writing skills of junior high school students. When this theory is applied to journalism concentration students, the writing process for news texts becomes more structured, as students are guided from

determining the topic and outlining the writing flow through revision and editing. With this systematic step, students not only learn to write technically, but also develop journalistic sensitivity in processing coverage ideas into informative and interesting news texts.

The results of this study show that the process approach-based news text writing module is feasible and effective for learning, with an overall average score of 4.32 (very good). This level of feasibility aligns with and even complements the findings of previous research. For example, Jamil & Bhuju (2023) emphasize that the process approach can improve writing skills through structured stages, while Nkoala & Matsilele (2023) highlight its relevance for learning media literacy in a multilingual context that requires students not only to write but also to reflect on the content of the message. Furthermore, Wenger et al. (2025) emphasized the importance of authentic learning environments in supporting the mastery of journalistic skills, where the writing process is not just theoretical but must be integrated with real newsroom practices. Compared with previous modules that generally emphasize theoretical aspects or offer only limited practice, this module offers a more integrative approach by teaching students to write news through the stages of pre-writing, drafting, revising, and simple publication. Thus, the results of this research further strengthen the relevance of process approach theory in writing learning and provide practical contributions in the form of applicable, contextually relevant modules for students in the field of journalism.

This aligns with the view of Randall & Crew (2021), which emphasizes that the main task of journalists is not just to report events, but to package them in ways that are meaningful to readers, even when the event is simple. Therefore, applying a process approach to learning to write news can be an important bridge for training students to produce journalistic works that are not only accurate but also of greater value, as they can make simple events in the field seem weighty and of public value.

The module products developed are not declared final immediately, but are revised based on input from experts and student respondents. Material, language, and graphic experts provide important notes on the module's content and appearance. Some of the revised points include adding a more in-depth explanation of the theory of the process approach to help students understand the flow of writing news in its entirety, equalizing the number of subchapters to make them more proportional, and using language in accordance with the rules of Improved Spelling (EYD). In addition, the module material is expanded with more varied news examples, additional explanations of the value of news, journalistic news-gathering techniques, and theories of making and presenting quotes (Van Antwerpen et al., 2025).

Meanwhile, in terms of graphics and language, the revisions carried out include improving the design of the front and back covers to make the appearance more attractive and professional, rearranging the right margin of the book's contents for reading comfort, and re-checking the use of the words 'can' and 'can' to match the rules of correct language. In addition, the module includes a motivational aspect to encourage students' enthusiasm for writing news. The revision makes the module more complete, communicative, and applicable, enabling it to serve as independent teaching material that not only presents theory but also fosters students' motivation and practical writing skills in news texts (Randall & Crew, 2021).

The development of a Process Approach-Based News Text Writing Module for Students of Journalism Concentration emphasizes that learning to write news does not focus solely on the final text, but also on the systematic process flow from pre-writing, writing, revising, editing, to publishing. This module is a relevant learning innovation because it combines theory and

practice in a structured manner, with concrete examples and technical guidelines applicable to journalism students' needs. With this module, students not only gain a conceptual understanding of writing news but are also trained to develop writing skills through a continuous process, enabling them to produce high-quality, interesting journalistic works that adhere to the principles of journalistic professionalism.

Three lecturers in the journalism concentration class provided notes indicating that they would consider the Module of Writing News Texts Based on a Process Approach in preparing the SLP. News text writing topics accompanied by examples can help students in working on their final semester assignments, and the module is an addition to independent learning

The Relevance of Modules to the Development of News Writing

The world of journalism continues to evolve as technology rapidly advances. Mainstream media and communities are also developing. On the other hand, journalism also has a role in the use of written language. Journalists, as producers of news, must be able to convey ideas clearly and in good language, making them easy for readers to understand. Journalism learning in the classroom, with 20-30% of the writing focused on independent learning, requires additional material that can spark students' independent learning. This news text writing module, based on this process approach, provides a technical overview of the stages of writing, including the creation of prefixes, topic selection, and language use. Linguistic signs in news writing also accompany the features in the module. News writing should use active words and minimize the use of passive words. This is because the practice of journalism actually uses passive words at the beginning of sentences, such as 'He said..,', 'He explained...', 'Expressed A...'. These forms are more appropriate when replaced with 'A explains...', 'Si A says...', and 'Z reveals..'. Then, the writing of the final part of the direct sentence should avoid forms such as... In the end, ... He said, ... He said. These shapes can be replaced with ... He said... he said, and ... He said, because it is more appropriate to refer to the results of the statements of the interviewees.

Table 10. Module advantages information

No	Module Feature Trailer	Information
1.	**D. Menyunting Berita Pendidikan** **1. Berita Langsung** Tahap berikutnya yang dilakukan adalah untuk memperbaiki kesalahan mekanik. Penyuntingan berita pendidikan ini agar berita yang kamu tulis sesuai dengan kaidah kebahasaan. Adapun aspek-aspek yang perlu diperbaiki dalam proses penyuntingan adalah: a. penggunaan huruf kapital b. penulisan kata c. struktur kalimat d. tanda baca e. istilah dan kosa kata f. sistematika berita 24 — BAB II – Menulis Berita Pendidikan	The module feature snippet in the section contains educational material on news editing. There are aspects to look out for in the editing process.
2.	**C. Merevisi Berita Hukum** **1. Berita Langsung** Setelah menyelesaikan menulis draf berita hukum, tahap selanjutnya yaitu merevisi. Tujuan dari merivisi adalah memperbaiki apa yang sudah ditulis dalam draf berita hukum. Wujud perbaikan itu bisa berupa perubahan, penambahan, penyusunan ulang, dan penghilangan bagian tertentu. Setelah menulis draf pada tahap sebelumnya, rehatlah sejenak. Setelah rehat bisa melanjutkan tahap berikutnya. Di bawah ini terdapat teks berita dari media arus utama. Teks berita ini anggaplah sebagai teks yang sudah ditulis kemudian dilakukan revisi.	The feature snippet on the side is part of the news revision process. In this feature, the purpose of revising is explained in terms of the elements of the revised writing.

The development of the Process-Based News Text Writing Module has important implications for pedagogical practice in higher education. This module can be easily integrated into the Semester Learning Plan (SLP) for a journalism course, especially during writing practice sessions. Lecturers can use modules to guide students through the stages of pre-writing, drafting, revising, and simple publication, so that learning outcomes do not only stop at theoretical understanding, but also produce real journalistic works. The integration of this module has the potential to shift the classroom dynamics from teacher-centered to more student-centered. Students are not only recipients of information but also active actors in the news production process, working collaboratively and learning to reflect on their writing. Thus, these modules can increase student engagement, encourage independent learning, and strengthen writing skills through authentic, practical experiences. In addition to students, this module can be used by new journalists starting work in mainstream media. Beginner journalists need materials to learn, since not all media provide training for new employees.

Research Limitations

Although the results show that this module is feasible and effective, some limitations need to be acknowledged. First, the research sample may not be fully representative because it includes only students from certain study programs, so the results cannot be generalized to all journalism learning contexts. Second, this study did not include a control group, so it is not easy to directly compare the module's effectiveness with other learning methods or media. Third, there is potential bias arising from differences in procedures for student response tests, such as variations in perceptions of assessment instruments and other subjective factors that can affect results. This limitation is important to note so that further research can be carried out with a more comprehensive design, including a wider

sample, the use of control groups, and more standardized measurement instruments. The researchers also recommended that the study could focus on similar topics, with novice journalists working in mainstream media as respondents. By involving novice journalist respondents who are beginning to produce news intensively, this will provide a deeper perspective on the need to write news texts. Third, this research has not yet reached mass production due to limited time and resources.

■ CONCLUSION

Learning to write news texts for students in the journalism concentration is sufficient, but it still faces obstacles, especially in field practice. The lecture materials and references do not provide a comprehensive technical overview of news writing, so students struggle to produce texts that adhere to journalistic standards. This condition shows the need for teaching materials that are more applicable, comprehensive, and focus on technical news writing skills. The development of the News Text Writing Module Based on the Process Approach is carried out systematically through needs analysis, SLP analysis, interviews with lecturers and students, material collection, and the preparation of product designs. This module integrates the stages of process-based writing, namely prewriting (determination of topics, objectives, forms, material development, and framework), manuscript writing, revision, editing, and publication. This sequential preparation provides clear guidance for students, ensuring that learning is not only theoretical but also applicable to the practice of news writing. The results of the feasibility test showed that the module was declared suitable for use as teaching material in learning to write news texts. However, revisions are still needed to improve the content and presentation techniques. Thus, this module can be an innovative alternative that supports the improvement of the competence of journalism

concentration students in writing news texts in accordance with applicable journalistic standards and rules.

The Module on Writing News Texts Based on the Process Approach presents five writing topics, namely Education, Economics, Law, Politics, and Culture. Each of these news topics details the process from the beginning of writing the news, accompanied by examples of live news and in-depth news that can be developed. The user response test notes that selecting topics accompanied by news examples helps provide an overview of the news-writing process.

The test results showed that the module was declared feasible and received positive acceptance as a teaching material in learning to write news texts. However, revisions are needed to the content and technical aspects of the presentation to make it more optimal. It is important to note that these findings confirm the module's feasibility and potential. However, its effectiveness in significantly improving students' writing competence still needs to be further tested through research with a more rigorous design, such as experiments with control groups.

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