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Designing News Text Teaching Materials with Higher-Order Thinking Skills based on Website

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Keywords

News text, Higher-Order Thinking Skills, teaching materials, Website

Abstract

News text learning in junior high school is still dominated by the use of printed teaching materials which tend to be monotonous. This research aims to develop teaching materials for HOTS-based news texts in class VII news text learning at the junior high school level. The research uses the Research and Development (R&D) method with the ADDIE model which includes the stages of analysis, design, development, implementation, and evaluation. The subjects of the study were grade VII students in three schools in Bojonegoro district. Data was collected through student needs questionnaires, expert validation sheets, and news text writing tests. The results of the study showed that the teaching materials obtained a feasibility percentage of 90.00% from material experts and 93.34% from media experts with the very feasible category. The average student score increased from 40.90 in the pretest to 81.52 in the post. The results of the N-Gain calculation obtained a score of 0.68257 with the medium category. Thus, the teaching materials for HOTS-based news texts are feasible and effective for improving student learning outcomes.

Introduction

News text is a form of text that contains information about an event (Khoiriyah et al., 2025) that is conveyed to the audience in a clear, interesting, and actual manner (Mushthofa, 2016)

based on actual facts and accounted for in accordance with reality (Arizal et al., 2021). In general, news texts have characteristics that contain factual events, contain important information, can attract readers' interest, use clear language, and are conveyed in an actual manner so that they can be accepted by the public (Hamson, 2020). In addition, news texts are also characterized by the use of standard language, direct and indirect sentences, mental verbs, adverbs of time and place, and conjunctions that present information chronologically (Kosasih, 2017). Thus, understanding the news text material is an important foundation for students in understanding the concepts and characteristics of news texts precisely and systematically.

The news text material is listed in the syllabus of Indonesian subjects at the junior high school level (Somantari et al., 2022) which has been aligned with the indicators of phase D learning outcomes including listening, watching, speaking, and creating (Sammi & Amir, 2023). These learning achievement indicators can be completed by planning the use of teaching materials for a material that is appropriate (Ariningsih & Amalia, 2020). However, it is still found that students have difficulty in understanding news text material because of the influence of rarely practicing and the teaching materials used in learning are still monotonous (Sitorus et al., 2023). Therefore, students need to practice improving their thinking skills so that they can develop skills and knowledge in understanding or solving a problem (Handayani & Koeswanti, 2021). Thus, news text material needs to be designed appropriately in order to stimulate students to develop higher-order thinking skills.

Higher-order thinking skills refer to the ability to engage in complex thinking (Budiarta, 2018) by manipulating existing ideas or information by providing new implications (Gunawan in Pratiwi & Hapsari, 2020). According to Quellmaz in Mahanal (2019), the ability to think at a higher-order thinking skills is a process of thinking broadly by analyzing problems, evaluating relevant problems, and being able to create solutions to these problems. Thus, higher-order thinking skills represent a broad and complex process of thinking to analyze, evaluate, and create an idea to create a solution to solve a problem.

Higher-order thinking skills are urgently needed in this era, because with the development of technology it is a challenge in the world of education (Faridah, 2019). Higher-Order Thinking Skills have become a pedagogical necessity in the realm of contemporary education (Rahmawati et al., 2026). Therefore, students must be able to master three abilities, namely, higher-order thinking skills, problem-solving skills, and must be creative (Pratiwi et al., 2019). If students already have these higher-order thinking skills, then students can use knowledge to develop certain facts that have been learned (Lie et al., 2020). So, higher-order thinking skills is an important ability that students must master as a provision for technological developments in order to be able to compete on a global scale.

The urgency of this higher-order thinking skills ability has caused interest for some researchers to match this ability with various subjects with the aim of maximizing student learning outcomes. Such as Susanti et al. (2023) who developed mathematics learning materials with higher-order thinking skills. The results of this development resulted in mathematics learning becoming more appropriate, practical, valid, and feasible to implement. Then, Yulianis et al. (2019) also integrated learning based on higher-order thinking skills in

Biology material. From the results of the research obtained, it is concluded that this ability is feasible to be integrated into the learning process to face future learning challenges. In addition, Harita (2025) also developed an excretory system module based on higher-order thinking skills at the junior high school level. The development obtained the results that the modules were declared practical, valid, and effective so that they could increase student motivation and learning outcomes.

Therefore, higher-order thinking skills are essential to be integrated into students' learning process, including in news text instruction. News text material has never been developed by integrating the content of higher-order thinking skills in previous studies. On the other hand, this news text material needs to be packaged in independent teaching materials, because so far news text material is still mixed with other Indonesian materials. Therefore, learning innovations are needed that are able to contain news text material in its entirety and integrate it with the content of higher-order thinking skills in teaching materials.

Teaching materials are a set of systematic learning tools (Mardiana in Amini et al., 2024) as a learning resource for students (Kamaruddin in Aisyah et al., 2020) that contain learning methods, evaluations, limitations, and interesting materials to achieve complex learning goals (Widodo & Jasmadi in Magdalena et al., 2020). Teaching materials need to be designed in harmony with the characteristics of students (Puspitaningrum et al., 2024) because they are the main factor to create a more active and meaningful learning process for students (Sudarisman et al., 2025). However, many educators still use printed books as the main teaching material (Darmayasa et al., 2018) as a problem due to the limitations of complex and interesting teaching materials (Hastari et al., 2019). Thus, solutions are needed that present attractive, innovative, and flexible teaching materials with the needs of students (Umam & Azhar, 2021) such as website-based teaching materials (Nafilah et al., 2023).

A website is a platform consisting of several pages containing information in the form of images, text, audio, and videos that are interconnected in a series (Puspita & Aminah, 2018). Websites are technological innovations in the realm of education that can be used in the learning process by packaging modules and teaching materials into website pages (Maemunah et al., 2023). This is in line with the results of research by Syabrina et al. (2025) that the developed website-based teaching materials can be used in the learning process because they can increase student productivity and learning outcomes. Based on these advantages, the website has been used and studied by several experts to improve the learning process, especially in learning Indonesian language. However, these studies have not developed website-based teaching materials for all Indonesian language materials, such as news text materials. Based on this explanation, this research is important to design news text teaching materials with website-based higher-order thinking skills for students in grade VII of junior high school.

Method

Research design

The design used in this study is Research and Development (RnD) or commonly called research and development. According to Sugiyono (2016), RnD research is a method in developing certain new products and testing the effectiveness of the products that have been developed. This RnD research design is used for the purpose of research to develop teaching materials for news texts with website-based higher-order thinking skills. In addition, the design of this study was chosen to determine the effectiveness and feasibility of using the teaching materials developed.

Research sample

The sample of this study is grade 7 students in 3 schools, namely SMPN 5 Bojonegoro, SMPN 4 Bojonegoro, and SMPN 1 Kapas. This sample was selected based on the consideration of characteristics relevant to the target use of the developed teaching material product. In addition, the three schools still use printed books from the government as the main teaching materials, so that researchers can obtain data that is in line with the research objectives.

Research procedure

The procedure in this study uses the ADDIE model. The ADDIE development model is an acronym for the words Analyze, Design, Develop, Implement and Evaluate which is used to develop a product design for teaching materials (Hidayat & Nizar, 2021). Each stage of ADDIE is interrelated in forming strategic steps so that the development carried out is more organized and structured (Muryandari & Sujatmiko, 2025). The ADDIE development procedure starts from the *analyze* stage which is explained as follows.

This analysis stage is carried out to analyze the need for teaching materials for news texts learning materials integrating higher-order Thinking Skills (HOTS) through a questionnaire. This phase focused on analyzing students' needs, learning material needs, content needs, and the need for integrating HOTS into news text materials. In addition, the analysis examined the needs related to material presentation, assessment components, and product specifications. The results of this phase served as the basis for developing learning materials that are effective, interactive, and aligned with students' needs. A semi-open-ended questionnaire was employed as the data collection instrument. The indicators of the needs analysis questionnaire are presented in the following table.

Table 1. A Framework for Student Needs

No.	Aspects	Indicator	Number of Items	Question Number
1.	Learning Needs Material	Availability of news text learning materials	1	1
		Need for news text learning materials integrating higher-order thinking skills (HOTS)	2	2, 3
2.		Structure of news texts	1	4

No.	Aspects	Indicator	Number of Items	Question Number
	Learning Material Content Needs	Characteristics of higher-order thinking skills (HOTS)	1	5
3.	Learning Material Presentation Needs	Presentation techniques	1	6
		Supporting presentation elements	1	7
4.	Language Component Needs	Language variations	1	8
5.	Assessment Needs	Types of assessment	1	9
6.	Product Specification Needs	Homepage design	1	10
		Color usage in the website interface	1	11
		Website menu design	1	12

The design phase focused on developing the structure of the learning materials and the website-based learning media. Prior to product development, flowcharts and storyboards were prepared to provide a clear framework for the product design. Subsequently, the product was designed based on the results of the students' needs analysis questionnaire. This phase included designing the website interface, learning materials, HOTS-integrated news text materials, and learning assessment components. The purpose of this phase was to produce a visually appealing learning material design that could enhance students' learning interest and support effective learning.

The development phase aimed to transform the proposed design into a functional website-based learning material product. During this phase, the product was developed by considering various aspects of quality assurance, including expert validation. The first validation process was conducted to evaluate the appropriateness and accuracy of the learning materials, involving two subject matter experts. Data for the validation process were collected using a questionnaire. The validation instrument is presented in the following table.

Table 2. Material expert instrument grid

No	Aspects	Indicator	Assesment				
			1	2	3	4	5
1.	Material feasibility	Suitability of the material with the curriculum					
		Material accuracy					
2.	Presentation eligibility	Serving Techniques					
		Presentation support					
3.	Language Assessment	Clarity of language					
		Communicative					
		Effective, consistent, and cohesive use of language					

Modified from Arigiyati et al. (2018)

The second validation process is carried out to ensure the quality of the teaching materials that have been designed so that two media experts must be involved. This validation process uses a data collection technique in the form of a questionnaire. The questionnaire instrument can be seen in the following table.

Table 3. Media expert instrument grid

No	Aspects	Indicator	Assessment					Improvement Suggestions
			1	2	3	4	5	
1.	Display	Accuracy of text and image size						
		Display layout accuracy						
2.	Media suitability with student characteristics	Media can be used by individuals or groups						
		Media can encourage students to reason and explore						
3.	Desain	Accuracy of the image with the material						
		Accuracy of background color selection						
4.	Instructions for use	Clarity of usage information						
		Instructions for use according to the contents `						

Modified from Pribowo (2018)

The implementation stage is the stage of implementing teaching materials that have been developed in the learning process in the classroom. This stage aims to determine the effectiveness of teaching materials containing website-based higher-order thinking skills used in the news text learning process. At this stage, junior high school students in three schools in Bojonegoro district are involved in the use of teaching material products directly so that empirical data can be obtained on student learning outcomes.

The evaluation stage is a stage to assess the effectiveness of the teaching material products that have been developed. At this stage, the aim is to find out the improvement of student learning outcomes before and after the learning process using the teaching materials that have been developed. The results of the evaluation are used as a basis to determine the effectiveness of the teaching materials developed.

Data analysis

Data analysis in the research is divided into several parts according to the stages of the research procedure used. In the analyze stage, data analysis uses descriptive statistics to determine the percentage of student responses for each item in the student needs analysis questionnaire. In the design stage, data analysis uses the theory of Miles & Huberman as cited in Annisa & Mailani (2023), which consists of three stages: data reduction, data presentation, and drawing conclusions. In the development stage, data analysis is carried out by calculating the percentage of feasibility of teaching materials based on criteria by Arikunto as cited in Ernawati and Sukardiyono (2017). These feasibility criteria include very unsuitable (< 21%), unsuitable (21–40%), fairly suitable (41–60%), suitable (61–80%), and very suitable (81–100%). In the implementation stage, data analysis is conducted using the Paired Sample t-test. The decision for this test is based on comparing the $t_{calculated}$ and t_{table} values, where if $t_{calculated} > t_{table}$, there is a significant difference, so H_0 is rejected, whereas if $t_{calculated} < t_{table}$, there is no significant difference, so H_0 is accepted (Wahyudi, 2023). In the evaluation stage, data analysis uses the N-Gain calculation to measure the improvement in student

learning outcomes before and after using the developed teaching materials. The N-Gain classification criteria include high ($g \geq 0.7$), medium ($0.3 \leq g \leq 0.7$), and low ($g \geq 0.3$) (Lestari & Yudhanegara as cited in Nurbaity et al., 2023).

Results and Discussion

Results

Based on the results of the needs analysis on 92 students, the most answers from each need questionnaire question have been obtained. The highest percentage of each question item shows the students' need for various news text teaching materials. This percentage can be clearly seen in the table below.

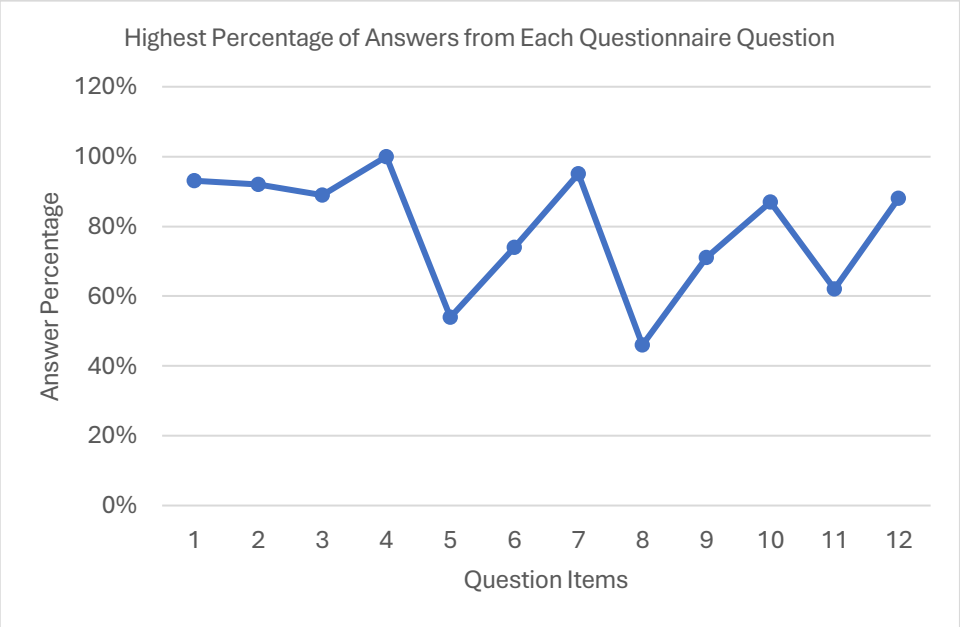

Figure 1. The highest percentage of answers to each item of the student needs questionnaire

Based on the percentage of each item of the student needs questionnaire above, this data will be grouped into several aspects. This grouping aims to facilitate the process of analyzing findings from student needs questionnaires. This grouping can be seen in the table below.

Table 4. Grouping of the findings of the student needs questionnaire in each aspect

No.	Aspects	Findings
1.	Learning Material Needs	As many as 93% of students stated that news text learning materials require further development.
		As many as 92% of students stated that learning materials should be developed by integrating higher-order Thinking Skills (HOTS).
		As many as 89% of students stated that learning materials should be developed in the form of a website-based digital platform.
2.	Learning Material Content Needs	All students stated that the structure of news texts should be included in the learning materials.
		As many as 54% of students stated that all HOTS characteristics should be integrated into the news text learning materials.

No.	Aspects	Findings
3.	Learning Material Presentation Needs	As many as 74% of students stated that the learning materials should include an introduction, learning materials, a conclusion, references, a glossary, and an author profile section.
		As many as 95% of students stated that the learning materials should provide a menu page containing a collection of students' news text writing products.
4.	Language Component Needs	As many as 46% of students stated that standard language should be used in the learning materials to facilitate learning and comprehension.
5.	Assessment Component Needs	As many as 71% of students stated that they preferred multiple-choice questions as the assessment format for news text learning.
6.	Product Specifications	As many as 87% of students stated that they preferred a homepage design featuring a background layout.
		As many as 62% of students stated that they preferred a bright color theme for the website background.
		As many as 88% of students stated that menu buttons combining text and images were more attractive.

Based on the table above, it can be seen that junior high school students have a high need for news text teaching materials loaded with higher-order thinking skills based on a digital website platform in terms of teaching material needs. In the material aspect, students need news text structure material combined with HOTS characteristics. From the aspect of presentation, students expect systematic teaching materials and provide space to display students' writings. From the linguistic aspect, the use of standard language is considered important so that the material is easy to understand. In addition, students also want evaluation in the form of multiple-choice questions. From the aspect of product specifications, students want teaching materials with an attractive appearance through the use of backgrounds, bright colors, and menu buttons that combine writing and images. Thus, news text teaching materials require development by combining HOTS, website-based, presenting material systematically, providing a platform for publication of student works, using language that is easy to understand, and supported by an attractive and interactive visual design according to student needs.

After analyzing the results of the student needs questionnaire, the news text teaching materials proceed to the design stage. At this design stage, the news text teaching materials containing website-based higher-order thinking skills are designed based on the results of the analysis of student needs questionnaires. This stage is carried out the preparation of news text materials, learning skills, and integration of higher-order thinking skills into the news text writing stage materials. The material that has been developed includes material 1, namely news text, material 2, which is higher-order thinking skills, and material 3, which is the integration of higher-order thinking skills into the stage of writing news texts. The design of the material can be seen as follows.

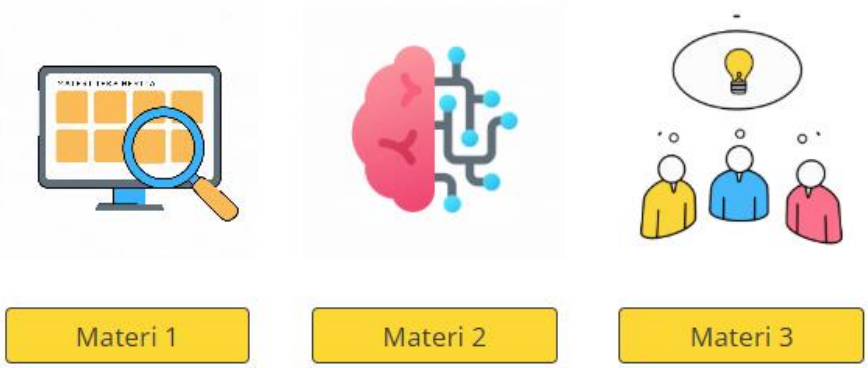

Figure 2. Design of teaching materials

In addition to designing material design, this stage also designs the appearance of the teaching material website media to be more attractive, accessible, and relevant to user needs. The researchers also designed flowcharts, storyboards, web navigation, and user manuals to facilitate the learning process. The product design of teaching materials has several multimedia components such as images, powerpoints, and animated videos, comprehension tests, and collections of student works that are easy for students to use individually or in groups. The design of the website teaching material product can be seen as follows.

Figure 3. Teaching material interface design

The results of designing materials and media at this design stage are in the form of an initial prototype of news text teaching materials with higher-order thinking skills based on websites. This prototype is designed as an interactive teaching material that is not only focused on training students' understanding of news text material, but also training students' higher-order thinking skills so that it makes it easier for students to compose news texts in an interesting and factual manner. The integration of higher-order thinking skills is realized through the presentation of materials, exercises, and evaluations that encourage students to analyze the structure of news texts, evaluate important information, and be able to write news texts independently.

The prototype is the basis for the development stage to be validated by experts. The validation results from the two subject matter experts can be seen as follows.

Figure 4. Validation results by subject matter experts

Based on the figure above, the results of the material validator assessment were accumulated into several aspects. The aspect of material feasibility, which consists of questions items 1 and 2, obtained an average score of 4.50. Meanwhile, the feasibility aspect of presentation consisted of questions items 3 and 4, obtained an average score of 4.25. Finally, the aspect of language assessment which consisted of questions items 5, 6, and 7, obtained an average score of 4.67. Overall, the validation results of the two experts obtained an average of 4.50. In addition, the results of the eligibility percentage from the first expert validation scored 88.57%, while the second subject matter expert gave a score of 91.43%. Based on the validation of the two experts, the teaching materials received a very decent category. As for the two experts, they obtained an average feasibility percentage of 90.00%, so it can be concluded that news text teaching materials with Higher-Order thinking skills based on websites are very feasible for use in learning news texts. In addition, the first material expert suggested improvements that in the evaluation or student understanding test section could be made even more interesting, while the second material expert suggested improvements on the teaching material page need to be displayed the curriculum used.

Furthermore, the validation results from two media experts can be seen as follows.

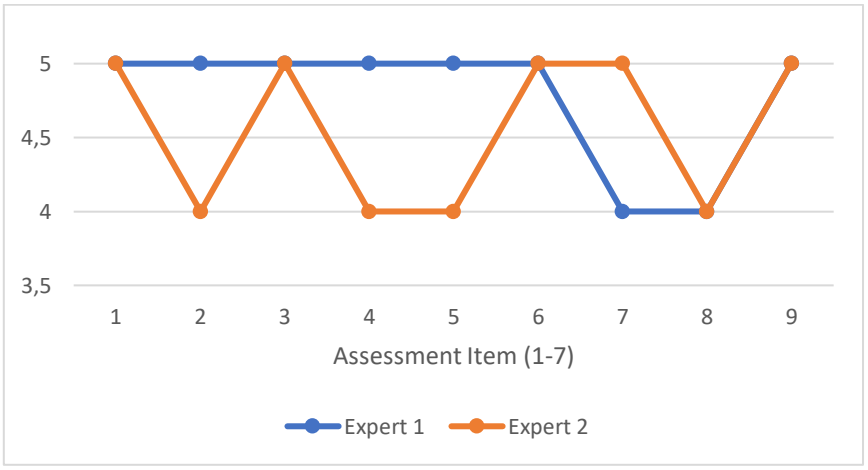

Figure 5. Validation results by media experts

Based on the figure above, the results of the media validator assessment were accumulated into several aspects. In the aspect of display, which consisted of questions items 1 and 2, an average score of 4.75 was obtained. Meanwhile, In the specification of media suitability with student characteristics, questions items 3 and 4 obtained an average score of 4.75. In the design aspect, which consisted of questions items 5, 6 and 7, an average score of 4.67. Furthermore, in the aspect of instructions for use, which consisted of questions items 8 and 9, an average score of 4.50 was obtained. Overall, the validation results from the two media experts obtained an average score of 4.67. In addition, the results of the eligibility percentage from the validation of the first media expert scored 95.56%, while the second media expert gave a score of 91.11%. Based on the validation from the two experts, the media developed is included in the very feasible category. As for the two experts, they obtained an average eligibility percentage of 93.34%, so it can be concluded that news text teaching materials with website-based higher-order thinking skills are very suitable for use in learning news texts. In addition, the second material expert gave suggestions for improvement that it is necessary to add images to the material section so that it is not monotonous. Based on the results of validation and suggestions for improvement from material experts and media experts, the researcher needs to revise the design. The results of this revision will be implemented in the learning of news texts.

The implementation stage involved grade VII students in three junior high schools. The student will be given a pretest before being treated with teaching materials. After being given a pretest, the next meeting students were taught using news text teaching materials containing Higher-Order thinking skills based on websites. In the last session, students were administered a posttest to measure learning outcomes after being treated with teaching materials. The comparison of pretest and Posttest scores from all students can be seen as follows.

Table 5. Pretest and posttest score comparison table

Components	Pretest	Posttest
Number of Students (n)	92	92
Total Values	3762,5	7500
Highest Score	75	100
Lowest Score	0	50
Average (X)	40,90	81,52
Standard Deviation (s)	19,70796933	10,06132653
Varians (s2)	388,4040552	101,2302914

Based on the results of the test, the implementation of news text teaching materials with website-based higher-order thinking skills was able to improve student learning outcomes. This is shown by the increase in the average score from 40.90 in the pretest to 81.52 in the posttest. This improvement shows that the teaching materials developed are effective in helping students understand the news text material in more depth. In addition, teaching materials that are arranged according to learning objectives can support students in analyzing, evaluating, and

writing news texts in a more structured, logical, and objective manner. Furthermore, the results of the students' pretest and posttest will be analyzed with the Paired Sample t-test as follows.

Table 6. Paired Sample t-test results

t-Test: Paired Two Sample for Means		
	Postes	*Pretes*
Mean	81,52173913	40,89673913
Variance	101,2302914	388,4040552
Observations	92	92
Pearson Correlation	0,501861437	
Hypothesized Mean Difference	0	
df	91	
t Stat	22,85775809	
P(T<=t) one-tail	8,82694E-40	
t Critical one-tail	1,661771155	
P(T<=t) two-tail	1,76539E-39	
t Critical two-tail	1,986377154	

Based on the table above, it is known that the t-stat value of 22.85775809 is greater than the t-value of the table (t Critical two-tail) of 1.986377154. Thus, t calculated > t table, which means that H0 is Rejected. This shows that there is a significant difference between pretest and posttest scores. The data shows that the increase in learning outcomes during posttest is higher than the results of pretests.

Furthermore, the results of the calculation from the N-Gain test obtained a score of 0.68257 which can be grouped that the effectiveness of improving student learning outcomes is in the medium grouping. However, this N-Gain score has approached in the high category. The N-Gain grouping category can be seen in the image below.

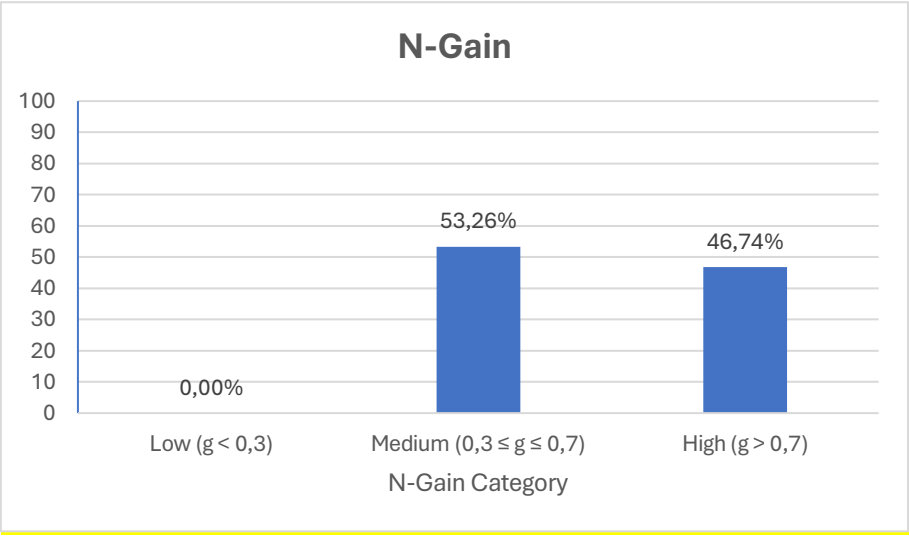

Figure 6. N-Gain grouping categories

The results of the above calculation show that the use of news text teaching materials with website-based higher-order thinking skills has been proven to be able to improve student learning outcomes better than just using printed books

Discussion

Based on the results of the research described above, the discussion will focus on important findings, namely 1) students' needs regarding teaching materials for news texts with website-based higher-order thinking skills, 2) conducting design validation on material experts and media experts to test the feasibility of teaching materials, 3) the effectiveness of the teaching materials developed is able to improve student learning outcomes, 4) The advantages of teaching materials for news texts with website-based higher-order thinking skills compared to printed books. The four findings of the study will be discussed below.

First, students' needs regarding news text teaching materials with website-based higher-order thinking skills are due to the monotonous learning resources at school. This result is in line with the results of research by Aegustinawati et al. (2024) that news text teaching materials must be developed into digital teaching materials to achieve feasibility and practicality requirements so that they can meet the needs of students. Palupi et al. (2023) explained that the development of website-based digital teaching materials will have a positive impact and response in learning news texts because of the ease of access to learn. In addition, the need for teaching materials for higher-order thinking skills needs to be developed, signaling that students realize that higher-order thinking skills are important for the demands of 21st century learning. Naibaho et al. (2024) emphasized that the development of HOTS-oriented news texts can improve the quality of learning for the better so that students have the ability to analyze, evaluate, and create news texts.

Second, design validation is important to determine the feasibility of teaching materials and get suggestions for improvement from material experts and media experts. Maskur et al. (2017) argue that design validation is a process of assessing the feasibility of a product design that is developed before being tested. Validation by experts is carried out through several theoretical considerations based on the knowledge and experience of an expert (Putra in Suryanda et al., 2019). Fauzan & Rahdiyanta (2017) emphasized that this validation is important as a stage of product evaluation that is developed to be relevant to learning objectives.

Third, the effectiveness of website-based news text teaching materials has a significant influence on improving student learning outcomes. A significant increase in student learning outcomes after the implementation of website-based teaching materials, which is shown by the acquisition of higher posttest scores than pretest scores, shows that the use of developed teaching materials has a positive impact on the news text learning process. This finding is relevant to Karyati (2024) that websites have a variety of important information that can be used by teachers as a learning website so that they can be an interesting alternative learning media other than the printed textbooks that have been used so far. The results of research by Kusumah (2018) show that the implementation of website-based teaching materials is able to have a

significant influence on improving student competence and learning outcomes. In addition, students' motivation to learn increases because there are various features on the website that can be used for learning (Karyati, 2023). Thus, the implementation of website-based teaching materials has been proven to be effective in improving student learning outcomes during the learning process.

Fourth, the advantage of teaching materials for news texts with website-based higher-order thinking skills compared to printed teaching materials lies in the accessibility of presenting materials that are more practical, interactive and varied. Most students experienced an increase in learning outcomes from pretests to posttest which were included in the medium category. This shows that news text teaching materials with website-based higher-order thinking skills are able to answer the demands of 21st century learning. Suryandaru & Setyaningtyas (2021) revealed that website-based teaching materials have the advantage of multimedia components such as images, videos, and text that are easily accessible anywhere, anytime, and easily accessible so that they can attract students' interest in the learning process. Website media can be used as an alternative to learning news texts because it can make the learning process more meaningful so that it can increase students' independence and learning outcomes (Handini & Hasanudin, 2025). In addition, the results of Heriani's research (2020) explain that news text learning needs to be combined with the content of students' higher-order thinking skills (HOTS), because this combination can develop students' critical and creative thinking skills to answer learning challenges in the 21st century.

Thus, the results of this study indicate that the website-based news text instructional materials for higher-order thinking skills serve as an innovation in learning that aligns with students' needs in the all-digital era. The design of website-based news text instructional materials for higher-order thinking skills represents an effective effort to create innovative and adaptive learning resources that keep pace with contemporary developments. Furthermore, website-based news text instructional materials for higher-order thinking skills can be used as a learning alternative for news texts at the junior high school level to improve students' news text writing skills while simultaneously enhancing their higher-order thinking skills.

Conclusion

Based on the findings of this study, it can be concluded that the website-based news text learning materials integrating higher-order thinking skills (HOTS) were successfully developed through the Analyze, Design, Development, Implementation, and Evaluation (ADDIE) stages. The validation results obtained from subject matter experts, media experts, and educational practitioners indicated that the developed learning materials were highly feasible for use in the learning process.

Furthermore, the implementation results revealed that the website-based news text learning materials received positive responses from students due to their attractive design, accessibility, and ability to support more interactive learning activities. The integration of

multimedia features within the website facilitated students' understanding of news text materials and encouraged active participation in the learning process.

The effectiveness testing results demonstrated that the developed learning materials were able to improve students' learning outcomes and higher-order thinking skills (HOTS). These findings indicate that website-based news text learning materials are more effective than conventional printed materials in supporting news text learning. Therefore, the developed learning materials can serve as an alternative learning resource that aligns with the demands of 21st-century learning and supports the development of students' higher-order thinking skills.

Authorship Contribution Statement

Bagas Romadhoni Sugiarto is responsible for compiling research instruments, analyzing student needs, processing collected data, developing teaching materials, and compiling article manuscripts. Cahyo Hasanudin contributed to providing methodological guidance during the implementation of the research and coordinating the preparation of article manuscripts. Sutrimah contributes to providing input to research development and supporting the product validation process through recommendations and determination of product validators for teaching materials.

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