

**Development of a Deep Learning-Based Short Story Listening Learning Model for Fifth-Grade Students at SD Negeri 2 Kulo**

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**ABSTRACT**

This study aims to develop a deep learning-based instructional model for teaching short story listening skills to be utilized by teachers in classroom learning. The type of research employed is Research and Development (R&D) using the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation. The product developed is a Deep Learning Lesson Plan (Rencana Pembelajaran Mendalam/RPM) for a short story listening instructional model, which was systematically designed and validated by experts. The validation results indicate a high level of feasibility: content experts scored 96%, language experts 81%, and instructional experts 88%, all categorized as “highly feasible.” A limited trial involving 10 students resulted in an average gain score of 0.40, which, according to Hake, falls into the moderate effectiveness category. A wider trial involving 25 students showed that 6 students were in the low category ( $g \leq 0.30$ ), 19 in the moderate category ( $0.39 < g \leq 0.70$ ), and none in the high category ( $g > 0.70$ ). This indicates that the majority of participants experienced significant improvement after the implementation of the instructional model. The results of teacher and student response questionnaires also indicate a high level of effectiveness, with both obtaining an average score of 4.65, categorized as “very good.” In conclusion, the developed deep learning-based instructional model for teaching short story listening skills is effective, valid, and engaging in improving students’ listening skills in an active, critical, and reflective manner, and contributes to

the development of innovative and contextual Indonesian language learning in elementary schools.

**Keywords:** Instructional Model; Deep Learning; Listening Skills; Short Story

## INTRODUCTION

Listening is one of the fundamental language skills that supports students' ability to receive, understand, interpret, and respond to spoken information. In elementary education, listening plays a crucial role because it becomes the foundation for the development of other language skills, including speaking, reading, and writing. In Indonesian language learning, listening activities are not merely related to hearing sounds, but also involve cognitive processes such as identifying main ideas, understanding messages, interpreting meaning, and evaluating information. Therefore, listening instruction should be designed systematically to help students construct meaningful understanding from oral texts.

Despite its importance, listening skills are often less emphasized in classroom practice compared to reading and writing. In many elementary school contexts, listening instruction is still conducted through conventional methods, such as teacher explanation, oral reading, and direct questioning. Such practices tend to make students passive recipients of information and provide limited opportunities for them to think critically, discuss, reflect, and connect what they hear with their own experiences. As a result, students may find it difficult to understand the content of oral texts, identify important information, and respond to messages critically and reflectively.

Short stories are one of the literary texts that can be effectively used to develop students' listening skills. Short stories contain narrative elements such as characters, setting, plot, conflict, and moral values that can stimulate students' imagination, emotional engagement, and critical thinking. Through listening to short stories, students can learn to follow sequences of events, understand character traits, identify moral messages, and relate story content to real-life situations. Thus, short story listening activities have the potential to create meaningful language learning experiences, especially for elementary school students.

However, preliminary observations at SD Negeri 2 Kulo indicate that fifth-grade students still face difficulties in listening to short stories. Students tend to lose focus when listening to stories, show different levels of listening comprehension, and experience difficulty identifying main ideas and responding critically to the content of the story. In addition, teachers still face limitations in terms of learning media, teaching strategies, and structured instructional models that can actively involve students in listening activities. These conditions indicate the need for an innovative instructional model that can improve students' listening comprehension and classroom participation.

One relevant approach to address this problem is deep learning-based instruction. In this study, deep learning refers to a pedagogical approach that emphasizes meaningful understanding, active engagement, reflection, collaboration, and the connection between learning materials and students' real-life experiences. This approach encourages students not only to receive information, but also to analyze, interpret, evaluate, and internalize meaning. In the context of short story listening, deep learning can help students understand stories more comprehensively by involving them in activities such as prediction, discussion, questioning, reflection, and value identification.

Previous studies have shown that innovative learning models, interactive media, and student-centered approaches can improve listening skills and learning motivation. Nevertheless, most previous studies have focused mainly on the development of learning media or the implementation of certain teaching strategies. Limited studies have specifically developed a structured instructional model for teaching short story listening skills based on deep learning principles in elementary schools. This gap indicates the need for a systematic research and development study that produces a valid, practical, and effective instructional model.

To develop such a model, this study employed the ADDIE development framework, which consists of analysis, design, development, implementation, and evaluation stages. The ADDIE model was selected because it provides a systematic and flexible procedure for developing instructional products. Through this model, the learning needs of students and teachers can be analyzed, instructional components can be designed and developed, and the effectiveness of the product can be evaluated through classroom implementation. Therefore, the ADDIE framework is considered appropriate for developing a deep learning-based instructional model for short story listening.

Based on the above background, this study aims to develop a deep learning-based instructional model for teaching short story listening skills to fifth-grade students at SD Negeri 2 Kulo. Specifically, this study seeks to describe the learning needs, develop the instructional model, and examine its implementation in improving students' listening skills. The novelty of this study lies in the integration of short story listening instruction with deep learning principles through a systematic instructional model. The results of this study are expected to contribute to the development of Indonesian language learning, particularly in creating active, meaningful, reflective, and contextual listening instruction at the elementary school level.

## **LITERATURE REVIEW**

Listening is a fundamental receptive skill in language learning because it enables students to receive, process, and interpret spoken information. In the context of elementary education, listening serves as the basis for the development of other language skills, such as speaking, reading, and writing. Listening is not merely the

activity of hearing sounds, but a complex cognitive process involving attention, comprehension, interpretation, evaluation, and response. Therefore, listening instruction should be designed to help students actively construct meaning from oral texts.

In Indonesian language learning at the elementary school level, listening skills are essential for supporting students' literacy development. Students who have good listening skills are more likely to understand learning materials, follow classroom instructions, participate in discussions, and express ideas appropriately. However, listening instruction is often treated as a passive activity in which students only listen to the teacher's explanation or oral reading. This condition may limit students' opportunities to engage in higher-order thinking processes, such as analyzing, evaluating, and reflecting on the information they receive.

Short stories are considered effective learning materials for developing listening skills because they contain narrative structures that are close to students' daily experiences. A short story usually includes characters, setting, plot, conflict, and moral values that can stimulate students' imagination and emotional involvement. Through listening to short stories, students can learn to identify main ideas, understand sequences of events, recognize character traits, and interpret moral messages. Thus, short story listening activities can promote not only language comprehension but also character education and reflective thinking.

The effectiveness of short story listening instruction depends on the learning model used by the teacher. A conventional teacher-centered model often makes students passive and less motivated to participate in learning activities. In contrast, an innovative instructional model can provide students with opportunities to predict story content, ask questions, discuss ideas, identify values, and reflect on the meaning of the story. Such activities can help students develop deeper comprehension and improve their ability to respond critically to oral texts.

Deep learning is a relevant pedagogical approach for improving the quality of listening instruction. In educational contexts, deep learning refers to a learning process that emphasizes meaningful understanding, active participation, critical thinking, collaboration, and reflection. This approach encourages students to connect new knowledge with prior experiences and real-life contexts. Unlike surface learning, which focuses on memorization and repetition, deep learning requires students to analyze information, construct meaning, and apply what they have learned in meaningful situations.

The application of deep learning in short story listening instruction can create a more active and meaningful learning process. Students are not only asked to listen to a story, but also to understand its content, analyze the characters and events, discuss the values contained in the story, and relate them to their own lives. This process supports the development of critical, reflective, and communicative abilities. Therefore, deep learning-based instruction is considered suitable for

elementary students because it integrates cognitive, affective, and social aspects of learning.

The theoretical foundation of this approach is supported by constructivist, cognitive, and social learning theories. Constructivist theory emphasizes that students actively build knowledge through interaction with their environment and prior experiences. Vygotsky's social constructivism highlights the importance of interaction, collaboration, and scaffolding in helping students reach higher levels of understanding. Meanwhile, Bruner's cognitive theory emphasizes discovery learning, in which students are encouraged to explore, interpret, and construct meaning independently. These theories provide a strong basis for developing a learning model that promotes active and meaningful listening instruction.

Based on these theoretical perspectives, the development of a deep learning-based instructional model for short story listening is necessary to improve students' listening skills in elementary schools. The model should include clear learning objectives, structured learning syntax, appropriate learning materials, interactive activities, and assessment procedures that measure students' comprehension and reflection. By integrating short story listening with deep learning principles, the instructional model is expected to help students become more active, critical, reflective, and engaged in Indonesian language learning.

## **METHOD**

### **Design and Sample**

This study employed a research and development (R&D) design aimed at producing a deep learning-based instructional model for teaching short story listening skills to fifth-grade elementary school students. The R&D approach was selected because the study focused not only on identifying and describing learning problems, but also on developing, validating, implementing, and evaluating an instructional product. The product developed in this study was a Deep Learning Lesson Plan intended to support Indonesian language learning, particularly in short story listening activities. The development procedure used the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. In the analysis stage, the researcher identified students' learning needs, classroom problems, teacher difficulties, and the condition of listening instruction at SD Negeri 2 Kulo. In the design stage, the instructional model was planned by formulating learning objectives, learning syntax, learning materials, student activities, media, and assessment techniques. In the development stage, the initial product was created and validated by experts before being implemented in the classroom. The subjects of this study were fifth-grade students of SD Negeri 2 Kulo. The study also involved teachers and expert validators consisting of material experts, language experts, and instructional experts to assess the feasibility and validity of the developed instructional model. Their evaluations were used as the basis for revising and improving the product before classroom implementation.

### **Instruments and Procedures**

Data in this study were collected through observation, interviews, questionnaires, tests, and documentation. Observation was conducted to identify classroom learning conditions and students' participation during the teaching and learning process. Interviews with teachers were carried out to obtain information regarding problems and needs in teaching listening skills. Questionnaires were used to collect expert validation data as well as responses from teachers and students regarding the practicality and attractiveness of the developed instructional model. The tests consisted of pretests and posttests administered to measure students' listening skill improvement before and after the implementation of the deep learning-based instructional model. Documentation was also used to support the research data and record the implementation process. The research procedure followed the ADDIE stages systematically. After conducting the needs analysis, the researcher designed the instructional model and developed the learning materials and instruments. The product was then validated by experts and revised based on their suggestions. After revision, the model was implemented in classroom learning activities involving fifth-grade students. Finally, an evaluation stage was conducted to examine the validity, practicality, and effectiveness of the developed instructional model.

### **Data Analysis**

The data analysis technique in this study consisted of qualitative and quantitative analysis. Qualitative data obtained from observations, interviews, suggestions, and comments from validators were analyzed descriptively to improve and revise the instructional model. Quantitative data obtained from validation sheets, questionnaires, and test results were analyzed using percentage scores, mean scores, and gain score analysis. The validation results were used to determine the feasibility level of the product, while the pretest and posttest scores were analyzed to measure the effectiveness of the developed model in improving students' short story listening skills. The effectiveness of the instructional model was determined by comparing students' pretest and posttest scores. Gain score analysis was used to measure the level of students' improvement after the implementation of the deep learning-based listening model. In addition, teacher and student responses were analyzed to determine the practicality and attractiveness of the model. The results of these analyses were used to conclude whether the developed instructional model was valid, practical, and effective for improving short story listening skills among fifth-grade students at SD Negeri 2 Kulo.

### **RESULT AND DISCUSSION**

The results of this study indicate that the development of a deep learning-based instructional model for short story listening was carried out systematically through the ADDIE development stages. The product developed in this study was a Deep Learning Lesson Plan designed to guide teachers in implementing listening

instruction through meaningful, active, reflective, and contextual learning activities. At the analysis stage, the findings showed that fifth-grade students at SD Negeri 2 Kulo experienced difficulties in listening to short stories. The main problems included low attention during listening activities, different levels of listening comprehension among students, and limited ability to identify main ideas and respond critically to story content. In addition, the teacher still needed a structured instructional model that could make listening activities more interactive and meaningful.

At the design stage, the instructional model was developed by integrating short story listening activities with deep learning principles. The learning syntax was designed to involve students in several activities, including activating prior knowledge, listening to short stories, identifying story elements, discussing moral values, reflecting on story content, and relating the story to students' daily lives. These activities were intended to support active participation, critical thinking, collaboration, and reflective learning.

*Table 1. Expert Validation Results*

<b>Validator</b>	<b>Percentage Score</b>	<b>Category</b>
Material expert	96%	Highly feasible
Language expert	81%	Highly feasible
Instructional expert	88%	Highly feasible

The validation results showed that the developed model was considered feasible for classroom implementation. The material expert gave a score of 96%, indicating that the content of the model was highly appropriate for the learning objectives and students' needs. The language expert gave a score of 81%, showing that the language used in the instructional product was clear and suitable for elementary school students. The instructional expert gave a score of 88%, indicating that the model had a strong pedagogical structure and could be implemented effectively in learning activities.

After expert validation, the product was revised based on suggestions and comments from the validators. The revision focused on improving the clarity of instructions, strengthening the connection between learning activities and deep learning principles, and adjusting the learning materials to the cognitive level of fifth-grade students. This revision process was important to ensure that the model was not only valid in terms of content, but also practical for classroom use. The implementation stage was conducted through limited and wider trials. In the limited trial involving 10 students, the average gain score was 0.40, which falls into the moderate effectiveness category. This result indicates that the instructional model was able to improve students' listening skills after being implemented in the classroom.

*Table 2. Trial Results Based on Gain Score*

<b>Trial Type</b>	<b>Number of Students</b>	<b>Result</b>	<b>Category</b>
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Limited trial	10 students	Average gain score = 0.40	Moderate
Wider trial	25 students	6 students in low category	Low
Wider trial	25 students	19 students in moderate category	Moderate
Wider trial	25 students	0 students in high category	High

The wider trial involving 25 students showed that 6 students were in the low improvement category, 19 students were in the moderate improvement category, and no students were in the high improvement category. These findings suggest that most students experienced improvement after learning through the deep learning-based short story listening model, although the level of improvement was mostly moderate. The responses from teachers and students also showed positive results. Both teacher and student response questionnaires obtained an average score of 4.65, which was categorized as very good. This finding indicates that the developed model was considered attractive, useful, and suitable for supporting short story listening instruction in elementary school.

*Table 3. Teacher and Student Response Results*

<b>Respondent</b>	<b>Mean Score</b>	<b>Category</b>
Teacher response	4.65	Very good
Student response	4.65	Very good

The results show that the deep learning-based instructional model for short story listening was valid, effective, and positively received by users. The model improved students' listening skills by encouraging them to listen actively, understand story content, discuss meaning, reflect on values, and connect the story with real-life experiences. Therefore, the developed model can be considered appropriate for use in Indonesian language learning at the elementary school level.

The findings of this study confirm that listening instruction in elementary schools requires a learning model that is not only focused on students' ability to hear information, but also on their ability to understand, interpret, and reflect on oral texts. The difficulties experienced by students at SD Negeri 2 Kulo show that listening activities need to be supported by active and meaningful learning strategies. This is consistent with the view that listening is a complex language skill involving attention, comprehension, interpretation, and response. The development of a deep learning-based instructional model provides a relevant solution to these problems. Deep learning emphasizes meaningful understanding, active engagement, collaboration, reflection, and contextual learning. In the context of short story listening, these principles help students move beyond passive listening and become actively involved in constructing meaning from the stories they hear.

The high validation scores from material, language, and instructional experts indicate that the developed model has strong feasibility. The material validation score of 96% shows that the learning content was relevant to the objectives of short

story listening instruction. The language validation score of 81% indicates that the language used in the product was appropriate for elementary students. Meanwhile, the instructional validation score of 88% shows that the learning design was pedagogically sound and suitable for classroom implementation. The moderate gain score in the limited trial suggests that the model had a positive effect on students' listening skills. Although the improvement was not in the high category, the result still demonstrates that students benefited from the learning process. This improvement may have occurred because students were given opportunities to predict, listen, discuss, analyze, and reflect on story content rather than simply listening to the teacher's reading.

The wider trial also showed that most students were in the moderate improvement category. This result indicates that the model was effective for the majority of students, although some students still showed low improvement. The variation in students' improvement may be influenced by differences in prior listening ability, attention span, vocabulary mastery, motivation, and learning readiness. Therefore, future implementation of the model may require differentiated support for students with lower listening comprehension. The positive responses from teachers and students indicate that the model was practical and attractive for classroom use. The mean score of 4.65 from both teacher and student responses shows that the learning model was well received. This suggests that the model helped create a more engaging learning atmosphere and provided clear guidance for teachers in conducting short story listening instruction.

The use of short stories as learning materials also contributed to the effectiveness of the model. Short stories are suitable for elementary students because they contain familiar situations, characters, conflicts, and moral values. Through short stories, students can develop not only listening comprehension, but also imagination, empathy, moral awareness, and reflective thinking. This makes short story listening a meaningful activity in Indonesian language learning. The discussion shows that the developed model contributes to the improvement of listening instruction by integrating deep learning principles into short story-based activities. The model encourages students to become active, critical, reflective, and collaborative learners. Therefore, this instructional model can be recommended as an alternative approach for improving short story listening skills in elementary schools and as a contribution to the development of innovative Indonesian language learning.

## CONCLUSION

This study concludes that the deep learning-based instructional model for teaching short story listening skills was successfully developed through the ADDIE stages, namely analysis, design, development, implementation, and evaluation. The model was designed based on the learning needs of fifth-grade students at SD Negeri 2 Kulo, particularly the need for more active, meaningful, reflective, and contextual listening instruction. The developed model provides structured learning activities that guide students to listen, understand, analyze, discuss, and reflect on short

stories. The validation results indicate that the developed model is feasible for use in classroom learning. The material expert, language expert, and instructional expert gave high feasibility scores, showing that the model is appropriate in terms of content, language, and instructional design. The implementation results also show that the model improves students' listening skills, as indicated by the gain score results in both limited and wider trials. In addition, teacher and student responses show that the model is practical, attractive, and suitable for elementary school learning. The deep learning-based short story listening model is valid, practical, and effective in improving students' listening skills. The model encourages students to become more active, critical, reflective, and engaged in Indonesian language learning. Therefore, this model can be recommended as an alternative instructional model for teaching listening skills in elementary schools and as a reference for future researchers who wish to develop innovative language learning models based on deep learning principles.

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