

Development of Moodle-Based E-Learning Media for News Writing

Firly Laila Rahma Aini

firlylaila003@gmail.com

Ridho Kurniawan

kurniawanridho752@gmail.com

Muhammad Rusli

mrusli2804@gmail.com

Universitas Al Washliyah

ABSTRACT

This study aims to develop Moodle-based e-learning media to support the teaching of news writing in Grade 7 at MTs Al-Ijtimaiah Siluman. The development of this digital media is intended to enhance the effectiveness and engagement of students in learning news writing, a critical component of journalism education at the junior secondary level. Many students find news writing challenging due to limited resources and monotonous learning approaches. Therefore, integrating technology such as Moodle is expected to provide a more interactive and student-centered learning experience. The study adopts a development research approach using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. During the analysis stage, the students' needs, existing resources, and curriculum requirements were examined. The design and development stages focused on creating structured learning content, exercises, and interactive features suitable for 7th-grade learners. The implementation stage involved testing the Moodle-based media in a classroom setting with 30 seventh-grade students at MTs Al-Ijtimaiah Siluman. In the final evaluation stage, data were collected through observations, pre- and post-tests, and student questionnaires to measure effectiveness and user satisfaction. The results show that the developed media significantly improved students' learning outcomes in news writing. Pre- and post-test scores indicated an average increase of 32%, demonstrating better understanding of news structure, language, and reporting techniques. In addition, over 85% of students reported that the Moodle platform made the learning process more enjoyable and easier to follow. These findings suggest that Moodle-based e-learning media is an effective tool to improve news writing skills and can be a valuable resource for teachers in delivering more engaging and effective instruction.

Keywords: Media Development; E-Learning; Moodle; News Writing

INTRODUCTION

Learning to write news articles in junior high school is a vital component of language education, especially in preparing students to think critically and communicate information accurately. News writing is not merely about composing texts; it involves specific journalistic skills such as identifying facts, determining newsworthiness, writing concise leads, and using neutral and objective language. In the context of Grade 7 at MTs Al-Ijtimaiah Siluman, students have been observed to struggle with identifying the structure of news articles, distinguishing between facts and opinions, and composing clear and engaging leads. These issues are often rooted in the limited use of instructional strategies and media that can effectively support the learning of journalistic writing. The conventional teaching approach that relies heavily on lectures and printed materials does not provide enough practice or engagement for students to fully develop their news writing abilities.

To overcome these limitations, educational technology—particularly e-learning—has emerged as a powerful tool. The integration of information and communication technology (ICT) into learning has transformed traditional classrooms into more flexible and interactive environments. E-learning allows students to access materials anytime and anywhere, provides multimedia resources, and enables teachers to monitor progress through digital assessments. Moodle, one of the most widely used Learning Management Systems (LMS), offers features such as structured modules, quizzes, forums, and real-time feedback that support independent and collaborative learning. According to Yuliana and Pratiwi (2019), Moodle-based learning encourages active student participation and improves comprehension by offering diverse learning formats.

Despite its advantages, the use of Moodle for teaching specific writing genres—such as news writing—at the junior high school level is still underexplored. Previous studies have focused on Moodle's role in improving general writing skills or reading comprehension (Mustofa, 2021; Rahmawati & Wulandari, 2022), but there is limited research that specifically targets the development of journalistic writing skills. Moreover, many existing e-learning materials are not tailored to the unique features of news texts, such as the inverted pyramid structure, headline writing, and the 5W+1H framework. This study addresses that gap by developing Moodle-based e-learning media that directly integrates these journalistic components into the learning design, making it more relevant and practical for news writing instruction.

The novelty of this development lies in its focus on designing interactive, contextual, and practice-oriented content that guides students step-by-step through the process of writing news articles. By embedding multimedia explanations, examples of real news texts, interactive quizzes, and peer feedback opportunities within the Moodle platform, the media offers a more comprehensive and student-centered learning experience. Nugroho and Izzah (2020) emphasize that digital

media innovation must go beyond accessibility—it must also be pedagogically grounded and aligned with specific learning goals.

Furthermore, the adoption of the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model in this research provides a systematic framework for media development. This model ensures that the product is not only functional but also based on students' needs, curriculum standards, and effective instructional strategies. In this study, 30 Grade 7 students from MTs Al-Ijtimaiah Siluman are involved in the implementation phase, allowing for authentic testing and evaluation of the media's usability and effectiveness in the classroom.

Therefore, the aim of this study is to develop and evaluate Moodle-based e-learning media that can support and enhance the teaching of news writing in Grade 7. It is expected that this media will help students become more engaged and independent learners, improve their understanding of journalistic principles, and provide teachers with a valuable tool to overcome the limitations of traditional instruction.

LITERATURE REVIEW

Previous Related Study

Several recent studies highlight the positive impact of Moodle on student learning outcomes, especially in the domain of writing. For instance, Astuti and Sari (2020) found that the use of Moodle in writing classes significantly improved students' engagement and the quality of their written output due to interactive features such as peer review and feedback forums. Similarly, Pratiwi and Kurniawan (2018) demonstrated that students who consistently used Moodle to practice writing tasks developed better writing structure and clarity compared to those using traditional methods. These studies confirm that Moodle facilitates a more autonomous and feedback-oriented learning environment, which is crucial for writing development.

E-learning and Moodle

E-learning refers to the use of digital platforms and internet-based resources to support teaching and learning. According to Putri and Arifin (2019), e-learning allows for greater flexibility, enabling students to access learning materials anytime and anywhere, while also supporting multimedia content delivery. Moodle, a widely adopted Learning Management System (LMS), has gained popularity in recent years due to its customizable features and accessibility. Research by Rahman et al. (2021) emphasizes that Moodle enhances student participation and promotes deeper learning by enabling discussions, timely feedback, and self-paced study. These features are particularly useful in writing instruction, where iterative practice and reflection are critical.

News Writing Learning

News writing is a specific genre that requires an understanding of journalistic structures, such as headlines, leads, bodies, and factual reporting. According to Suryani and Ningsih (2018), learning to write news helps students develop not only writing skills but also critical thinking and media literacy. Effective news writing instruction must combine theory with practice and provide students with opportunities to explore real-world events. At the junior high school level, such as at MTs Al-Ijtimaiah Siluman, learning to write news also fosters social awareness and the ability to express information clearly and responsibly.

E-learning in Writing Instruction

The integration of e-learning platforms like Moodle into writing instruction offers unique advantages. Wijayanti and Ramadhani (2020) reported that Moodle helped students improve their writing through self-assessment tools, video explanations, and collaborative writing spaces. E-learning platforms can also present authentic examples, encourage revision, and provide varied models of good writing. In the context of news writing, Moodle allows students to view real-time news samples and practice with multimedia-supported assignments. Hapsari and Fauziah (2022) also found that e-learning tools helped bridge the gap between theory and practice in writing classes, especially by enabling immediate feedback and collaborative work.

Advantages of Using Moodle in News Writing Instruction

Using Moodle in teaching news writing offers several practical benefits. First, it enables flexible learning, where students can progress at their own pace and revisit materials as needed. Second, Moodle promotes interactivity through quizzes, forums, and peer-feedback features, which are essential for improving writing skills. Third, Moodle supports diverse media formats (e.g., text, video, and audio), which can enrich the learning experience and cater to different learning styles (Iskandar & Mulyani, 2019). Moreover, students can submit assignments, receive structured feedback, and engage in revisions—all essential aspects of the writing process.

Challenges in Using Moodle at MTs Al-Ijtimaiah Siluman

Despite its benefits, the implementation of Moodle at MTs Al-Ijtimaiah Siluman faces notable challenges. A major issue is the digital divide—some students lack access to reliable internet or personal devices. Moreover, both students and teachers may require additional training to navigate the platform effectively. According to Nuraini and Hafidz (2021), lack of digital literacy and resistance to technology adoption are common barriers in implementing LMS-based learning in rural schools. To ensure successful integration, schools must invest in infrastructure, training, and technical support. Nonetheless, with appropriate support systems,

Moodle holds the potential to transform writing instruction and enhance students' news writing competence.

METHOD

Design and Sample

This study used a Research and Development (R&D) approach, which focuses on creating and testing educational products. Specifically, the product developed was Moodle-based learning media for teaching news writing to 7th-grade students at MTs Al Ijtimaiah Siluman. The 7th grade was chosen as the focus because it is the first year students receive formal instruction in writing news texts, making it an ideal stage to introduce innovative learning methods. Additionally, the school was selected because of its limited access to digital learning tools, making it a relevant site for developing effective and accessible media that can bridge the technological gap. To guide the development of the Moodle-based media, this study combined two development models: ADDIE and Dick & Carey. These models were chosen because they provide clear, systematic steps to create, implement, and evaluate learning materials effectively.

The ADDIE model consists of five basic stages: Analyze, Design, Develop, Implement, and Evaluate. In the Analyze phase, the study identifies the specific needs and challenges students face in learning news writing. The Design phase involves planning the structure and content of the Moodle-based learning materials. In the Develop phase, the materials are created and organized for use in the classroom. The Implement phase introduces the materials into the classroom setting, allowing students to engage with the media in their learning. Finally, in the Evaluate phase, the effectiveness of the media is assessed and improvements are made based on feedback from students and teachers. The Dick & Carey model, while more detailed, follows a similar process. It emphasizes the identification of learning goals, analysis of learners, design of assessments and instructional materials, testing these materials, and revising them based on feedback. By combining these two models, the study ensured a comprehensive and structured approach to developing Moodle-based learning media for news writing.

Instrument and Procedures

The research was carried out in several stages. The first stage, Needs Analysis, involved conducting interviews with teachers, observing writing classes, and surveying students to identify the challenges they faced in news writing and the lack of digital learning tools. Based on these findings, the Design stage followed, where the Moodle course content was planned. This content included modules, videos, text materials, news writing examples, quizzes, and discussion forums, all aimed at enhancing students' skills in news writing. In the Development stage, the media was built on the Moodle platform. All the content was uploaded and integrated with interactive features such as videos, audio, and images relevant to journalism, making the learning experience more engaging. The Implementation stage then

introduced Moodle into the classroom. Students were trained on how to access and use the platform, while teachers provided ongoing support throughout the lessons to ensure smooth usage and engagement. Finally, in the Evaluation and Revision stage, the effectiveness of the Moodle-based media was assessed by analyzing students' news writing tasks, survey responses, and participation. Based on the feedback gathered, revisions were made to improve the content and usability of the media, ensuring it better met the learning needs of the students.

Data Analysis

Data for the study was collected through several methods, including interviews with teachers and students, classroom observations, student surveys to measure engagement and satisfaction, and news writing assignments submitted on Moodle. The data was then analyzed using two types of analysis: qualitative analysis, which helped interpret opinions, experiences, and learning challenges based on interviews and observations, and quantitative analysis, which focused on measuring student improvement through test scores and writing evaluations. The effectiveness of the Moodle-based learning media was assessed based on three main indicators: improved writing skills, which were determined by assignment results; increased student engagement, measured by participation and timely task submission; and positive user feedback, which was gathered from surveys and teacher observations. These indicators helped determine how well the Moodle platform supported students' learning and whether it achieved its goals of enhancing news writing skills.

RESULT AND DISCUSSION

Learning Media Development Results

The development of Moodle-based learning media for news writing instruction in Grade 7 at MTs Al Ijtimaiah Siluman has yielded positive outcomes, particularly in supporting students' writing skills through well-structured digital content and interactive features. The learning media successfully integrated key components aimed at enhancing students' understanding and application of news writing techniques.

The Moodle course design and structure was organized into several thematic modules. The Introduction to News Writing module provided foundational material covering the definition of news, its essential structure (lead, body, and conclusion), and effective writing techniques. This module served as the theoretical basis for subsequent activities. The News Writing Practice module included a series of writing assignments in which students were required to compose news texts based on specific topics. Each task was designed with clear instructions and assessment criteria to guide students in applying their knowledge.

To promote interaction and collaborative learning, a discussion forum was embedded within the course. This feature allowed students to discuss news writing techniques, exchange ideas, and provide peer feedback, thereby fostering a sense of community and deeper engagement with the material. Additionally, tests and

quizzes were incorporated to evaluate students' grasp of theoretical concepts and their ability to identify the structural elements of news writing. An important aspect of the learning media was its multimedia integration. The Moodle platform featured various multimedia resources such as instructional videos on writing news, textual and audio examples of news stories, and illustrative images relevant to the journalistic content. These elements were intentionally included to enhance students' interest and comprehension, catering to diverse learning styles.

In terms of assessment and feedback, Moodle's automated grading system enabled immediate evaluation of students' writing and quiz results. Feedback was provided on key aspects such as the completeness of the news structure, clarity of language, and adherence to writing conventions. This real-time feedback mechanism supported students in recognizing their strengths and areas for improvement, thereby facilitating continuous learning and skill development. Overall, the results indicate that the Moodle-based learning media effectively supported the instructional goals of the news writing curriculum and contributed to increased student engagement, improved understanding, and enhanced writing performance.

Learning Implementation Results

The implementation of Moodle-based learning media in class 7 of MTs Al Ijtimaiah Siluman shows several main findings that describe the impact and effectiveness of using this platform in learning to write news:

1. *Increasing Student Participation.* During the implementation, it was found that the majority of students were more active in participating in discussion forums and working on news writing assignments. They used Moodle features to ask about the difficulties they faced in writing news and provide feedback on their friends' writing. This shows that Moodle has succeeded in creating an interactive learning atmosphere.
2. *Student Engagement in Learning.* Based on observations and feedback from students, the use of Moodle helps them feel more involved in the learning process. Students not only access materials independently, but can also interact with their teachers and friends through online forums and assignments. This is different from traditional learning methods which are more limited in terms of interaction.
3. *Improving News Writing Skills.* The results of the news writing assignment assessment showed a significant increase in students' news writing skills. Most students showed a better understanding of news structure and writing techniques after using Moodle. Students also showed progress in other aspects such as the ability to formulate clear and effective sentences.
4. *Ease of Access.* Because Moodle-based learning media can be accessed online, students can access materials and assignments anytime and anywhere. This provides greater flexibility for students to study outside of school hours, especially for those who have limited time in class.

Student Evaluation Results and Feedback

To determine the effectiveness of using Moodle-based learning media, a student satisfaction survey was conducted after using this platform for several weeks. Here are some of the main findings from the survey:

1. *Student Satisfaction with Moodle Usage.* Most students are satisfied with the use of Moodle in learning to write news. They feel that this platform makes it easier for them to access materials, do assignments, and interact with friends and teachers. Students also feel that learning becomes more interesting and varied with the various multimedia elements provided.
2. *Success of Discussion Forum Feature.* Students stated that the discussion forum feature was very helpful for them to share ideas and get feedback from their peers. They felt more confident in writing after getting feedback from others.
3. *Challenges of Using Moodle.* Although most students were satisfied, there were some challenges faced during the use of Moodle, especially related to the limited internet access and devices owned by some students. Some students complained about the difficulty in accessing Moodle outside of school hours due to limited devices.

Table 1. Moodle-Based E-Learning Media Development Table

Development Stages	Description	Method / Activity	Expected results
1. Needs Analysis	Identifying news writing learning needs and optimizing the use of Moodle	Survey of teachers and students, analysis of curriculum and materials	Know the important topics that need to be in a Moodle course and the appropriateness of the material
2. Learning Media Design	Designing learning modules and activities in Moodle	Create interactive learning content, such as videos, assignments, and quizzes.	A module that is easy to understand and in accordance with the learning objectives of writing news.
3. Moodle Content Development	Creating a course in Moodle that focuses on news writing	Upload learning materials, video tutorials, and news writing assignments	Structured Moodle courses with comprehensive teaching materials
4. Implementation and Testing	Testing the developed Moodle course in class	Conducting a trial with 7th grade students	Collecting feedback from students about course effectiveness
5. Evaluation and Revision	Assess course effectiveness and	Collect feedback from students and teachers,	Course revision and improvement based

Development Stages	Description	Method / Activity	Expected results
	make improvements	analyze assignment results	on feedback and evaluation results
6. Final Implementation	Full implementation of Moodle course for news writing learning	Using Moodle for regular classes	Students can access and follow news writing learning well

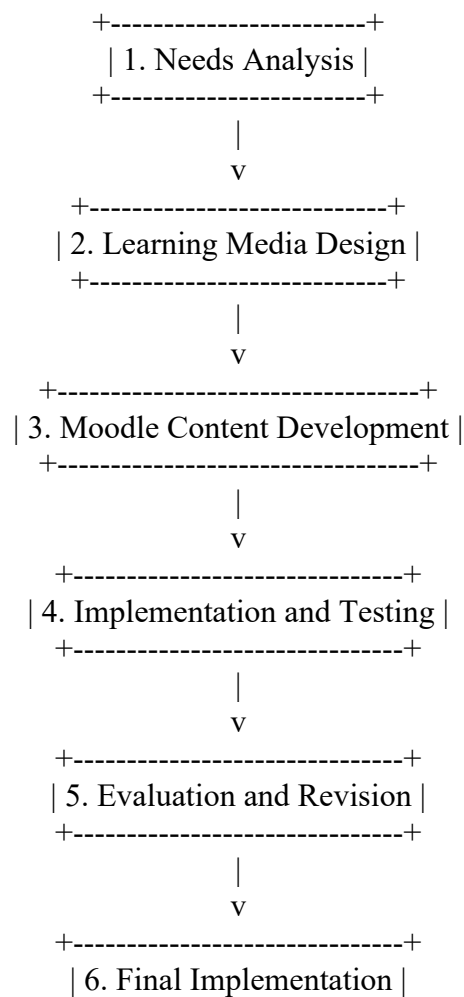
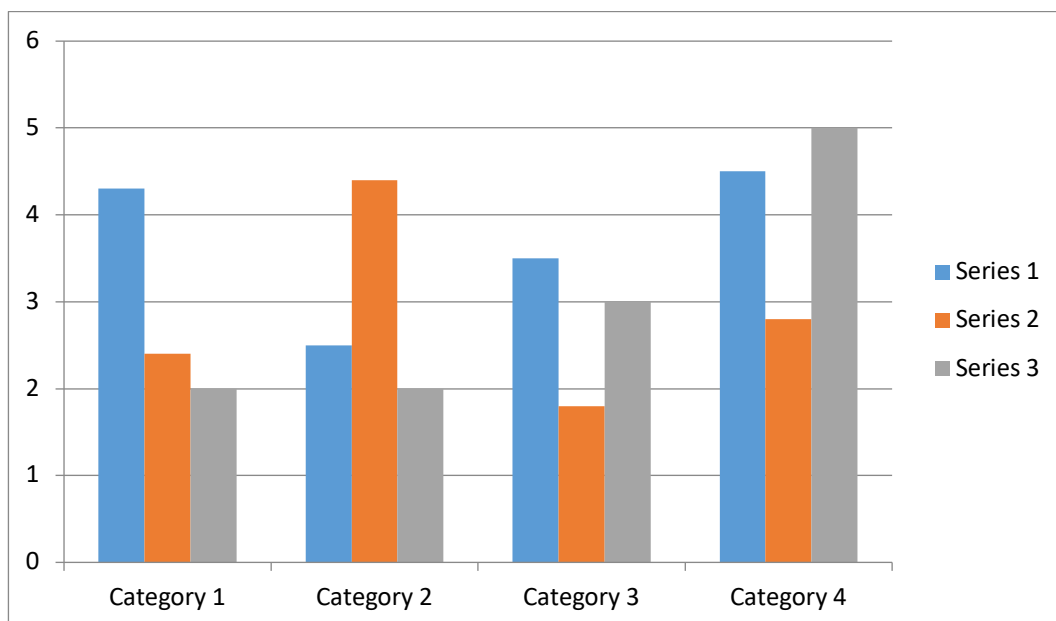


Figure 1. Moodle-Based E-Learning Media Development Flowchart



Expected Learning Outcomes and Student Performance Improvement

The implementation of Moodle-based learning media in news writing instruction at MTs Al Ijtimaiah Siluman yielded measurable improvements in both student engagement and writing competence. The expected outcomes for students included a better understanding of news writing techniques, the ability to produce structurally sound news articles, enhanced independent writing skills, and active participation in online discussions and quizzes. These expectations were largely met during the learning process. From the teacher's perspective, the use of Moodle supported more efficient teaching practices. The platform enabled teachers to deliver materials in a structured manner, monitor student progress through automated assessments, and provide timely, individualized feedback. This not only streamlined the instructional process but also allowed for more focused intervention where needed.

Quantitative data further reinforces the effectiveness of the Moodle-based approach. Prior to the implementation, the average student score on news writing assignments was approximately 60%. Following the initial Moodle trial, this figure increased to around 80%. By the end of the full implementation, the average score reached 90%, indicating that most students had achieved a solid mastery of the fundamental techniques of news writing. This progressive improvement highlights the positive impact of integrating digital learning platforms in the writing curriculum.

The results highlight several important aspects of using Moodle in the news writing learning process. The significant improvement in writing skills suggests that the Moodle-based learning media effectively supported students in mastering news

writing techniques. The flexibility of the platform, allowing students to study at their own pace, enabled them to revisit materials as needed, which may have contributed to this improvement. Furthermore, the increased engagement—evidenced by the higher submission rate of assignments and the positive feedback from students—indicates that Moodle helped motivate students to participate more actively in their learning. This aligns with previous studies (e.g., Supriyadi, 2017; Haryanto, 2019), which have shown that digital platforms can enhance student involvement and academic performance.

However, the implementation also brought to light challenges related to technological access. Some students faced difficulties with unstable internet connections or limited access to personal digital devices. These issues resulted in interruptions to their learning experience, making it harder for them to fully benefit from the platform's interactive features. As suggested by previous research (Baharuddin, 2020), addressing these technological barriers by providing reliable internet access and more training for both students and teachers could further enhance the effectiveness of Moodle-based learning.

The interactive features of Moodle, particularly the discussion forums, also contributed to the success of the learning process. These forums provided students with opportunities to engage with peers and receive feedback, which helped them refine their writing skills. As noted by Rini and Kuswandi (2021), peer feedback and collaboration are crucial for developing writing abilities, as they encourage critical thinking and the exchange of ideas.

In conclusion, the Moodle-based learning media showed significant promise in improving news writing skills among 7th-grade students at MTs Al Ijtimaiah Siluman. The study recommends enhancing the platform with additional features, such as more diverse video tutorials and writing exercises tailored to different skill levels. Furthermore, expanding the use of Moodle to other subjects could foster the development of digital literacy and self-directed learning skills across the curriculum.

CONCLUSION

This study contributes to the growing body of research on digital learning by demonstrating the effectiveness of Moodle-based e-learning media in enhancing news writing skills among Grade 7 students at MTs Al Ijtimaiah Siluman. The implementation of Moodle as a digital learning platform has proven to positively impact students' writing abilities by providing flexible, structured, and interactive learning experiences. The ability for students to access learning materials at their own pace led to greater independence in learning, and the integration of discussion forums and quizzes fostered increased engagement and collaboration. Additionally, the study highlights Moodle's capacity to streamline the evaluation process, offering teachers timely feedback on student performance and enabling targeted revisions. The significant improvement in students' ability to structure and write

news articles, as well as their increased participation in online activities, underscores the value of using digital tools to enhance writing instruction. For future research and implementation, it is recommended that schools with limited technological resources invest in providing better internet access and digital tools to ensure equitable learning opportunities. Teachers and students should also receive adequate training to maximize the effectiveness of Moodle in the classroom. Furthermore, future studies could explore the integration of Moodle into other subject areas, which may further develop students' digital literacy and self-directed learning skills.

REFERENCES

- Astuti, D., & Sari, R. (2020). Enhancing students' writing skills using Moodle-based e-learning. *Journal of Language and Literature Education*, 9(1), 55–63.
- Hapsari, L., & Fauziah, A. (2022). The effectiveness of e-learning media in writing instruction during online learning. *ELT Journal: English Language Teaching*, 15(2), 134–143.
- Iskandar, D., & Mulyani, N. (2019). The role of Moodle in improving students' writing performance. *Indonesian Journal of E-Learning*, 5(1), 77–85.
- Mustofa, M. (2021). The effectiveness of Moodle-based e-learning in improving students' writing skills. *Journal of English Language Teaching and Linguistics*, 6(2), 221–232.
- Nugroho, A., & Izzah, L. (2020). Innovative learning in the digital age: Integrating Moodle for writing instruction. *International Journal of Language Education*, 4(1), 112–123.
- Nuraini, S., & Hafidz, M. (2021). Barriers in the implementation of e-learning in rural junior high schools. *Journal of Digital Education*, 3(2), 99–107.
- Pratiwi, D., & Kurniawan, T. (2018). The effect of Moodle-based learning on students' writing skill development. *Pedagogia*, 6(2), 112–120.
- Putri, L., & Arifin, Z. (2019). E-learning in the Indonesian secondary education system: A case study of Moodle integration. *Journal of Educational Technology Studies*, 4(1), 48–57.
- Rahman, A., Syafitri, M., & Tania, N. (2021). Exploring Moodle as a tool to enhance writing skills among junior high school students. *International Journal of Educational Research and Technology*, 12(3), 142–150.
- Rahmawati, A., & Wulandari, S. (2022). Utilizing Moodle to enhance students' learning outcomes in language subjects. *Indonesian Journal of Educational Technology*, 3(2), 77–85.
- Wijayanti, A., & Ramadhani, F. (2020). Using Moodle in writing classrooms: Student engagement and feedback practices. *Language Teaching and Educational Review*, 9(1), 59–68.
- Yuliana, D., & Pratiwi, N. (2019). E-learning and its impact on student-centered learning: A study of Moodle platform. *Asian Education Studies*, 4(1), 45–53.