

DEVELOPING DIGITAL WORKSHEET BASED ON PROJECT BASED LEARNING MODEL TO ENHANCE WRITING ABILITY OF JUNIOR HIGH SCHOOL STUDENTS



Written by

Dessy Satria (22290120026)

ENGLISH EDUCATION POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU

2025

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 P.O.BOX. 1004
 Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Lembaran Pengesahan

Nama
 Nomor Induk Mahasiswa
 Gelar Akademik
 Judul

: Dessy Satria
 : 22290120026
 : M.Pd. (Magister Pendidikan)
 : Developing Digital Worksheet Based on Project Based Learning Model to Enhance Writing Ability of Junior High School Students

Tim Penguji:

Dr. Kalayo Hasibuan, M.Ed -TESOL
 Penguji I/Ketua

Dr. Hj. Zulhidah, M.Pd
 Penguji II/Sekretaris

Dr. Bukhori, M.Pd
 Penguji III

Dr. Dodi Settiawan, M.Pd
 Penguji IV

Tanggal Ujian/Pengesahan

17 /01/2025



APPROVAL SHEET

The thesis entitled "The use of Information Communication and Technology(ICT) in Teaching English: A case study at Rural Private Islamic junior high school In Rimba Melintang".

is written by:

Name
Student's Number
Study Program
Education Concentration

: Dessy Satria
: 22290120026
: Islamic Education
: English Education

Date: 30 Desember 2024
Supervisor I

Date: 30 Desember 2024
Supervisor II

Dr. Zulfiddah. M. Pd
NIP: 19660423 199403 2001

Dr. Nuraisyah Zulkifli. M. Pd
NIP: 19850619 200912 2008

Acknowledged by:
Head of Islamic Education Study Program

Dr. Alwizar. M. Ag
NIP. 197004222003121002

UIN SUSKA RIAU

- Hak Cipta ini milik UIN Sultan Syarif Kasim Riau
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

© Hak Cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Dr. Zuthiddah. M. Pd

The Lecturer of Postgraduate Program,
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE

Reference: The Thesis of Dessy Satria

To: Director of Postgraduate program,
State Islamic University
Sultan Syarif Kasim Riau
Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

Having read, analyzed, corrected and revised the thesis with the tilte mentioned below written by:

Name	: Dessy Satria
Student's Number	: 22290120026
Program of Study	: Islamic Education
Field of Study	: English Education
Title	: Developing Digital Worksheet Based on Project Based Learning Model to Enhance Writing Ability of Junior High School Students.

It is, therefore approved to be examined and assessed in the final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim. Wassamu'alaikum Warahmatullahi Wabarakatuh.

Pekanbaru, 30 Desember 2024
Supervisor I

Dr. Zuthiddah. M. Pd
NIP: 19660423 199403 2001



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Himpunan Ilmiah UIN Suska Riau

Dr. Nur Aisyah Zulkifli. M. Pd

The Lecturer of Postgraduate Program,
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE

Reference: The Thesis of Dessy Satria

To: Director of Postgraduate program,
State Islamic University
Sultan Syarif Kasim Riau
Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

Having read, analyzed, corrected and revised the thesis with the tilte mentioned below written by:

Name	: Dessy Satria
Student's Number	: 22290120026
Program of Study	: Islamic Education
Field of Study	: English Education
Title	: Developing Digital Worksheet Based on Project Based Learning Model to Enhance Writing Ability of Junior High School Students.

It is, therefore approved to be examined and assessed in the final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim. Wassamu'alaikum Warahmatullahi Wabarakatuh.

Pekanbaru, 2 January 2025

Supervisor II

Dr. Nur Aisyah Zulkifli. M. Pd

NIP: 19850619 200912 2008



STATEMENT OF ACADEMIC INTEGRITY

The person who has signature in the following:

Name : Dessy Satria
NIM : 22290120026
Place of Birth : Pekanbaru
Date of Birth : April, 15th 1979
Study Program : Islamic Education
Concentration : English Education

Stated that the thesis that I have written: "Developing Digital Worksheet Based on Project Based Learning Model to Enhance Writing Ability of Junior High School Students", to meet one of the requirements for a master Degree at the Postgraduate Program UIN Suska Riau is on my own works, whereas the material in the thesis quoted from other sources have been clearly stated based on the norms and ethics of scientific writing.

If all or some part of the thesis are not my own work or I have committed plagiarism, I take the consequences to remove my degrees as well as taking other sanctions according to the existing law.

Pekanbaru, 30th Desember 2024



Dessy Satria
222901220026

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Lord of the World. The beneficent and the Most Merciful, praises belong to Allah Almighty. By His guidance and blessing, the researcher has accomplished the final research paper as an academic requirement to finish her bachelor degree. Then, May shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

This thesis is written and intended to submit a partial of the requirements for the master program in English Education major at the postgraduate program of State Islamic University of Sultan Syarif Kasim Riau. The thesis entitled “Developing Digital Worksheet Based on Project-Based Learning Model to Enhance Writing Ability of Junior High School Students”. The writer would like to express her gratitude and sincere thanks to my father M.Nasir, my mother Rukmini, My husband Dr.Eng. Noerdin Basir,ST., MT who have support my study. And also The writer would like to express her gratitude and sincere thanks to:

1. Prof.Dr. Hairunnas, M.Ag, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Prof. Dr. H. Ilyas Husti, MA, The Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
3. Dr. Zaitun, M.Ag, Deputy of Post Graduate Program of State Islamic University of Sultan Syarif Kasim Riau.
4. Dr. Alwizar, S.Ag, M.Ag, the Chairperson of Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

5. Dr. Eva Dewi, M.Ag, Secretary of Islamic Education Study Program of State Islamic University of Sultan Syarif Kasim Riau.
6. Dr. Zuhiddah, M.Pd, as the first supervisor who has given the writer correction, supervision, advice, and guide from the early stage of the research.
7. Dr. Nur Aisyah Zulkifli, M.Pd, as the second supervisor who had the responsibility for her patiences in providing guidance, helpful, correction and suggestion.
8. All lectures of English Education Department and staff of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau who have given valuable knowledge, insight, values, information, and motivation.
9. My classmates of Regular system class of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.
10. All people who have the participation for their attention, cooperation, pray, love and motivation to complete this thesis as soon as possible. May Allah almighty bless them all. Aamiin Ya Rabbal'alamiin.

Finally, the writer really realized that are many weaknesses in the thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

“May Allah Almighty bless you, bless me, and bless us”

آمين يا رب العالمين

Pekanbaru, 3 Januari 2025,

The writer

Dessy Satria

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

TABLE OF CONTENTS

ACKNOWLEDGMENT	i
TABLE OF CONTENTS.....	iii
TABLE OF FIGURE	vi
LIST OF TABLE	viii
ABSTRACT	ix
CHAPTER 1 INTRODUCTION	1
A. Background of the Problems.....	1
B. Formulation of the Problem	6
C. Purpose of Development	6
D. Product Specifications Developed	7
E. Benefits of the developed product.....	8
F. Assumption and limitation of Study	8
G. Definition of Key Term.....	9
CHAPTER II THEORICAL FRAMEWORK	12
A. Theoretical Concept	12
1. The Role of Worksheet in Teaching English	12
2. Teaching English at junior high school	20
3. Writing Ability	34
B. An overview of instruction of development	43
C. Conceptual framework	45
D. Relevant Research.....	45
CHAPTER III RESEARCH METHOD	52
A. Research Design.....	52
B. Research Procedure	53
1. Analysis	55
2. Design.....	56
3. Development	58
4. Implementation.....	59
5. Evaluation.....	59

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

B. Research Instruments	60
1. The Validation of Research Instrument	61
2. The Instrument of Practicality	63
3. The Instrument of Effectiveness	65
4. Instrument of Need Analysis for teacher.....	66
5. The validation of lesson plan	67
6. Validation instrument for Digital Worksheet as Teaching Media in Writing Skill at Junior High...	70
C. Data Collection Technique.....	72
D. Data Analysis Technique	72
1. Data preparation and Validities of digital worksheet	73
2. Interpretation of Results	74
3. Determining the Validity of Items.....	74
4. The effectiveness and practicality of digital worksheets	75
5. Gain score.....	76
CHAPTER IV RESEARCH RESULT AND DISCUSSION	78
A. Description of the Research Location.....	78
B. Research Finding.....	79
1. Media needed by student and teacher in Writing skill	79
2. Desaining Project-base Digital Worksheet	88
3. Develop Project Base Digital Worksheets	104
4. the validity of a project based digital worksheet...	108
5. The practicality of using a project based digital worksheet to enhance writing ability	109
6. Effectiveness of using project-based digital worksheets to enhance writing skills.....	121
C. The Development Result.....	127
D. Discussion	127

CHAPTER V

REFERENCES

1. Designing a Project-based Digital Worksheet To Enhance Writing Ability	127
2. The Validity of a Project-based Digital Worksheet from The Expert	128
3. The Practicality of Using a Project-based Digital Worksheet To Enhance Writing Ability.....	129
4. The Effectiveness of Using Project-based Digital Worksheets To Enhance Writing Skills	130
E. Delimitation of the Study	132
CONCLUSION	133
A. Conclusion	133
B. Recommendation	135
REFERENCES	136

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

TABLE OF FIGURE

Figure 2. 1	Learning design and assessment process.....	27
Figure 2. 2	The Application Route of Project-Based Learning In Teaching of English Writing (Qiaohua Lu (2021)).....	36
Figure 3. 1	Flowchart of Product Development Procedure	54
Figure 4. 1	Cannva website.....	89
Figure 4. 2	Create a new design.....	89
Figure 4. 3	Select layout and size of worksheet.....	90
Figure 4. 4	Choose template design.....	90
Figure 4. 5	Customize template	91
Figure 4. 6	Add worksheets page in Canva	91
Figure 4. 7	Video lesson (Top left), Learning materials (Topright), Example of sentences (Under left), Learning practice (Under right).....	96
Figure 4. 8	Project planning.....	97
Figure 4. 9	Project Implementation	98
Figure 4. 10	Definition object.....	98
Figure 4. 11	Characteristics of the object	99
Figure 4. 12	Conclusion.....	99
Figure 4. 13	Evaluation.....	100
Figure 4. 14	Learning video using technology	103
Figure 4. 15	Examples of artifacts	103
Figure 4. 16	Invite students in Canva class.....	112
Figure 4. 17	Teacher shares a Canva link with students.....	112
Figure 4. 18	Template link.....	113
Figure 4. 19	Selecting Duplicate proses.....	113
Figure 4. 20	Selecting share.....	114
Figure 4. 21	Selecting Copy link	114
Figure 4. 22	Selecting Copy link for student	115
Figure 4. 23	Teaching in the classroom.....	117

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Figure 4. 24	Working on worksheets in groups.....	118
Figure 4. 25	Students interpret the writing of learning outcomes from worksheets	119
Figure 4. 26	Learning process before presentation	119
Figure 4. 27	The process of collecting digital worksheets in the Wa group and canva.....	120



LIST OF TABLE

Table 2. 1	Learning outcomes per element.....	25
Table 2. 2	Learning Objective Flow	31
Table 2. 3	Syntax PBL	38
Table 3. 1	Instrument Item of research instrument	61
Table 3. 2	The Instrument items of practicality	64
Table 3. 3	The Instrument items of effectiveness	66
Table 3. 4	Instrument items of lesson plan	69
Table 3. 5	Instrument items of digital worksheet	71
Table 3. 6	Category score adot by SPSS.....	75
Table 3. 7	Gain score Category.....	76
Table 3. 8	the interpretation of the effectiveness of the n gain score	77
Table 4. 1	Students need analysis result	80
Table 4. 2	The results of the survey analysis of five teachers from three teachers from SMPN 1 Bengkalis and two teachers from SMPN 3 Bengkalis.....	85
Table 4. 3	Triangulation results	87
Table 4. 4	Scoring rubric	101
Table 4. 5	Revision results of lesson plan.....	104
Table 4. 6	Revision results of digital worksheet.....	107
Table 4. 7	The validation instrument sheet for experts as validators and validator CV.....	108
Table 4. 8	Tabulating pretest and posttest data that were analyzed using SPSS.....	123

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

ABSTRACT

Dessy satria (2024) : Developing Digital Worksheet Based on Project Based Learning Model to Enhance Writing Ability of Junior High School Student

One of the learning media contained in the lesson plan is a worksheet. Worksheets are an important medium for students because they provide a structured and organized way of learning. They help students to explore different concepts and ideas, improve logical thinking and self-organized learning. It is also an effective tool for teachers to engage students and ensure active learning. assists teachers in assessing students' understanding of certain topics, as well as helping students explore various concepts and ideas, develop fine motor skills, think logically, and learn things on their own. They provide a more enjoyable and interactive learning experience. The use of worksheets by teachers in schools has been widely used, but the worksheets created do not focus on the learning methods that have been designed in the learning implementation plan, making it difficult for students to use them. This research tries to integrate student worksheets and technology in the form of a digital worksheet design based on a project-based learning to improve the writing ability of grade 7 students. The use of technology that is integrated with worksheets is a development in the world of education that is inevitable according to the times. Using the ADDIE method, this study designed a project-based learning-based digital worksheet on students' writing skills using the Canva platform. With a quantitative approach in determining the effectiveness and practically of a digital worksheet. From the calculation of the results, it shows that with a sample of 106 people, the 5% r table is 0.632, meaning that the total is $0.503 > 0.195$. And it was found that if the 1% r table is 0.256, it means $0.503 > 0.765$. So, it can be concluded that the digital worksheets used are effective. In addition to being effective, the application of digital worksheets also improves students' writing skills. We are 95% confident that post-test scores are higher than pretest scores, with an average difference between 10,359 and 13,509), This indicates an improvement in overall learning outcomes

Keyword: ADDIE, Digital worksheet, project-base learning, writing skill

UIN SUSKA RIAU

ملخص

دسي ستريا، (٢٠٢٤) : تطوير أوراق العمل الرقمية المبنية على نموذج التعليم القائم على المشاريع لترقية مهارة الكتابة لدى التلاميذ

إحدى وسائل التعليم الموجودة في تصميم التعليم هي أوراق العمل. تعتبر أوراق العمل وسيلة تعليمية مهمة للتلاميذ لأنها توفر طريقة تعلم منظمة ومنهجية. فهي تساعد التلاميذ على استكشاف مفاهيم وأفكار متنوعة، وتعزز التفكير المنطقي والتعليم الذاتي المنظم. كما أنها أداة فعالة للمعلمين لتفعيل مشاركة التلاميذ وضمان تعلمهم النشط. تساعد أوراق العمل المعلمين في تقييم فهم التلاميذ لموضوع معين، بالإضافة إلى مساعدة التلاميذ في استكشاف المفاهيم المتعددة، وتنمية المهارات الحركية اللطيفة، والتفكير المنطقي، وتطوير التعلم الذاتي. كما توفر تجربة تعلم أكثر متعة وتفاعلية. استخدام أوراق العمل من قبل المعلمين في المدارس منتشر بشكل كبير، ولكن أوراق العمل المصممة لا تركز غالباً على منهجية التعليم المخطط لها في تصميم تنفيذ التعلم مما يجعل ذلك من الصعب على التلاميذ استخدامها. يهدف هذا البحث إلى دمج أوراق العمل والتكنولوجيا من خلال تصميم أوراق عمل رقمية تعتمد على التعلم القائم على المشاريع لترقية مهارة الكتابة لدى تلاميذ الصف السابع. يعتبر دمج التكنولوجيا في أوراق العمل تطوراً في مجال التعليم الذي يمكن الاجتناب عنه مع تطورات العصر. باستخدام منهجية ADDIE، تم تصميم أوراق عمل رقمية تعتمد على التعلم القائم على المشاريع لترقية مهارة الكتابة لدى التلاميذ عبر منصة "كانفا" على مدخل كمي لتحديد فعالية وتطبيقية أوراق العمل الرقمية. دلت نتائج البحث على أن العينة التي تتكون من ١٠٦ شخصاً في جدول t هي ٥٠% أي ٥٣،٦٣٢ مما يعني أن القيمة الإجمالية ٠,٥٠٣ < ٠,١٩٥. وتم الحصول بأن جدول t هو ٠,٢٥٦، مما يعني ٠,٥٠٣ < ٠,٧٦٥ بناءً على ذلك، يمكن الاستنباط أن أوراق العمل الرقمية المستخدمة فعالة. بالإضافة إلى فعاليتها، فإن تطبيق أوراق العمل الرقمية يساهم في ترقية مهارة الكتابة لدى التلاميذ. ونحن واثقون بنسبة ٩٥% أن درجة الاختبار البعدي أعلى من درجة الاختبار القبلي، مع فرق متوسط يتراوح بين ١٠,٣٥٩ و ١٣,٥٠٩، حيث يدل ذلك على تحسن شامل في نتائج التعلم.

الكلمات المفتاحية : منهجية ADDIE، أوراق عمل رقمية، التعلم القائم على المشاريع، مهارة الكتابة

ABSTRAK

Dessy satria (2024) : Developing Digital Worksheet Based on Project Based Learning Model to Enhance Writing Ability of Junior High School Student

Salah satu media pembelajaran yang terdapat dalam rencana pembelajaran adalah lembar kerja. Lembar kerja adalah media penting bagi siswa karena memberikan cara belajar yang terstruktur dan terorganisir. Mereka membantu siswa untuk mengeksplorasi berbagai konsep dan ide, meningkatkan pemikiran logis dan pembelajaran yang diatur sendiri. Ia juga alat yang efektif bagi guru untuk melibatkan siswa dan memastikan pembelajaran aktif. membantu guru dalam menilai pemahaman siswa tentang topik tertentu, Serta membantu siswa mengeksplorasi berbagai konsep dan ide, mengembangkan keterampilan motorik halus, berpikir logis, dan mempelajari sesuatu sendiri. Mereka memberikan pengalaman belajar yang lebih menyenangkan dan interaktif. penggunaan lembar kerja oleh tenaga pengajar di sekolah telah banyak digunakan, namun lembar kerja yang dibuat tidak berfokus pada metode pembelajaran yang telah dirancang dalam rencana pelaksanaan pembelajaran sehingga menjadi sulit bagi siswa untuk menggunakannya. Penelitian ini mencoba mengintegrasikan lembar kerja siswa dan teknologi dalam bentuk rancangan digital worksheet berbasis projek base learning untuk meningkatkan kemampuan menulis siswa kelas 7. Penggunaan teknologi yang terintegrasi dengan lembar kerja merupakan perkembangan dalam dunia pendidikan yang tidak dapat dihindari sesuai dengan perkembangan zaman. Dengan menggunakan metode ADDIE penelitian ini merancang digital worksheet berbasis project base learning pada keahlian menulis siswa menggunakan platform canva. Dengan pendekatan kuantitatif dalam menentukan efektifitas dan practically dari sebuah digital worksheet. Dari perhitungan hasil menunjukkan bahwa dengan sampel 106 orang tabel r 5% adalah 0,632, artinya totalnya adalah $0,503 > 0,195$. Dan ditemukan bahwa jika tabel r 1% adalah 0,256, itu berarti $0,503 > 0,765$. Jadi, dapat disimpulkan bahwa lembar kerja digital yang digunakan efektif. Selain efektif, penerapan lembar kerja digital juga meningkatkan kemampuan menulis siswa. Kami yakin 95% bahwa skor pasca-tes lebih tinggi dari skor pretest, dengan perbedaan rata-rata antara 10.359 dan 13.509), Ini menunjukkan peningkatan hasil belajar secara keseluruhan

Kata kunci, ADDIE, Digital worksheet, project-base learning, writing skill

CHAPTER 1 INTRODUCTION

A. Background of the Problems

One of the learning media contained in the learning plan is a worksheet. Worksheets are an important media for students as they provide a structured and organized way of learning. They help students to explore multiple concepts and ideas, develop fine motor skills, enhance logical thinking and self-regulated learning. Worksheets are an effective tool for teachers to engage students and ensure active learning. They can also assist teachers in assessing students' understanding of a particular topic. Worksheets can help students learn in several ways such as: Firstly, worksheets in math subject can help students identify patterns in numbers and shapes, develop math skills such as addition, subtraction, multiplication, division, and encourage critical thinking (Gramlick, 2019; C.-D. Lee, 2014).

In addition, worksheets can help students explore multiple concepts and ideas, develop fine motor skills, and enhance logical thinking (Martin, 2023). Thirdly, worksheets can make learning feel less like a chore and more like a fun activity or game, which can help keep students engaged and interested in the lesson (Martin, 2023). Fourthly, worksheets can be used as an assessment tool to monitor students' progress and understanding of a particular topic (Lee, 2014a). Teachers can use worksheets to understand students' previous knowledge, the outcome of learning, and the process of learning (Lee, 2014a).

Moreover, Worksheets are recommended mainly for assessment purposes and should not be used for teaching as this is not developmentally appropriate.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Worksheets help students explore multiple concepts and ideas, develop fine motor skills, logical thinking, and learn things on their own. They provide a more enjoyable and interactive learning experience (Lee, 2014a). Finally, worksheets can help students work independently, which can build their confidence and independence.

Using worksheets in general can help students understand the material better, improve independent skills, and facilitate the learning process. Several studies have been conducted that show the use of worksheets to improve the learning process, such as: use of worksheets focused on the impact of student worksheet media on moderating student achievement (Riyanti & Rustiana, 2017), the creation of student worksheets using platforms like Google Forms (Iqbal et al., 2018), and the development of student worksheets by using a discovery-based approach (Rahaju & Wijayanti, 2018). Additionally, there is a study on the use of QR code-enhanced student worksheets as a media to strengthen democratic values among citizens (Khoirusnaini, 2023).

In the 2023/2024 academic year, all Indonesian schools have been implemented the Merdeka curriculum. With the implementation of this Merdeka curriculum, the P5 program (project to strengthen the profile of Pancasila students) has been implemented. For this reason, project-based learning is becoming increasingly popular. To make teaching easier, P5 usually includes worksheets. In conclusion, the use of worksheets for project learning has been carried out. Meanwhile, in English language learning, project-based learning has

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

also been widely used. This is proven by the many research titles connected to the project learning model and English language learning.

Practically the use of worksheets by teaching staff in schools has been widely used, but the worksheets created do not focus on the learning methods that have been designed in the learning implementation plan. Sometimes worksheets can be purchased as student worksheets (LKS). Existing worksheets are not bad but need to be aligned with the learning model applied in the student learning process. Considering this, creating a worksheet that is in accordance with the learning objectives to be achieved based on a predetermined method is very urgent because it influences the achievement of the learning objectives. Because worksheets influence learning outcomes that have been determined through learning objectives, worksheets in the learning process play an important role so that the learning process is not boring.

If learning provides a sense of fun, of course students will easily absorb new knowledge. Some of the roles of worksheets in learning are: Interactive worksheets with enjoyable and innovative exercises can stimulate students' motivation and induce a positive attitude towards school tasks. Apart from that, the role of worksheets can maximize student activity in learning. This is called a student center in learning activities where worksheets can promote active learning by involving students in their own learning process. Furthermore, Interactive worksheets can boost concentration and attention, as children put all their interest and attention into carrying out the exercises. Worksheets can be used to assess student performance and understand difficult concepts. They are also effective

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

tools for long-lasting learning and can help identify key gaps in the learning process (Barry, 2022; Shrikant, 2021).

Because of the large role of worksheets in learning, it cannot be denied that learning English, which has four skills that students must master, namely listening, speaking, reading and writing, is also better off using the right worksheets. These four skills require worksheets in the learning process. Worksheets in English learning can help teachers convey knowledge to students and encourage student activity. The use of worksheets requires teachers to apply learning methods that are oriented towards student activity, such as interviews, discussions, presentations and games. The teacher acts as a facilitator who provides instructions on the use of worksheets, examples of expressions, grammar, and pronunciation.

In fact, writing skills and worksheets play a crucial role in the learning process. The relationship between writing skills and worksheets can be seen from: first, writing instruction and practice can support reading achievement. Different forms of writing instruction can impact reading achievement, and the type of writing practice can alter the effect on reading (Tâm et al., 2016). Second, writing as a learning tool can help students think critically about course material while encouraging them to grasp and organize information. Third, Discovery-based approach can be used to develop student worksheets. This approach involves students actively engaging in the learning process, which can lead to better understanding and retention of knowledge (Rahaju & Wijayanti, 2018). Fourth, writing exercises can be an effective learning tool when they are tied to the

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

purpose of learning. Teachers can introduce topics, provide definitions, and share examples, and then have students practice the skills on their own (Schwartz, 2023). Fifth, Google Forms can be used to create student worksheets, allowing for easy customization and accessibility for both students and teachers (Iqbal et al., 2018).

Last, This study try to integrated student worksheet and technology because technology cannot be separated from the world of education today. The use of technology integrated with worksheets is a development in the world of education that cannot be avoided according to the times. There are several studies related to digital worksheets such as: Lupi et al. (2021) found that an e-worksheet is feasible to stimulate students' science creativity and collaborative skills. Sari et al. (2021) found some aspects in their study such as: first, an e-worksheet based on a project on the topic of city noise was developed using the Borg & Gall model, which includes preliminary research, planning, initial product development, product validation, revision to produce main products, and limited product distribution. Second, the quality of the developed e-worksheet based on the project is in category. Therefore, using an e-worksheet based on a project to teach kids about creative thinking and digital literacy is practical. Ismathulhuda et al. (2022) conclude that The material and media validation scores are very valid categories. Students' practical results in the small group fell into the extremely practical category, while student's and instructors' results in the field test fell into the very practical category respectively. Widiyawati et al (2020) states that the worksheet has been created in an accessible flipbook digital format with supplementary

animation videos to encourage active learning. According to the expert's assessment utilizing the Nine criteria, the generated worksheet is workable and capable of fostering critical thinking. Sumarmi et al., 2021 conclude that the worksheet has been created in an accessible flipbook digital format with supplementary animation videos to encourage active learning.

B. Formulation of the Problem

1. How to design a project based digital worksheet to enhance writing ability?
2. How is the validity of a project based digital worksheet to enhance writing ability?
3. How is the practicality of using a project based digital worksheet to enhance writing ability?
4. How is the effectiveness of using project-based digital worksheets to enhance writing skills?

C. Purpose of Development

1. To design project based digital worksheets to enhance writing ability
2. To measure the validity of project based digital worksheet to enhance writing ability
3. To find the practicality of using project-based learning digital worksheets to enhance writing ability
4. To find the effectiveness of using project-based learning digital worksheets to enhance writing ability

D. Product Specifications Developed

The worksheet has been designed in digital worksheet form using the Canva application. In the Canva application, there is a worksheet feature. Through the worksheet features have been found templates that can be used. Apart from that, worksheet templates can also be designed by yourself. The worksheets that have been created in Canva contain several types of worksheets that are suitable for worksheets in the project-based learning model. Learning material will focus on writing skills. Worksheet with project-based learning model adapted to the independent curriculum. The worksheet model created will also be adapted to the learning material. It is possible that all types of worksheets are used in one teaching module, and it is also possible that not all worksheets classified as project-based learning worksheets are used simultaneously in a teaching module.

Here are the specifications of the developed products:

1. Product name

Digital Worksheet based on Project-based learning model from Merdeka curriculum in phase D achievements with writing-presenting skills

2. Subject focus

Describing things around the school class 7, The target group includes high school students from Junior High school's students SMPN 1 Bengkalis and SMPN 3 Bengkalis at Bengkalis Regency

3. Platform used

Canva application, Canva is an accessible graphic design platform that empowers users to create a wide array of visual content with ease. With its user-

friendly interface and extensive library of templates, images, and design elements, Canva facilitates the production of professional-quality designs, whether for personal projects or business needs. Users can customize their creations by simply dragging and dropping elements

E. Benefits of the developed product

The writer hopes this research can contribute to English teaching and learning. It has two majors significance i.e.: practical and theoretical significance: First, theoretically this research gives a solution to find out the appropriate teaching medium in a project based digital worksheet. One theory teaching media for project-based digital worksheets such as: Getting teachers ready to use technology in the classroom: While giving students gadgets and internet access is necessary, preparing teachers to use technology in the classroom successfully is as crucial (Bourdeaux, 1981).

Second, practically the result of this research can be used as a reference to improve the ability of students in understanding more about the lesson in project based learning method, the result of this research can help the teacher to easier present the media about a project based digital worksheet and other researchers to give additional information for other researchers who want to conduct further research on the related field.

F. Assumption and limitation of Study

By using digital worksheets, it is expected to create efficient interactions between students and educators so that they can improve students' writing ability

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- pie
State
prob
om
re a
They
or i
Aka
A
om
Syarif Kasim Riau

of the

of the
to re
pie
prob
om
re a
They
on i
Aka
om

of the

State Islamic University of Sultan Syarif Kasim Riau

They

Sultan Syarif Kasim Riau

al., 2020). Digital worksheets in the study refer to worksheets designed by researcher

2. Project based learning model

Project Based Learning model is a learning model that focuses on the active involvement of students in the learning process through complex and problem-based projects. This model puts students at the center of learning, allowing them to work independently as well as in groups to complete projects that result in real products. According to Project definition is the process whereby the needs of stakeholders are identified and specifications (Cano and Lidon, 2011).

Based on Cambridge Dictionary Project is a piece of planned work or an activity that is finished over a period of time and intended to achieve a particular purpose. According to the Management Study Guide A project is an activity to meet the creation of a unique product or service and thus activities that are undertaken to accomplish routine activities cannot be considered projects. Projects are Widely used in social studies, arts, and English classes. In these subjects, project ideas tend to be passed down by words of mouth or are developed from scratch by teachers themselves. For the most part these projects are not based on learning sciences research, and researchers have not examined the most effective ways to design these projects (Krajcik and Blumenfeld, 2006). In this research PBL uses syntax of PBL in learning activities. this syntax will give correct steps in learning and teaching activities in English classroom.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak Cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

3. Writing Ability

Writing is the mental work of investing in ideas, thinking about how to express them, and paragraphs that have been clear to a reader (Nunan, 2003). Marianne (1991) said “writing is the ability to express one’s side as in written form is a second or foreign language”. Ability is in common usage in both everyday talk and in scientific discussions, its precise definition is seldom explicated or even considered (Carroll 1993, 3). Widgor and Garner (1982) define ability as “systematic observation of performance on a task.” Whereas ability is inferred from the comparison of one individual’s performance to that of other individuals (definition 1) or to an external standard (definition 2), process is inferred from the comparison of performance in one condition to performance in another condition (Lohman, 1997).

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

THEORICAL FRAMEWORK

A. Theoretical Concept

1. The Role of Worksheet in Teaching English

The existence of worksheets during the teaching and learning process is very helpful for teachers and students in understanding continuous learning. Worksheets appear to be a simple solution to this problem; they neatly connect with specific grade-level competencies and appear to complement instruction. There are many discussions about worksheets, but in this thesis, we will discuss several things you need to know about worksheets, such as: the role of worksheet in teaching English, digital worksheet, type of worksheet in teaching writing, characteristic worksheet in English writing skill and worksheet in the form of a project-based learning model.

Worksheets usually refer to a loose sheet of paper with questions or exercises for students to complete and record answers. Therefore, the worksheet aimed at students, the role of this worksheet can help students understand the learning given. If you explore the role of worksheets in learning English, you will find various contributions from these worksheets. Worksheets are versatile and efficient documents that serve as a guide, assessment tool and material for independent work, making learning more accessible and interesting for students (Lee, 2014b). There are several contributions of worksheets in learning English, namely Practice and reinforcement, Engaging and interactive, Active learning, tracking progress, developing communication and teamwork skills, independent

learning, Revision, practice, and test preparation, easing teachers' workload, Developing metacognition, confidence, and ownership of learning (Choo et al., 2011; Lee, 2014b).

worksheets are used for practice and reinforcement. In practice and reinforcement Worksheets provide opportunities for students to practice and reinforce language skills, such as grammar, vocabulary, and pronunciation. They can be tailored to focus on specific areas of learning, ensuring that students receive targeted practice. Worksheets are used to be engaging and interactive. To produce worksheets that are engaging and interactive, the worksheets must be designed to help students explore and learn on their own. Apart from that, the display of the worksheets must also attract students' eyes so that they provide a sense of fun in learning. Worksheets that function as activators of learning are worksheets that can involve students directly in the learning process. In this case, the contents of the worksheet are equipped with instructions that are clear, easy to understand and measurable. Worksheets that can be used to monitor student progress in understanding the material. Through worksheets, students can develop communication and collaboration skills in English. Worksheets allow students to study independently, according to their own pace and learning style. Worksheets can be used to revise material, practice, and prepare for exams. Worksheets help reduce teacher workload by providing structured guidance and materials. Through worksheets, students can develop metacognition, self-confidence and a sense of ownership of the learning process.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Digital worksheet

There are many examples of education worksheets available online. Here are some examples:

- a. Smart Draw offers a variety of educational worksheet templates and examples, including a clock worksheet, fact and opinion worksheet, compare map, and more.
- b. Sample Templates provides free teacher's worksheet samples in PDF and DOC formats. These examples can help teachers create worksheets that meet the needs of their students.
- c. Canva offers free, custom printable worksheet templates for teachers. These templates cover various subjects and can be used to educate kids and teens (Anonymous, n.d.).
- d. Canva is a design software tool that can be used to create engaging and customizable worksheets for education. Canva offers a variety of customizable and printable worksheet templates for teachers, which can be used to create engaging activities for students. With Canva, teachers can design custom worksheets in just a few minutes using hundreds of templates, 2 million+ photos, and 130+ fonts. Canva also provides valuable lesson ideas and resources to make education at home interactive and exciting for kids and adults alike (Attié, 2023). In addition, Canva for Education offers step-by-step instructions and tips to get started with the platform, as well as classroom ideas, including free templates (Sheffer, 2023). Canva is a user-friendly design software tool whose central premise is democratizing design and

Hak Cipta Dilindungi Undang-Undang

© hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

making it accessible for everyone, including students (Attié, 2023). Overall, Canva is a valuable resource for teachers looking to create engaging and customizable worksheets for their students. With its user-friendly interface and customizable templates, Canva can help teachers create visually appealing and effective educational materials.

- e. Education.com offers a wide range of printable worksheets for kids of all ages and subjects. These worksheets were created by professional educators and cover critical age-appropriate facts and concepts. They are designed to make the entire learning experience more fun and engaging.
- f. Teacher Vision has a huge library of ready-to-use worksheets for teachers that support learning and reinforce concepts across all subjects and grade levels. These worksheets can be used to supplement classroom instruction and provide additional practice for students.
- g. Teach Starter provides worksheets for various subjects and grade levels, including math, reading comprehension, phonics, and more. These worksheets are designed to help students develop key skills and concepts (STW, 2023).
- h. Education worksheets are a valuable resource for teachers and students alike. They provide a structured format for practicing and reinforcing concepts, and they can help students develop skills, improve understanding, and track progress.

Type of worksheet in teaching writing

The type of worksheet used in teaching writing can vary based on the specific goals of the lesson. There are several types of writing worksheets that can be used, each serving a different purpose:

- a. Outline notes mean, allow students to fill out the main idea and sub points in a bullet point format.
- b. Cloze notes mean these include all the information with a few blank spaces for the students to fill. In this study, a cloze notes worksheet was used because the worksheet contains a work guide which is followed by a few blank spaces for students to fill
- c. Besides that, there are other types of writing worksheets such as those for practicing different forms of writing (e.g., expository, persuasive, narrative, and descriptive), paragraph writing, letter writing, peer editing checklists, and graphic organizers to help students plan their writing. These worksheets can help students develop essential writing and literacy skills needed for academic success. The choice of worksheet type should be based on the specific learning objectives and the needs of the students.

Worksheet characteristics in English writing skill

According to some dictionaries it states A characteristic is a typical or distinguishing feature or quality of a person, thing, or phenomenon. It is a prominent attribute or aspect that sets something apart and indicates its character or peculiar quality. Examples of characteristics include physical traits, personality traits, behaviors, and qualities that are typical or noticeable, from the definition of

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

characteristics above, if the discussion is writing skills, then the learning materials to support activities to hone writing skills are activities related to grammar, vocabulary and sentence structure. This writing skills learning material is the basic characteristic in making worksheets to hone writing skills. Because this thesis focuses on worksheets describing things around the school, the characteristics of the worksheet design are as follows:

a. Grammar

b. Considering the level of students, the grammar in this lesson is simple present tense. The material related to this tense is the correct use of verbs, to be and the rules for adding the suffix s/es to verbs along with explaining the number of objects, both singular and plural.

c. Vocabularies

Based on the title of the worksheet, the vocabularies used are vocabularies related to school equipment and objects that are often seen in students' learning environments

d. sentence structure

For sentence structure with the theme of discussing things around the school, use simple present tense formulas and how to combine several words into good and correct sentences.

Worksheet based on project-based learning model in writing skills

PjBL can help students to develop their writing skills in a more structured and directed way. In PBL, students have been involved in projects that require them to conduct research, analysis, and synthesis of information, thereby improving their

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

writing skills. (Angelina, 2020; Yanti et al., 2023). The research that have been carried out by observing objects that have been come objects of writing have been the students' research. From observing, they will analyze English vocabulary and then synthesize the information by choosing the right sentence structure to use in the writing project.

An example of a worksheet with writing skills using the Project Based Learning (PBL) model that can be used in learning to write is Writing Project Worksheet is a worksheet that asks students to create a writing project that involves research, analysis and synthesis of information. Students have been asked to write a project report that includes the goals, methodology, results, and conclusions of the project.

Collaborative Writing Worksheet is a worksheet that asks students to work together in groups to write a piece of writing. Students have been asked to divide tasks, provide feedback, and edit their colleagues' writing. Letter Writing Worksheet where this worksheet asks students to write a letter to a certain person or organization. Students have been asked to pay attention to the format of the letter, purpose, and content of the letter. Essay Writing Worksheet in this Worksheet asks students to write an essay on a certain topic. Students have been asked to pay attention to essay structure, idea development, and appropriate use of language. The Story Writing Worksheet on this worksheet asks students to write a fictional story. Students have been asked to pay attention to story structure, characters, and plot development. From the explanation of examples of worksheets with writing skills that use the project-based learning model, this

thesis is a writing project or what is called a writing project worksheet by collaborating in groups. This means a combination of a writing project worksheet and a writing collaboration worksheet.

Kinds of writing worksheet in project-based learning model

Project-based learning is an educational approach that involves students engaging in hands-on, real-world projects to apply their knowledge and skills. This model encourages students to take ownership of their learning and develop critical thinking, problem-solving, and collaboration skills. Several methods have been used to design worksheets related to learning to write using the project based learning model, namely: Travel Brochure: Encourage students to research and create a travel brochure for a fictional or real destination, including details about the location, attractions, and activities (Sutherland, 2022), Argumentative Writing: Use students' interests to create a project-based writing activity, such as writing an argument convincing someone to get a pet or to change a school policy (Sutherland, 2022), Creative Writing Projects: Provide students with a variety of creative writing prompts, such as creating their own monster or writing a narrative about a fictional character, project-Based Learning Rubrics: Use rubrics to evaluate the quality of students' project-based writing, focusing on criteria such as clarity, organization, and depth of thinking, 7-Step Project-Based Writing Structure: Introduce a structured approach to project-based writing, including discovering an idea, framing the work, planning the work, doing the work, reframing the work, and presenting the work.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Teaching English at junior high school

Teaching English at the junior high school level using an independent curriculum aims to introduce various learning methods. In preparing for learning, an educator needs to understand the teaching tools. The teaching tools consist of learning outcomes, learning objectives and the flow of learning objectives.

a. Learning outcomes (CP)

The urgency of the Merdeka curriculum is to restore learning which is carried out based on the following policies:

1. Permendikbudristek No. 5 Tahun 2022: Graduate Competency Standards in Early Childhood Education, Elementary Education, and Secondary Education. Graduate competency standards are the minimum criteria regarding the unity of attitudes, skills and knowledge that show the achievement of students' abilities from their learning outcomes at the end of the education level. SKL is a reference for the 2013 Curriculum, the Emergency Curriculum and the Independent Curriculum.
2. Permendikbudristek No. 7 Tahun 2022: Content Standards for Early Childhood Education, Elementary Education, and Secondary Education. Content standards are developed through the formulation of the scope of material that is in accordance with the competence of graduates. The scope of the material is study material in the learning content which is formulated based on: the road must be in accordance with the provisions of the laws and regulations; scientific concept; And path, level, and type

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

of education. The content standards are the reference for the 2013 Curriculum, the Emergency Curriculum and the Merdeka Curriculum.

3. Permendikbudristek No. 262/M/2022: Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery. Contains the structure of the Merdeka Curriculum, rules related to learning and assessment, the Project to Strengthen the Pancasila Student Profile, and the teacher's workload.
4. Keputusan Kepala BSKAP No.008/H/KR/2022 Tahun 2022: Learning Outcomes in Early Childhood Education, Basic Education, and Secondary Education, in the Merdeka Curriculum. Contains Learning Outcomes for all levels and subjects in the Merdeka Curriculum structure.
5. Keputusan Kepala BSKAP No.009/H/KR/2022 Tahun 2022: Dimensions, Elements, and Sub Elements of the Pancasila Student Profile in the Merdeka Curriculum. Contains explanations and stages of developing Pancasila student profiles that can be used especially for projects to strengthen Pancasila students.
6. Surat Edaran No. 0574/H.H3/SK.02.01/2023: Following up on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/M/2022 concerning Amendments to the Decree of the Minister of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Education units can



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

implement the Independent Curriculum in stages according to their respective readiness. Since the 2021/2022 Academic Year, the Merdeka Curriculum has been implemented in nearly 2,500 schools participating in the School Mobilization Program (PSP) and 901 SMK Centers of Excellence (SMK PK) as part of learning with a new paradigm.

This curriculum is implemented starting from TK-B, SD & SDLB grades I and IV, SMP & SMPLB grade VII, SMA & SMALB and SMK grade X. Starting from the 2022/2023 Academic Year, educational units can choose to implement the curriculum based on their respective readiness TK-B grades I, IV, VII, and X. The government prepared a questionnaire to help educational units assess their readiness to use the Independent Curriculum. Three options for implementing the Merdeka Curriculum for educational units that choose to use the Merdeka Curriculum in 2023/2024: Independent Learning Education units apply several principles of the Merdeka Curriculum in the implementation of learning and assessment but still use the education unit curriculum that is being implemented. Mandiri Changed Using the Merdeka Curriculum in developing its educational unit curriculum and applying it in carrying out learning and assessments. Mandiri Shares Using the Merdeka Curriculum in developing its educational units and applying it in carrying out learning and assessments with a commitment to share its good practices with other educational units.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

English language teaching at junior high school level has been well designed by the government. However, since Covid-19 occurred, educational planning has changed very rapidly. One of the results of the government's design for the world of education is the emergence of a new curriculum called the Merdeka Curriculum. "Merdeka Curriculum" refers to a more flexible and adaptive educational curriculum introduced in several countries. It aims to empower students by offering a wider range of subjects, incorporating real-world skills, and providing more flexibility in learning paths. The goal is to move away from rigid structures and encourage personalized learning experiences that meet each student's needs and interests. This approach often emphasizes critical thinking, problem solving, creativity, and adaptability, thereby better preparing students to face the complexities of the modern world.

The Merdeka Curriculum is a new curriculum introduced by the Indonesian Ministry of Education, Culture, Research and Technology (Kemendikbudristek). So this curriculum gives educators the freedom to create quality learning that suits their needs and learning environment. Several principles in the Merdeka Curriculum include Focus on essential material. The first principle, the Merdeka Curriculum focuses on essential and relevant material, so that students can gain a better and deeper understanding of the material being studied. The second principle, Development of soft skills and character. The Merdeka Curriculum emphasizes developing students' soft skills and character through a project to strengthen the Pancasila student profile. Third principle, Exploration of interests and talents. The Merdeka Curriculum allows students to explore their interests and

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

talents through more flexible and open learning. Fourth principle, project-based assessment. The Merdeka Curriculum allows end-of-semester assessments to take the form of projects, so students can demonstrate their abilities in a more real context. Fifth principle, Using effective teaching strategies.

The Merdeka Curriculum emphasizes the use of effective teaching strategies, such as project-based learning, problem-based learning, and collaboration-based learning. In conclusion, it is hoped that the merdeka curriculum will allow students to gain better understanding and abilities, as well as develop the soft skills and character needed for a career and life in the future. In the merdeka curriculum, the government only provides learning objectives per educational phase. Likewise for learning English where learning outcomes are already available. The learning outcomes in the Merdeka curriculum are the same as the syllabus in curriculum 13. For junior high school level English learning or what is called phase D, there are two learning outcomes, namely general learning outcomes and elemental learning outcomes.

The general learning outcomes read: "At the end of Phase D, students use spoken, written and visual texts in English to interact and communicate in more diverse contexts and in formal and informal situations. Students can use various types of texts such as narratives, descriptions, procedures, special texts (short messages, advertisements) and authentic texts to become the main reference in learning English in this phase. Students use English to discuss and express desires/feelings. Their understanding of written texts continues to develop and inference skills begin to appear when understanding implicit information. They

produce written and visual texts in structured English with a more diverse vocabulary. They understand the purpose and audience when producing written text and visuals in English.”(Kemendikbud Ristek, 2022). Meanwhile, learning outcomes per element (Kemendikbud Ristek, 2022) are:

Table 2. 1 Learning outcomes per element

Listening - Speaking	Reading and viewing	Writing and presenting
By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussions such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.	By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.	By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Listening - Speaking	Reading and viewing	Writing and presenting
		vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

b. Learning objectives (TP)

According to the Ministry of Education and Culture, learning objectives are defined as a description of the achievement of three aspects of competence (knowledge, skills, attitudes) obtained by students in one or more learning activities. Learning objectives are goals that describe the knowledge, abilities, skills and attitudes that students must have (Ahmar, 2012). From the definition of learning objectives, it can be concluded that three elements of competence,

namely knowledge, skills and attitudes, must be present in formulating learning objectives. Because learning outcomes (CP) are not enough to guide the learning that have been implemented, educators need to prepare more operational documents that can guide learning activities in the classroom. The document that guides intra curricular learning activities is called the learning objectives flow (ATP). Next, the learning document development flow can be seen from the picture below:



Figure 2. 1 Learning design and assessment process (source: Kemendikbud Ristek, 2022).

To translate learning outcomes into learning objectives, appropriate analytical steps are needed. These steps are: First, carry out an analysis of learning outcomes (CP) which includes material and competency knowledge, skills and attitudes (Ii et al., 2003). In general, CP analysis consists of material analysis followed by CP analysis. In material analysis and CP, each has the same knowledge, skills and attitude competencies. Example of analysis of learning outcomes (CP) containing material. There are three things that must be present in identifying material, such as knowledge, skills and attitudes. The following is an example of the results of the material analysis: Material Analysis regarding knowledge, namely: Vocabulary, grammar, sentence structure, reading texts, and history of the English language. Analyze material about skills consisting of speaking, listening, reading,

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

writing and critical thinking in English. Material analysis regarding attitudes consisting of confidence in communication, respect for linguistic and cultural diversity, and cooperation in English language activities.

Furthermore, the analysis of learning outcomes also consists of knowledge, skills and attitudes. Example of Learning Achievement Analysis with knowledge such as Students being able to explain vocabulary, understand grammar, and identify sentence structures in English texts. Analysis of skills such as Students can speak fluently, listen and understand conversations, read texts with understanding, write coherent texts, and apply critical thinking in understanding English texts. Analysis of attitudes such as Students are able to demonstrate confidence in communicating in English, appreciate linguistic and cultural diversity, and actively participate in English language activities.

Second, based on the CP analysis, determine the main material or core content and the competencies you want to achieve (Li et al., 2003). In this case there are two parts, namely the core content and what you want to achieve or also known as learning objectives. Examples of core content are knowledge, skills and attitudes. A description of each core content can be seen through the following examples: first, core content Knowledge with examples Understanding the structure and components of text in English, such as narrative, descriptive, special text (short messages, advertisements), and original text. Second, core content Skills with examples of reading texts in English fluently, understanding the content of the text, and identifying writing techniques used in the text. Lastly, core content attitudes with examples of respecting cultural diversity and trying various

writing techniques in English texts. After discussing this content, continue with creating learning objectives.

Learning objectives can be formulated using one of Bloom's taxonomies. Examples of learning objectives per element in learning English are: learning objectives for listening elements with examples. Students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and other people in various familiar contexts. formal and informal. Learning objectives with writing elements with examples Students communicate their ideas and experiences through simple and structured paragraphs, showing development in using multimodal texts in a variety of communication situations. Reading elements learning objectives with examples students identify the purpose of the text and begin to make inferences to understand the implied information in English texts.

Third, arrange the learning objectives (TP) chronologically based on the sequence of learning over time, by containing three aspects of competency, namely knowledge, skills and attitudes (Ii et al., 2003). Fourth, ensure that the learning objectives formulated are in accordance with existing indicators, student abilities and the competencies to be achieved. To ensure that the learning objectives formulated are in accordance with existing indicators, student abilities, and the competencies to be achieved, the following steps can be taken: Analyzing Competency Indicators by ensuring that learning objectives are in accordance with the competency indicators that have been determined in the learning process standards (Yusuf, 2018). Furthermore, learning objectives must refer to student

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

abilities by paying attention to the level of student ability in formulating learning objectives. Learning objectives must be achieved by students according to their level of development and readiness. And then link it to the competency you want to achieve by ensuring that the learning objectives are closely related to the competency you want to achieve, both in terms of knowledge, skills and attitudes. (Ahmar, 2012). Fifth, use the learning objective flow (ATP) as a guide to achieving learning outcomes at the end of a phase, by arranging them chronologically based on the learning sequence.

c. Flow of learning objectives (ATP)

Learning Objective Flow (ATP) is a series of learning objectives that are arranged systematically and logically in a learning phase (Learning Objective Flow (ATP) Concept – Merdeka Mengajar, n.d.). The ATP must be arranged chronologically based on the learning sequence, and the teacher has the right to arrange each learning flow according to the characteristics of the subject and the learning approach used (Mulyana, 2023). In the flow of learning objectives there are three components consisting of competency components, content components and variation components. Competency components contain abilities that can be demonstrated by students or actualized in the form of products or work. The content component contains core knowledge or main concepts that need to be understood at the end of a learning unit. The variation component contains creative, critical and high-level thinking skills that students need to master to be able to achieve learning goals, such as evaluating, analyzing, predicting and creating (Pusdatin, 2023). The following is an image of the ATP format

Table 2. 2 Learning Objective Flow

A. Informasi Umum				
Sekolah	:			
Mata Pelajaran	:			
Fase	:			
Kelas	:			
Guru	:			
Alokasi Waktu	:			
Tahun Pelajaran	:			
Rasional	:			
B. Catatan Pembelajaran	:			
C. Alur tujuan Pembelajaran	Konsep inti	Alokasi waktu	Karakter profil pancasila	Gk satuan
Kepala Sekolah				Bengkalis, 2024 Guru Mata Pelajaran

When preparing for ATP, teachers can adapt each ATP to the context and characteristics of the subject and consider time allocation and relevance between co-curricular and extra-curricular lessons. In preparing the ATP, teachers must understand the term independent learning, namely freeing students to think and act in the academic realm, optimizing the teacher's role and competence in formulating planning and implementation, and adapting the ATP according to the needs and characteristics of the subject.

d. Flow of Learning Objectives in Project-based Learning

In general, the flow of learning objectives includes learning objectives, learning strategies and learning assessment. However, in classroom learning that

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

applies to the project-based learning model, there are differences in emphasis and implementation. The project-based learning model also emphasizes student-centered learning, learning activities that have final results in the form of products and collaboration in working on projects. In the project-based learning model, the flow of learning objectives emphasizes the process of how students learn and not just the final results of the learning. Implementation of the flow of learning objectives using the project-based learning model applies the project-based learning steps.

The stages in developing the flow of learning objectives using the project-based learning model include determining project planning, project implementation and assessment. These three steps really need to be carried out in the project based learning model, not only focusing on the final results but also emphasizing the student's learning process. Apart from that, these stages can provide a meaningful learning experience so that they can be repeated in the long term. In conclusion, the stages in the project-based learning model can provide a comprehensive and in-depth learning experience for students. The first and second stages in developing a project-based learning flow are determining that project planning and project implementation are similar in practice. Common things in project planning and project implementation include Determining basic questions. In this case, it can be exemplified by the teacher asking basic questions related to the material to be studied which are made in the form of case studies in the real world. Furthermore, in project planning you must also prepare a project planning design. Usually, the project design contains the rules of the game, the resources to

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

be used, the activity schedule and the project success criteria. After preparing the project planning design, the next stage is implementing the project. In this stage students work on their projects by conducting research, collaborating and developing the final product. After the project implementation stage, the final stage is the assessment stage. At this stage the teacher and students jointly evaluate the project both during and after completion with the aim of ensuring whether the learning objectives were met.

The third stage in developing the flow of project-based learning objectives is determining the project assessment. At this stage the teacher's role is more dominant. To assess a project that has been carried out, a teacher needs to prepare assessment criteria, assessment rubric, carry out the assessment and provide feedback.

In conclusion, the flow of learning objectives using project-based learning develops critical and creative thinking skills as well as developing collaborative skills so that it can meet the demands of the independent curriculum in developing the Pancasila character which consists of the five Pancasila principles. From this Pancasila character, a Pancasila student profile can be formed. The project-based learning model is one method of developing Pancasila student profiles because there are Pancasila values such as learning to work together, be independent and hone collaborative skills (Admin ppl, 2021).

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Writing Ability

Writing encourages pupils to concentrate on precise language use, according to Harmer (2007). It's because when they write, kids take the language into account. "writing is a powerful means of communicating ideas and information across time and space" (Yagelski , 2015). Writing is the mental process of creating ideas, considering how to convey them, and arranging them into sentences and paragraphs that are understandable to a reader, according to Nunan (2003:88). Understanding what is required of you in a writing project is the first step. Writing is a process that has crucial criteria like accuracy aside, simplicity, clarity, and brevity, according to LaRoque (2003:13). It's interesting to see that few writers advocate for the standards of accuracy, but some do so in an odd way by refusing to advocate for simplicity, clarity, and brevity.

From the definition of writing concept it be seen that writing is not an easy learning because writing needs a process to be power full in communicating ideas and information. For making writing also needs ideas, convey the idea and arrange the sentence be paragraph and the last produce writing enables to read.

Process of writing

Richards (2002) states that there were four basic writing stages which the teachers are required in teaching writing, they are planning, drafting (writing), revising (re-drafting), and editing.

- 1) Planning (Pre-Writing) Planning is also called pre-writing. Pre-writing is any activity that supports and stimulates students' thoughts for getting started to think about their writing topic. Sometimes students face the

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

problem that they are hard to generate their ideas, but how to deal with this problem is facilitate the students with small-group tasks, debates, discussion or brainstorming.

- 2) Drafting (Writing) After planning what the writers are going to write, the next step is drafting. Smallet et al said, —Drafting is the actual writing of the paragraph or essay. At this stage, students should ignore the grammatical rules and stay focus on the fluency of writing as it has been planned.
- 3) Revising (Re-Drafting) Revising is an activity of writing to improve the whole content and the organization of ideas in order to have a good

Project based Learning in the Teaching Writing

According to William Kilpatrick theory in Lu (2021) English writing can be thought of as a project that students should fully immerse themselves in. English writing presented a challenging and new task for students at first. However, after studying for some time, students might eventually acquire the subject's essential knowledge and skills. Project-based learning was the name of this procedure. Target setting, teaching content integration, encouragement, remark and feedback are the three divisions of the project-based learning teaching methodologies. To be more precise, the project-based learning implementation strategy for the instruction of English writing is shown in Fig. 1 below:

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

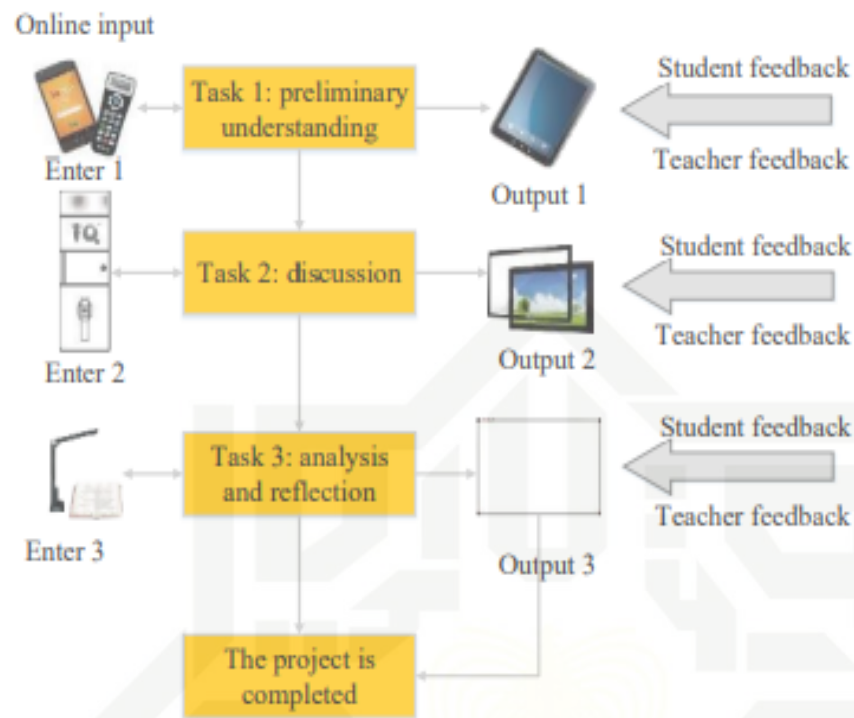


Figure 2. 2 The Application Route of Project-Based Learning In Teaching of English Writing (Qiaohua Lu (2021))

First, English teachers should assist students in setting goals while implementing project-based learning techniques. This is also the cornerstone of project-based learning instructional methodologies. To be more precise, English teachers are expected to motivate pupils to get a general comprehension of the writing issue and note its main points. English teachers can continue their lessons even if their students intentionally record significant points that are unrelated to the subject at hand by offering no comments or by requesting other students to do so.

Second, English teachers and students should consolidate the subject matter while using project-based learning methodologies. In order to teach English writing effectively, English teachers must first integrate pertinent teaching

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

material. Additionally, they should instruct students to carefully discuss the essential ideas that were extracted before gradually refining these ideas and turning them into questions that the students can understand. For instance, in English writing, there are frequently some topics that are new to students, and English teachers are expected to help them explore their intimate relationship with these topics. In contrast, students should gather and evaluate data considering their own queries and condense pertinent English writing abilities. To successfully advance the impact of instruction on

Finally, English teachers and students should correctly handle the criticisms and feedback when implementing project-based learning methodologies. This comprises three aspects specifically. English teachers must first assess their students' key point extraction, in-depth discussion, analysis, and reflection processes, as well as the writing content they produce. Second, students should promptly respond to professors' comments as well as their own struggles and questions by extracting essential themes, in-depth discussion, analysis, and reflection. Thirdly, educators must respond to concerns raised by pupils. The teaching project for English writing is effectively completed using the aforementioned path, where students gradually pick up knowledge and skills through repeated instruction.

Syntax PBL

Project Based Learning (PJBL) learning steps (Roestiyah. 2012.) that can be designed by the teacher are as follows:

Table 2. 3 Syntax PBL

WORK STEPS	TEACHER ACTIVITIES	STUDENT'S ACTIVITIES
Fundamental Questions	The teacher conveys the topic and asks questions on how to solve the problem.	Ask basic questions about what students should do about the topic/problem solving.
Designing Product Planning	The teacher ensures that each student in the group chooses and knows the procedure for making the project/product that have been produced.	Students discuss preparing a plan for making a problem-solving project including the division of tasks, preparation of tools, materials, media, and resources needed.
Arrange Production Schedule	Teachers and students make an agreement about the schedule for making the project (stages and collection).	Students compile a project completion schedule by paying attention to the time limit that has been determined together.
Monitor the Activity and Progress of the Project	The teacher monitors the activity of students while carrying out the project, monitors the realization of	Students make projects according to schedule, record each stage, discuss

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

WORK STEPS	TEACHER ACTIVITIES	STUDENT'S ACTIVITIES
	developments and guides if they experience difficulties.	problems that arise during project completion with the teacher.
Test Results	Teachers discuss project prototypes, monitor student involvement, measure achievement of standards.	Discuss the feasibility of projects that have been made and make product/work reports to be presented to others.
Evaluation of Learning Experiences	The teacher guides the project presentation process, responds to the results, then the teacher and students reflect/conclude.	Each student presents a report, other students provide feedback, and together with the teacher concludes the results of the project.

Implementation of Project-based Learning (PjBL) (Mukti et al, 2020) as follows:

- 1) The topic/material studied by students is a topic that is contextual in nature and easy to design into an interesting project/work.
- 2) Students are not led to produce just one project (one student produces one project);

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

- 3) The project does not have to be completed in 1 meeting (completed in 3-4 meetings);
- 4) Projects are a form of problem solving so that project creation leads to increased learning outcomes.
- 5) The materials, tools, and media needed to make the project are made available in the surrounding environment. and directed to utilize used/unused waste materials so that they become of use value; and
- 6) Authentic assessment emphasizes the ability to design, implement, invent, and convey its products to others.

Learning objectives flow in project-based learning

The flow of learning objectives using the project-based learning model is prepared based on the learning objectives. The flow of project-based learning objectives is also created by considering the objectives of the project-based learning model. The objective of using the project-based learning learning model is to engage students in long term, interdisciplinary, and student-centered learning activities. PBL uses real-world problems or challenges to help students develop their critical thinking, creative thinking, teamwork, and communication skills. It entails working with students to design, develop, and build practical solutions to problems. Typically, it requires going through steps like problem identification, solution consensus, and public product or presentation creation to showcase the students' knowledge and abilities. PBL is a teaching approach that places a strong emphasis on students actively exploring issues and difficulties from the real world in order to increase their comprehension and interest in the material. To formulate

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

learning objectives based on the project-based learning model, project-based learning steps are needed. The steps can be seen below:

1) Introduction

In introduction project-based learning involves students designing, developing, and constructing hands-on solutions to a problem. The educational value of PBL is that it aims to build students' creative capacity to work through difficult or ill-structured problems, commonly in small teams. Typically, PBL takes students through the following phases or steps:

2) Identifying a problem

- a. Agreeing on or devising a solution and potential solution path to the problem (i.e., how to achieve the solution)
- b. Designing and developing a prototype of the solution
- c. Refining the solution based on feedback from experts, instructors, and/or peers

3) Implementing project-based learning

As a pedagogical approach, PBL entails several key processes:

- a. Defining problems in terms of given constraints or challenges
- b. Generating multiple ideas to solve a given problem
- c. Prototyping — often in rapid iteration — potential solutions to a problem
- d. Testing the developed solution products or services in a “live” or authentic setting.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

4) Defining the problem

Students should begin PBL projects by posing inquiries about a given issue. What kind of problem are they attempting to solve? What presumptions can they make on the nature of the issue? By posing such queries, teachers can assist students in framing the issue within the proper framework. When students are working on a real-world problem, it's critical to think about how a solution would help the final user.

5) Prototyping Solutions

Prototyping and designing a solution are usually the next step in the PBL procedure. A prototype can be anything from a storyboard to a role-play to a mock-up to an actual product constructed from commonplace materials like elastic bands, popsicle sticks, and pipe cleaners. Prototyping serves the dual purpose of rapidly communicating the potential appearance and feel of a problem-solving solution and developing upon the ideas that were developed during the brainstorming phase. Prototypes frequently reveal learners' presumptions and highlight unforeseen difficulties that a solution's final user might run against. Students may rapidly and easily iterate on their concepts, incorporate input into their designs, and continuously improve their problem-solving skills because of the focus on building basic prototypes.

6) Testing

After that, students can proceed to the next stage of design: testing, with their prototypes. Testing is best done in a "live" environment. Students can find out by testing how well their goods or services function in an actual environment. Exam

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

results can give students insightful criticism on their solutions as well as prompt them to think of additional questions. Was the solution implemented as intended? If not, what should be adjusted? Exams help students develop their critical thinking and reflection skills in this way.

Unstructured Versus Structured Projects

Studies indicate that students get more knowledge from working on poorly organized or unstructured assignments than from extremely structured ones. Because unstructured initiatives lack a predetermined or predicted outcome, they are also referred to as "open ended." Open-ended projects force students to formulate the problems they are attempting to address as well as take assumptions and limitations into account. Students must therefore "structure" the problem at hand on their own in unstructured projects, a process that has been demonstrated to improve students' transferability of learning to different contexts for problem solving.

B. An overview of instruction of development

ADDIE is a model used for instructional design, which is the process of designing, developing, and serving learning content. The model is often used to design training and learning & development programs in organizations. ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate ((Hidayat & Nizar, 2021; van Vulpen, n.d.; Kurt, 2018; Culatta, 2018; DeBell, 2020; Quigley, n.d.)). The instructional designer creates the learning content. This includes developing instructional materials, such as presentations, videos, and interactive

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta milik UIN Suska Riau

State Islamic University of Sultan Sarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

activities, and creating assessments to measure learning outcomes (van Vulpen, n.d., Kurt, 2018, Culatta, 2018, DeBell, 2020, Quigley, n.d.) The Develop phase is the third step in the ADDIE model of instructional design. An example of the Develop phase in the ADDIE model:

- 1) Create a prototype: In the Develop phase, instructional designers create a prototype of the learning program. This includes creating actual materials as planned in the previous phase, such as presentations, videos, and interactive activities (Apostolopoulos, 2021).
- 2) Refine each element: Instructional designers refine each element of the learning program, including grammar, syntax, design, and everything else down to the last bit of detail.
- 3) Quality assurance testing: The Develop phase includes running periodic quality assurance (QA) testing to make sure development meets the design specification and that a quality course is being developed.
- 4) Iteration: The Develop phase is subject to iteration. The whole ADDIE process is about continuous improvement, and the Develop phase is no exception. Instructional designers may need to make changes to the learning program based on feedback from learners or other stakeholders (Apostolopoulos, 2021).
- 5) Components: The Develop phase can be divided into four main components: creating instructional materials, developing assessments, creating multimedia elements, and developing interactive activities.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The Develop phase in the ADDIE model involves creating a prototype of the learning program, refining each element, running quality assurance testing, and making changes based on feedback. By following the Develop phase, instructional designers can create effective project-based assessments that meet the needs of the target audience and achieve the desired learning outcomes.

C. Conceptual framework

In creating a digital worksheet, various aspects need to give attention. ADDIE model has listed guidelines that should be implemented in detail and systematically which involves analysis, design, development, implementation and evaluation. Development process of an effective digital worksheet is not easy or takes a shorter time but it requires detailed and systematic planning. This is important so that the canva application is at the highest standards of quality as expected. Apart from applying instructional design model, this study also applies some theories. Some of the learning theory applied are behaviorism theory and constructivism theory. While learning strategy that have been used is project-based learning approach.

D. Relevant Research

There is digital worksheet research related to project-based learning models such as: Nurisalfah et al. (2018) found that the average of the posttest in the experiment class was greater than that in the control class, demonstrating the effectiveness of project-based student worksheets in improving creative thinking abilities. Overall, project-based student worksheets for learning are well received

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

by both teachers and students. Ilana & Cintamulya (2022) state that the creation of learning materials for electronic student worksheets based on mangrove diversity material projects to enhance students' critical thinking skills can be deemed valid, but it is still not possible to declare that they are practicable to use in education because no real-world studies have been done. Un Lei et al., (2012) find that this research is supporting specific learning outcomes, a variety of learning activities and evaluation procedures have been developed and the findings of the evaluation demonstrate that a design project can ignite and sustain a student's interest in engineering education. Febriansyah et al (2021) state These E Worksheets were reliable and useful for boosting students' science process abilities. According to teacher opinions, the E-Worksheet can be applied in both online and in-person schooling, particularly in the post-Covid-19 epidemic period. The E-Worksheet is a multimedia resource that can be used to promote online learning. Mulyanti et al. (2021) conclude that The National Education Standards Agency's (BSNP) Teaching Material Assessment Standards served as the foundation for the development of the feasibility assessment tool and student response survey. The ADDIE method was used to carry out this study. The PjBL-STEM-based student worksheets are excellent teaching tools for the topic of electronic circuit application's information on infrared technology.

Some of the research that has been carried out related to writing skills and worksheet are: Empowering Students' Writing Skill through Performance Assessment concluded the implementation of performance assessment in improving students' writing skills and disclosing the students' psychological

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

factors (Suastra & Menggo, 2020). Sugumlu (2020) with the research title An Action Research on the Improvement of Writing Skill in Teacher Training stated that to improve the writing skills of students with procedure-based gradual writing training practice (Süğümlü, 2020). Next, student worksheets improve the writing ability of descriptive text with the conclusion that writing instruction can support reading achievement and students worksheets can also be used as one of the package forms for instructional material (Barus et al., 2017). And the last, Project-Based Learning Used to Develop Supplementary Materials for Writing Skill. This descriptive research explores the effectiveness of PBL in improving students' writing skills. The study showed that PBL activities include creating worksheets, improving students' creativity, self-directed learning, and writing skills (Muliati, 2016). From all the previous research it can be concluded that Using worksheets in learning writing can support the development of students' writing skills effectively.

However, it is important to note that worksheets should not be the only method of teaching and learning. Teachers should also incorporate other methods such as experiential learning, group discussions, hands-on activities, and using certain learning models to ensure a holistic learning experience for students. While some argue that worksheets can be overused and may not be effective for all students, when used appropriately, they can be a valuable resource for both teachers and students. By using project-based digital worksheets, students can develop a deeper understanding of the material, take ownership of their learning, and develop the skills necessary to become lifelong learners. related to lifelong

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

learning, project-based learning exists in the Merdeka curriculum. There are two situations where a teacher can use the project based learning model, namely: first, project based learning is used in a learning activity called P5 (project to strengthen the Pancasila student profile); second, project based learning can also be used when teaching in class although this is not the only learning model that can be applied in class because the Indonesian government gives independence in choosing a learning model that suits students' needs. The target of the independent curriculum is the achievement of learning outcomes (CP) that have been given by the government then to determine the flow of learning objectives made by educators based on predetermined learning objectives.

The skills contained in the independent curriculum are based on phase D, namely: Listening-Speaking, Reading-Viewing and Writing-presenting. to carry out project activities on the independent curriculum, writing skills and presenting are felt closer to building self-regulated learning of students. In writing activities, a student will express his ideas, then with bold ideas written can develop good self-confidence. Teaching and learning activities have been more fun if the interaction between students and teachers goes well. In the classroom sometimes a student does not want to learn and do the exercises given. but they have constraints in meeting their learning needs. As for these obstacles, namely the powerlessness of students in fulfilling learning activities such as not having books, not being able to complete assignments, not being interested in certain learning activities. Things like this certainly need to be given attention because it will affect the quality of the students' knowledge. Seeing the obstacles faced by

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

these students, the role of a teacher should be able to make things interesting and indirectly motivate these students. One way to overcome learning obstacles in students is to provide activities that are fun and close to the lives of these students. One of them is the use of digital worksheets. The role of digital worksheets is to support and facilitate teaching and learning activities to create efficient interactions between students and educators. Besides that, digital worksheets can increase meaningful activities during the teaching and learning process.

Based on a survey taken with a population of 60 students, it was found that the results of the student learning characteristics questionnaire showed that 29.76% of students chose audio, 43.81% of visuals and 26.19% of kinesthetics. Based on the questionnaire, it is known that the printed teaching materials used by students in learning English cannot motivate their learning. Existing English language learning is less associated with technological advances accompanied by various innovative teaching media such as teaching materials in digital form. Especially digital worksheets. Based on observation data from the document curriculum of SMP Negeri 3 Bengkalis, it was found that several lesson plans were made by 27 teachers, consisting of 6 English teachers, 1 Indonesian language teacher, 3 mathematics teachers, 4 science teachers, 2 teachers. religion, 1 BP ICT teacher, 2 Social Studies teachers, 2 PPKN teachers, 1 BK teacher, 2 PJOK teachers and 2 art teachers. In general, teachers at SMP Negeri 3 do not use lesson plans designed with a project-based learning model so if you look more closely, not many people use worksheets. The teachers only prepare learning assessments in the form of questions in the form of objectives and essays in

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

general. There are 2 English teachers who use a project-based learning model with simple assessments and worksheets. This English teacher has not designed the worksheet according to the worksheet steps in the project-based learning model. In certain activities the use of digital-based education-based platforms is also very popular with students. One of the digital platforms that teachers and students are familiar with, namely Canva. Canva has various features that make it easier for students to complete school assignments. The activities that are familiar with using Canva are logo design, fostering holidays and making simple videos. For this reason, using Canva to create and work on worksheets is very interesting.

Students' interest in an interesting learning tool has a good influence on self-discipline to study and do daily tasks at school. Digital worksheets make it easier for students to do assignments anywhere and anytime so that they can learn well. And personally, the knowledge gained exists in the long term. In addition, with digital worksheets, educators provide well-organized learning. From the long explanation above regarding previous research such as: digital worksheets related to writing skills and worksheets related to the project-based learning model, a gap has been found that needs to be researched. Because of the gap found, in this case the author is interested in conducting research entitled **Developing Digital Worksheet Based on Project Based Learning Model to Enhance Writing Ability of Junior High School Students**

Based on the background that has been found, digital platforms are popular among students. They have been more interested while learning using applications and the internet. Seeing the students' interest, the digital worksheet will support

and facilitate teaching and learning activities to create efficient interactions between students and educators. Through digital worksheets it is hoped that students will study anywhere.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research on developing digital worksheet projects using the R & D research model. Research and development are a type of this research. R&D is a collection of creative activities carried out by businesses or governments to create new services or products or to enhance already existing ones. (Kvilhaug, 2023; James, 2019). But, in the world of education, the R and D research cycle starts with ideation and theorizing, then moves into study and exploration, and finally, design and development (James, 2019). Research and development (R&D) is the process of developing new items and testing such products to see how well they work (Karimah & Hastuti, 2019; Sugiyono, 2016). R&D activities vary from institution to institution, with the two main models of an R&D department being either staffed by engineers and charged with directly developing new products or staffed by industrial scientists and charged with conducting applied research in scientific or technological fields, which may aid in the development of future products.

Research and development (R&D) differs from the majority of operational operations carried out by an organization in that they are often carried out with the goal of enhancing long-term profitability rather than generating immediate profit (Kvilhaug, 2023). R&D may often allow companies to secure intellectual property, including patents, copyrights, and trademarks as discoveries are made and products created (Kvilhaug, 2023).

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

To carry out R&D research, the ADDIE model has been used. It was chosen because it is a widely used instructional design model that has been proven to be effective in creating effective learning experiences. It adapted the R & D research method proposed by Borg and Gall (2014). The ADDIE model provides a clear and systematic structure for planning and executing learning programs, which can help instructional designers create effective project-based assessments that meet the needs of the target audience and achieve the desired learning outcomes.

Additionally, the ADDIE model is highly adaptable and can be used across industries, disciplines, and learning environments. It is also a very useful management tool, allowing for the design and development of courses on a systematic and thorough basis. By following the ADDIE model, instructional designers can create effective project-based assessments that meet the needs of the target audience and achieve the desired learning outcomes.

B. Research Procedure

In this study, the research procedure uses the ADDIE model. Before starting the ADDIE model stage, data collection was carried out twice. Next, to create the worksheet, the ADDIE model was used, which consists of five steps, including (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation.

These five stages can be seen in the image below.

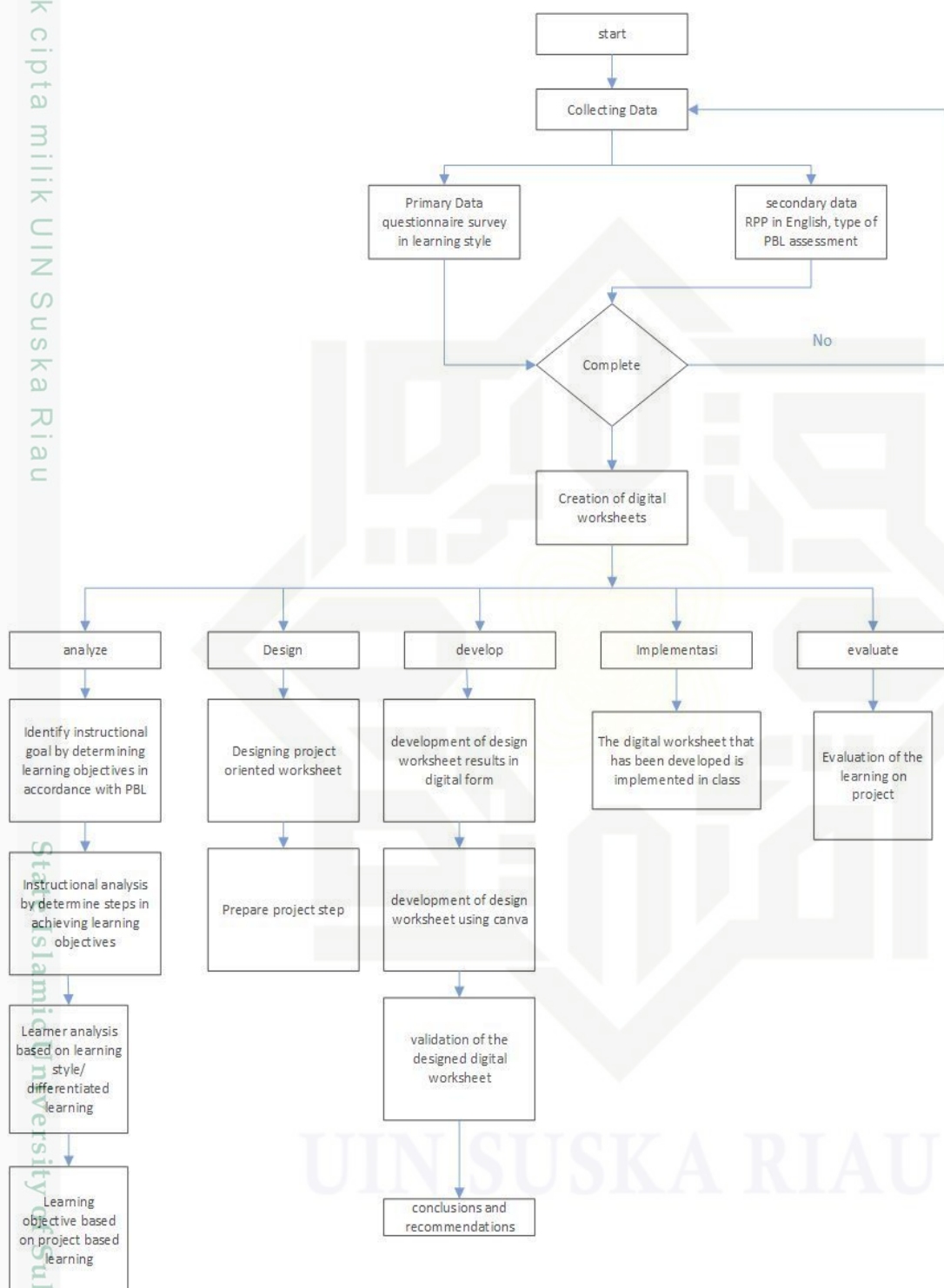


Figure 3. 1 Flowchart of Product Development Procedure

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

St. Islamic University of Sultan Syarif Kasim Riau

1. Analysis

The analysis process has four sub steps such as: Instructional goals, instructional analysis, learner analysis and learning objective (Gardner, 2012)

a) Instructional goal. The instructional goal will identify the teaching and learning objective. Analysis learning achievement (CP) in phase D have been carried out in developing project based digital worksheets.

b) Instructional Analysis. The instructional analysis will determine the steps in achieving the learning objective. Some of the instructional analysis in developing project based digital worksheets such as: CP (learning achievement) and ATP (flow of learning objectives) that use a project based learning methodology.

c) Learner analysis. Each student has its own uniqueness; therefore, each student brings different learning styles in one class. Based on the Merdeka curriculum, differentiated learning is applied in designing learning media with the same learning objectives. Some students have learning styles such as: Visual, Auditory, kinesthetic and audio-visual. The worksheets created have been adjusted to the learning objectives that have been set.

d) Learning Objectives. In learning objectives based on project-based learning method related to writing skill can be seen such as:

1. At the end of the study student able to describe their product in writing form

Hak Cipta Dilindungi Undang-Undang

2. At the end of the study students demonstrate the step of writing based on topic
3. At the end of the study students show language structure of writing
4. At the end of the study students present a writing product.

2. Design

Based on the analysis of differentiated learning, the form of the worksheet to be designed by considering project-oriented worksheets, providing structured instructions, asking questions for critical thinking, preparing project steps, providing space for creativity, and linking to curriculum content.

a. project-oriented worksheets

Project-oriented worksheets are worksheets designed to support certain project-based projects or tasks that are the focus of learning. For this research the author created a worksheet with a writing project describing things around the school then provides structured instructions on the worksheet. For worksheets that are project oriented, worksheet instructions are needed. The instructions for this worksheet aim to guide students during learning and how to complete the project given. The instructions used are: instructions for carrying out the project, instructions for making a plan, instructions for gathering information, instructions for the final project assignment and instructions for making a results presentation. Next, ask questions for critical thinking. At this stage, questions are given that stimulate students' critical

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Sarif Kasim Riau

thinking in working on writing projects. The questions given are appropriate to the ability level of middle school students.

b. Prepare project steps

The project steps written in the worksheet consist of four steps called:

1. Step 1

In step 1, project questions are provided. These questions are an overview of what they will do in the worksheet. This question is placed at the beginning of the worksheet which provides stimulation for students to be able to complete projects through problems. With this question, students are expected to be able to think critically and study more thoroughly.

2. Step 2

Step 2 is project implementation. This project implementation contains learning materials to support the completion of project work. Worksheet material with the title describing things around the school with writing skills, namely vocabulary things around the school, sentence structure and paragraph formation. All the material in step 2 can support and increase the structured knowledge so that students can complete their writing projects.

3. Step 3

Step 3 is called the step of implementing the project. At this stage, what has been done in step 2 will test the child's abilities by carrying out projects and also

completing projects that have been given or instructed at the beginning of the worksheet.

4. Step 4

Step 4 is called the assessment stage. At this stage, the teacher will assess the results of the work carried out on the worksheet. For project assessment, a project assessment rubric is provided so that it can be assessed according to expectations. Apart from the aspects above that have been mentioned, worksheet design also considers three types of student learning styles. This is considered so that all students are interested and happy in learning using worksheets. The three types of student learning styles are:

1. Visual: worksheets for students with a visual learning style have been designed in the form of picture or diagram questions
2. Auditory: worksheets for students with an Auditory learning style have been designed in the form of verbal instruction questions
3. Audio-visual: worksheets for students with a visual learning style have been designed in the form of questions combined with pictures and verbal instructions

3. Development

Some stages have been done by the researcher to get good results of the product such as:

- a) Designing the layout and worksheet in canva. To develop a project based digital worksheet in canva, the teacher needs to login to canva application by

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

using email. After login in canva home, the teacher chooses a worksheet theme to try something new. Next, the teacher should choose a suitable template or choose white page to design by herself. After finishing the design worksheet, the teacher can share the link of the worksheet in social media or download the worksheets.

- b) Using a digital worksheet based lesson plan, a digital worksheet have been done by referring to a project-based learning method. Students' worksheets have been focused on writing skills, especially writing text.

4. Implementation

The implementation phase has been done by giving a digital worksheet to the Seven grade students. Here the teacher has been monitoring the practicality of using worksheets, then give feedback to the students and the last evaluate the learning program.

5. Evaluation

At the evaluation stage the teacher will provide a worksheet on the summative test because it uses the project-based learning method. The results of the design that has been implemented have been evaluated by looking at the achievement of the learning outcomes that have been designed previously. then proceed with improvements to the worksheet that has been implemented.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim Riau

B. Research Instruments

In the realm of educational research, the development and utilization of research instruments tailored for digital worksheets is essential, particularly when applied through the project-based learning (PBL) model. This approach prioritizes active learning experiences where students engage in real-world projects, fostering not only knowledge acquisition but also critical thinking and collaboration skills. A well-designed research instrument can systematically evaluate the effectiveness of digital worksheets within PBL contexts, helping educators discern whether these tools enhance student engagement and learning outcomes. Creating a research instrument involves careful consideration of various factors, including the specific objectives of the study, the characteristics of the target population, and the types of data required for comprehensive analysis. A digital worksheet research instrument may include both qualitative and quantitative measures, such as surveys, observational checklists, and assessment rubrics. By employing mixed methods, researchers can gain deeper insights into how students interact with digital worksheets and how these interactions impact their learning processes during PBL activities.

Moreover, the reliability and validity of the research instrument are crucial for ensuring accurate data representation, ensuring that they accurately capture the nuances of student engagement and learning in a digital workspace. Ultimately, a thoughtfully crafted research instrument will not only contribute to academic research but also provide practical implications for educators seeking to implement effective digital resources within project-based learning frameworks.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. The Validation of Research Instrument

The validation of a research instrument is a critical step in ensuring the reliability and accuracy of data collection in any scientific study. This process involves assessing the extent to which the instrument measures what it purports to measure. It encompasses various facets, including content validity, construct validity, and criterion-related validity. Content validity refers to the degree to which the items on the instrument truly represent the concept being studied, while construct validity evaluates whether the instrument reflects the theoretical components of the construction. Criterion-related validity, on the other hand, assesses the correlation between the instrument's results and an external benchmark or criterion that is relevant to the construction in question. This Validation of Research Instrument has been used to test the validity of the digital worksheet.

Table 3. 1 Instrument Item of research instrument

No	Indicators
1	The items are clearly order (systematically organized)
2	The items are based on grammatical rules
3	The items explore the information needed in research field
4	The items are appropriate with student's characteristics, curriculum and facilitate research objective
5	The items explore the information on how to develop digital worksheets as teaching media in writing skill at Junior High School

To achieve robust validation, researchers often undertake a multi-faceted approach involving expert reviews, pilot testing, and statistical analysis. Initially, experts in the relevant field are consulted to evaluate the relevance and clarity of

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

each item within the instrument, providing valuable insights that can guide revisions. Following this quantitative assessment, a pilot study may be conducted where the instrument is administered to a small sample from the target population. This phase helps identify potential shortcomings in the tool and provides preliminary data for further statistical analysis, such as factor analysis or correlational studies, which can strengthen claims regarding its validity. Ultimately, the validation of a research instrument not only enhances the credibility of the findings but also contributes to the broader body of knowledge in the field. A well-validated instrument ensures that researchers can confidently draw conclusions from their data, informing practice, policy, and future research. Moreover, rigorous validation processes foster trust among stakeholders, including participants, practitioners, and academia, reinforcing the importance of methodological rigor in the pursuit of scientific inquiry.

The validation of research instruments is a critical process that ensures the reliability and accuracy of data collection tools used in empirical studies. This process involves assessing various attributes of an instrument, including its content validity, construct validity, and criterion-related validity. Content validity refers to the extent to which the instrument adequately covers the topic it aims to measure, often verified through expert evaluations and literature reviews. Construct validity examines whether the instrument truly measures the theoretical constructs it purports to assess, which can be established through factor analysis or correlational studies. Criterion-related validity, on the other hand, evaluates

how well the instrument correlates with a recognized benchmark or outcome, providing evidence of its effectiveness in producing accurate measurements.

Furthermore, the validation of research instruments is not a one-time occurrence; it requires ongoing evaluation and refinement to adapt to changing contexts and emerging research needs. Researchers must engage in pilot testing to identify potential shortcomings and gather preliminary data on the instrument's performance. Feedback from participants and stakeholders can provide valuable insights for enhancing the instrument's clarity, relevance, and applicability. Additionally, considering the cultural and contextual suitability of the instrument is paramount, especially in cross-cultural research settings. By rigorously validating research instruments, scholars can contribute to the overall integrity of their research findings, facilitating robust analyses and informed decision-making within their respective fields.

2. The Instrument of Practicality

The Instrument of Practicality is a concept that underpins the effective execution of strategies in various fields, from business to education. It encapsulates the principles and methodologies that translate theoretical knowledge into actionable outcomes. In an era defined by rapid advancements and complex challenges, understanding and applying practical instruments becomes paramount. This necessity arises not only from the desire to achieve results but also from the imperative to adapt to evolving circumstances while maintaining efficiency and productivity.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta dilindungi UIN Suska Riau

Sateislamic University of Sultan Syarif Kasim Riau

At its core, the Instrument of Practicality serves as a bridge between abstract concepts and concrete actions. It emphasizes the importance of frameworks that guide individuals and organizations in decision-making processes, ensuring that choices are grounded in reality and aligned with overarching objectives. This pragmatic approach fosters a culture of accountability, where outcomes are measured not merely by lofty ideals but by tangible achievements. By utilizing practical tools and methodologies, stakeholders can navigate the complexities of their environments with greater confidence and clarity.

Furthermore, the relevance of the Instrument of Practicality extends beyond immediate contexts; it influences long-term sustainability and growth. In recognizing that theoretical models often fall short when faced with real-world applications, practitioners are encouraged to innovate continually. This iterative process, driven by feedback and results, cultivates resilience and agility, allowing entities to thrive amid uncertainty. Ultimately, the Instrument of Practicality stands as a vital component in the quest for excellence, prompting individuals and organizations alike to embrace a mindset that prioritizes effectiveness and relevancy in all endeavors.

Table 3. 2The Instrument items of practicality

NO	Indicators
1	I feel digital Worksheet are easy to use
2	I will use digital Worksheet in learning writing to support achievement Junior High School
3	The use of digital Worksheet is a positive way to attract low-achieving Junior High School to write creatively
4	Doing exercise by building digital Worksheet is a way to motivate low-achieving Junior High School to

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

NO	Indicators
	write in English
5	Digital Worksheets will make the difficult job of writing in English a much more enjoyable experience for low-achieving Junior high school student
6	Writing with digital Worksheets will motivate low-achieving Junior high school student to write short sentences in English

3. The Instrument of Effectiveness

The Instrument of Effectiveness, as delineated in the digital worksheet, serves as a critical tool for assessing the impact of various interventions and strategies within a given framework. This instrument is designed to provide a systematic approach for measuring outcomes and identifying key performance indicators that align with organizational objectives. By leveraging data-driven methodologies, it enables stakeholders to evaluate the efficacy of implemented programs, ensuring that resources are utilized optimally, and desired results are achieved in a timely manner.

Furthermore, the Instrument of Effectiveness encompasses a comprehensive set of metrics that facilitate ongoing monitoring and evaluation processes. It not only aids in recognizing areas for improvement but also emphasizes the importance of adaptive learning within organizations. By fostering a culture of continuous assessment and feedback, this instrument empowers teams to make informed decisions, thereby enhancing overall operational efficiency. Ultimately, its application can lead to improved strategic outcomes, making it an invaluable asset for any organization striving for excellence in its initiatives.

Table 3. 3 The Instrument items of effectiveness

NO	Indicators
1	The use of digital worksheets in teaching English in classrooms can create a meaningful learning environment
2	The use of digital worksheets in appeals to students, Encouraging them to write in English
3	The use of digital worksheets enables students to utilize and develop multiple skills
4	The use of digital worksheets in teaching English in classrooms is time-consuming
5	The use of digital worksheets is only suitable to low-achieving students
6	The use of digital worksheets in teaching English in classrooms is impractical

4. Instrument of Need Analysis for teacher

A comprehensive instrument of need analysis for teachers is essential in identifying the specific professional development requirements that can enhance instructional effectiveness and student outcomes. This instrument should encompass a variety of components, including self-assessments, peer evaluations, and administrator observations. By incorporating diverse perspectives, it allows educators to gain a holistic understanding of their strengths and areas for growth. The instrument can be designed in a structured format, utilizing both quantitative metrics—such as teaching proficiency ratings—and qualitative feedback through open-ended questions. This approach encourages reflective practice among educators, fostering an environment of continuous improvement.

Moreover, the instrument should align with established educational standards and instructional strategies, ensuring that the identified needs are relevant and

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

actionable. It is crucial to include sections that address specific competencies, such as classroom management, curriculum development, and integration of technology in the teaching process. By clearly outlining these competencies, the analysis can facilitate targeted professional development programs that are customized to meet the unique needs of individual teachers or specific groups. Additionally, employing a mixed-methods approach enables the collection of rich qualitative data that can inform future training sessions and resources.

Finally, the effectiveness of the need analysis instrument must be evaluated periodically to ensure its ongoing relevance and utility. Feedback mechanisms should be established to allow teachers to share their experiences with the tool and suggest improvements. This iterative process not only enhances the instrument itself but also promotes a culture of collaboration and shared responsibility among educators. Ultimately, a well-structured needs analysis instrument serves as a foundational element in advancing teacher quality, thereby positively impacting student learning and achievement across diverse educational settings. This instrument aims to analyze and explore information about writing learning media using digital worksheets at junior high schools. The results of this observation have been used as a reference in designing supporting learning media for writing skills.

5. The validation of lesson plan

The validation of lesson plans is an essential component in the educational process, as it ensures that the curriculum is not only aligned with educational standards but also effectively meets the diverse needs of students. An effective

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

lesson plan serves as a roadmap for educators, guiding them through the instructional process while allowing for flexibility to adapt to individual classroom dynamics. Validation involves critically assessing the objectives, content, teaching methods, and assessment strategies within the lesson plan to confirm that they are coherent, relevant, and capable of fostering student engagement and learning.

To achieve a robust validation process, educators must engage in collaborative discussions and peer reviews, wherein they can share insights and feedback regarding each other's lesson plans. This peer evaluation nurtures a culture of continuous improvement and innovation, empowering teachers to refine their instructional approaches and incorporate best practices. Furthermore, utilizing established frameworks and criteria for lesson plan validation—such as alignment with state or national standards, inclusion of differentiated instruction techniques, and incorporation of formative assessment strategies—can significantly enhance the effectiveness and reliability of the educational experience provided to students.

Moreover, the validation of lesson plans should not be viewed as a one-time event but rather as an ongoing process that evolves with curricular advancements and pedagogical research. Educators are encouraged to revisit and revise their plans regularly to reflect new knowledge, emerging technologies, and the shifting needs of their student populations. By embedding a cycle of reflection, feedback, and adaptation into their practice, teachers can ensure that their lesson plans

remain dynamic and responsive, thereby maximizing the potential for student success and fostering a conducive learning environment.

Table 3. 4 Instrument items of lesson plan

No	Indicators assessed
1	Lesson Plan Title
2	School Identity:
	a. Compiler Name
	b. Institution
	c. School Year
	d. Class
	e. Allocation Time
3	Instruments
	a. Tools: Internet, HP, Canva Application
	b. Learning Video
4	Learning Achievement objective
5	General Achievement
	a. Element achievement
6	Pelajar Pancasila Profile
7	Initial Competency
8	Learning outcome
9	Learning Strategy/Learning approach/Learning Model
10	Subject matter
11	Learning Media
	a. Things around the school
	b. Worksheet
	c. Video
	d. Learning source (book, etc)
	e. Learning Activities
	f. Learning Differentiation
	g. Assessment Rubric
	h. Reflections of Students and Teachers
12	Supported Documents :
	a. Student Worksheets
	b. Learning Sources (Book, Youtube, etc)
	c. Glosarium
	d. References

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

6. Validation instrument for Digital Worksheet as Teaching Media in Writing Skill at Junior High

In the contemporary educational landscape, the integration of digital tools into the curriculum has become increasingly vital, particularly in enhancing writing skills among junior high school students. A well-designed digital worksheet serves as an effective teaching media that not only engages students but also facilitates their understanding and mastery of writing concepts. However, to ensure the efficacy of such a tool, it is essential to develop a robust validation instrument. This instrument will evaluate various aspects of the digital worksheet, including its content relevance, instructional clarity, usability, and overall impact on student learning outcomes in writing.

The validation process involves a systematic approach that incorporates feedback from both educators and learners. By soliciting insights from teachers who specialize in writing instruction, the instrument can assess whether the digital worksheet aligns with curriculum standards and pedagogical best practices. Furthermore, students' experiences with the worksheet are critical for validating its effectiveness; their input can highlight areas of confusion or engagement, guiding revisions that enhance its usability and educational value. Key validation criteria may include the worksheet's ability to promote critical thinking, stimulate creativity, and provide constructive feedback, all of which are essential components of proficient writing.

Ultimately, the successful implementation of a validated digital worksheet as a teaching media is likely to contribute positively to the development of writing

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

skills among junior high students. It allows for personalized learning experiences, catering to diverse student needs and learning styles, while fostering a dynamic classroom environment. As educators continue to explore innovative methodologies that embrace technology, establishing a comprehensive validation instrument will be crucial in maximizing the potential of digital worksheets and ensuring that they serve as effective tools in the pursuit of writing excellence.

Table 3. 5 Instrument items of digital worksheet

NO	Indicators
1	Material a. The digital worksheet identity on the title page is complete b. Digital worksheet with appropriate Learning Materials c. The material presented is easy to understand d. The explanation according to the student's cognitive level is clear
2	Picture a. Suitability of images to material and curriculum b. Effective and efficient use of images is appropriate c. The images used are easy to understand d. Use clear backgrounds and images
3	Presentation a. Suitability of images to material and curriculum b. Effective and efficient use of images is appropriate c. The images used are easy to understand d. Use clear images

In conclusion, the instruments utilized in this research play a crucial role in ensuring reliability and validity of the findings. By employing a combination of qualitative and quantitative methods, we have ensured a comprehensive approach to data collection and analysis. Each instrument was carefully selected and

Hak Cipta Dilindungi Undang-Undang

rigorously tested to align with the objectives of the study, providing a robust framework for understanding the nuances of the research topic. The meticulous calibration of these tools not only enhances the integrity of the results but also contributes significantly to the existing body of knowledge in the field. Ultimately, the thoughtful implementation of these instruments underscores the importance of methodological rigor in conducting meaningful research.

C. Data Collection Technique

The data have been collected using four strategies: Material validation instruments, media validation instruments, teacher response validation instruments, student response validation instruments. First, validation have been conducted by media experts, material experts and English teachers. Validation was carried out based on a linker scale with a score of 1-5. Second, observation has been conducted by the teacher, the test sheet have been tested on the students using pretest and posttest worksheets. Each achievement of the learning objective indicators in project-based learning will show the value of the student's learning completeness. Third, student response sheets have been measured using the Linker scale. In this proposal, the need analysis has been conducted to eight grade students in SMPN 3 Bengkalis. There are 106 students as a sample

D. Data Analysis Technique

Overall, all data have been analyzed by using SPSS. The data with the observation, tests (evaluations and questionnaires) and the interview/responses have been classified as descriptive qualitative data. Evaluation and questionnaire

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

data is needed to evaluate the project based digital worksheet in learning especially in writing skill.

1. Data preparation and Validities of digital worksheet

Using SPSS to test the validity of the questionnaires used in digital worksheets is an important process to ensure that the data collection instruments are reliable. Here are the steps you can follow to perform a validity test using SPSS. Before conducting the analysis, make sure that the data from the questionnaire has been entered into the SPSS correctly. Each question item must be input as a variable in the dataset. The data that has been used is obtained from the results of the questionnaire that has been disseminated.

Validity tests are usually carried out using the Pearson correlation method. Here are the steps:

- 1) Open SPSS: Run the SPSS program and open the data file containing the questionnaire results.
- 2) Calculate Correlation:
 - 1) Select the Analyze > Correlate > Bivariate menu.
 - 2) Enter all the questionnaire items into the variable box.
 - 3) Select the Pearson option for the correlation type.
 - 4) Click OK to run the analysis.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Interpretation of Results

Once the analysis is complete, SPSS will generate an output containing a correlation table. Here's how to interpret the results:

- 1) Correlation Value (r): Pay attention to the correlation value between each item and the total questionnaire score.
 - a) If the value of r is greater than 0.3, the item is considered valid.
 - b) Compare the calculated r value with the table r value based on the number of respondents and the level of significance (usually 0.05). If $r_{\text{counts}} > r_{\text{table}}$, then the item is effective/practical/valid.
- 2) Level of Significance (p): Pay attention to the p-value of each item.
 - a) If $p < 0.05$, then the item is considered effective/practical/valid.
 - b) Conversely, if $p > 0.05$, the item is ineffective/in practical/invalid.

3. Determining the Validity of Items

- 1) Items that have a positive and significant correlation value ($p < 0.05$) can be considered effective/practical/valid.
- 2) Conversely, if an item does not meet those criteria (for example, it has a $p > 0.05$), then the item should be considered for deletion or revision.

After all the items have been tested, draw conclusions regarding the overall validity of the questionnaire. Take note of which items are valid, and which are not, as well as recommendations for improvement if needed.

4. The effectiveness and practicality of digital worksheets

Measuring the effectiveness of questionnaires is an important step in research to ensure that data collection instruments can provide valid and reliable information. Here are some of the theories and methods used to calculate the effectiveness of questionnaires, especially using SPSS. The effectiveness of digital worksheets is measured by the completeness of the test scores obtained by students. Students are declared complete if their test scores meet the rubric score for each learning material or rubric score mutually agreed upon by the school. Questionnaires often use the Likert scale to measure respondents' attitudes, opinions, and perceptions. This scale generally has five points, ranging from "Strongly Agree" to "Strongly Disapprove". Each answer is given a score, for example:

Table 3. 6 Category score adot by SPSS

Category	Score
Strongly Agree	5
Agree	4
Doubt	3
Disagree	2
Strongly disagree	1

The effectiveness of the questionnaire can be calculated using the following formula:

$$\text{Effectiveness} = \frac{R}{T} \times 100 \%$$

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

where:

R = Realization (real score obtained from respondents

T = Target (expected ideal score)

Once the data is collected, the analysis can be carried out using SPSS to test the validity and reliability of the questionnaire: SPSS also allows descriptive statistical analysis to provide an overview of the data collected, including mean, median, mode, and standard deviation. This helps in understanding the distribution of respondents

5. Gain score

The gain score is used to determine the increase in learning outcomes after using digital worksheets with a project-based learning model. Gaining score is also to find the difference in the pre-test and post-test values.

$$N \text{ Gain} = \frac{\text{Score Posttest} - \text{Score Pretest}}{\text{Score ideal} - \text{Score Pretest}}$$

The gain value obtained is then interpreted using gain level categories.

Table 3. 7Gain score Category

N- Gain	categories
$0.70 < g < 1,00$	Height
$0,30 < g < 0,70$	Middle
$0,00 < g < 0,30$	Low

Meanwhile, to determine the interpretation of the effectiveness of the n gain score using the following equation

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

$$N \text{ Gain} = \frac{\text{Posttest} - \text{Pretest}}{\sum \text{Maximum score}} \times 100 \%$$

Using the equation above, the estimated effectiveness of n gain from the following table can be calculated

Table 3. 8 the interpretation of the effectiveness of the n gain score

N- Gain	categories
< 40	Not effective
40 - 55	Less effective
56 - 75	Enough effective
>76	Effective

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER V

CONCLUSION

A. Conclusion

Digital worksheets have great potential to improve the quality of learning. However, the success of its implementation really depends on various factors, such as good design, support from the school, and user readiness. Therefore, continuous efforts need to be made to ensure that digital worksheets can be utilized optimally in the learning process. To design a project-based digital worksheet aimed at enhancing writing ability, it is essential to follow a structured approach that incorporates educational theories and practical elements from this research.

The aim of this study was to design a project based digital worksheet to enhance writing ability, to measure the validity of project based digital worksheet, and to find practicality and effectiveness of using project-based digital worksheet.

Based on the findings it was found that

1. Digital worksheet is design based a need analysis of teachers and students. The 95% Confidence Interval of the Difference" is (10,359, 13,509), then we can interpret it as follows. Besides the effectiveness of implementation digital worksheet enhanced students writing ability. We are 95% sure that the posttest score is higher than the pretest score, with an average difference between 10,359 and 13,509), This indicates an improvement in overall

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

learning outcomes. The Result of N-gain Score by Mean 0.6317 is located by range 0,30 to 0,7 categorized by middle. Meanwhile, based on the interpretation of Effectiveness of N-gain with a percentage, the results obtained are 63.1681 % based on Table 3.8 categorized enough effective

- The validity worksheets were validated by some experts. A valid project-based digital worksheet has aligned with established educational standards and learning objectives. This ensures that the activities and assessments included in the worksheet are relevant to the skills students are expected to develop. The Digital worksheet in this research has been validated by the expert with a score of 17 (can be used with minor revisions).
- Effective project-based worksheets are designed to engage students actively in the writing process. Incorporating multimedia elements such as videos, images, and interactive tasks can enhance student motivation and participation. A study found that digital worksheets designed with engaging content led to positive student responses, indicating that when students are interested in the material, they are more likely to engage deeply with writing assignments. The calculations show that with a sample of 106 people the r table 5% is 0.632, meaning the total is $0.503 > 0.195$. And it is found that if the r table 1% is 0.256, it means $0.503 > 0.765$. So, it can be concluded that the digital worksheet used is effective.
- Students engaged in project-based digital worksheets often show increased motivation to write, when compared to traditional teaching methods, project-

based learning has been found to be more effective in enhancing writing skills.

The results of this research can support or modify existing learning theories, especially those related to the use of technology in learning. Furthermore, this research can contribute to the development of teaching materials that are more interactive and interesting for students.

B. Recommendation

1. At this time, ensure that digital worksheets are accessible to all students, including students with special needs, where teachers must also consider how to integrate 21st century skills such as critical thinking, communication, collaboration and creativity into digital worksheets.
2. For researchers to use the PBL model to create varied learning media.
3. Due to the limitations of the researcher himself, the researcher needs more suggestions from other researchers to improve this research.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta dimiliki UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

References

- Admin ppl. (2021, December 29). *Project Based Learning, Profil Pelajar Pancasila dan Gen Z - Pusat Layanan Pembiayaan Pendidikan*. Puslapdik. Retrieved January 6, 2024, from <https://puslapdik.kemdikbud.go.id/project-based-learning-profil-pelajar-pancasila-dan-gen-z/>
- Ahmar, D. A. P. (2012). Pelaksanaan Pembelajaran Ipa Berbasis Lingkungan Alam Sekitar Kelas III Di Sd Islam Terpadu Ibnu Mas'ud Kulon Progo. *Skripsi*, 20, 10–38. <https://eprints.uny.ac.id/8597/>
- Aka, K. A., & Mukmin, B. A. (2020). Worksheet Performance Evaluation Oriented Scientific Approach. *Universal Journal of Educational Research*, 8(6), 2270–2275. <https://doi.org/10.13189/ujer.2020.080610>
- Angelina, E. E. N. (2020). *The Effect of Project-Based Learning In Improving Students' Speaking Ability*. <https://repository.ar-raniry.ac.id/id/eprint/13865/>
- Apostolopoulos, A. (2021, March 26). *The ADDIE Training Model Fully Explained*. TalentLMS. Retrieved August 18, 2023, from <https://www.talentlms.com/blog/addie-training-model-definition-stages/>
- Attié, I. (2023, July 23). *20 Cool Canva Projects for Kids*. Stock Photo Secrets. Retrieved August 18, 2023, from <https://www.stockphotosecrets.com/buyers-guide/canva-projects-for-kids.html>
- Barry, J. (2022, March 22). *Benefits and negative effect of using worksheets in the classroom*. Compsmag. Retrieved December 12, 2023, from <https://www.compsmag.com/blogs/benefits-and-negative-effect-of-using-worksheets-in-the-classroom/>
- Barus, S., Siagian, S., & Hasan Saragih, A. (2017). *The Use of Student Worksheet to Improve Writing Ability of Descriptive Text*. September. <https://doi.org/10.2991/aisteel-17.2017.73>
- Bourdeaux, M. (1981). Letter from the Director. *Religion in Communist Lands*, 9(1), 2–3. <https://doi.org/10.1080/09637498108430973>
- Carroll, J. B. (1993). Human cognitive abilities. Cambridge, UK: Cambridge University Press
- Choo, S. S. Y., Rotgans, J. I., Yew, E. H. J., & Schmidt, H. G. (2011). Effect of worksheet scaffolds on student learning in problem-based learning. *Advances in Health Sciences Education*, 16(4), 517–528. <https://doi.org/10.1007/s10459-011-9288-1>
- Culatta, R. (2018, November 30). *ADDIE Model*. InstructionalDesign.org. Retrieved August 18, 2023, from <https://www.instructionaldesign.org/models/addie/>

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- DeBell, A. (2020, January 6). *What is the ADDIE Model of Instructional Design?* Water Bear Learning. Retrieved August 18, 2023, from https://waterbearlearning.com/addie-model-instructional-design/#google_vignette
- Febriansyah, F., Herlina, K., Nyeneng, I. D. P., & Abdurrahman, A. (2021). Developing electronic student worksheet (e-worksheet) based project using fliphtml5 to stimulate science process skills during the covid-19 pandemic. *INSECTA: Integrative Science Education and Teaching Activity*, 2(1), 59 – 73
- Gramlick, N. (2019, February 16). *Are worksheets good, or bad? – Nicolette's Educational Technology Portfolio*. Nicolette's Educational Technology Portfolio. Retrieved July 18, 2023, from <https://gramlick.wordpress.com/2019/02/16/are-worksheets-good-or-bad/>
- Hidayat, F., & Nizar, M. (2021). Model Addie (Analysis, Design, Development, Implementation and Evaluation) Dalam Pembelajaran Pendidikan Agama Islam. *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)*, 1(1), 28–38. <https://doi.org/10.15575/jipai.v1i1.11042>
- Ii, B. A. B., Teoretik, A. D., Pembelajaran, H., & Asing, B. (2003). 'Pembelajaran' Dan. 04(3), 9–47.
- Ilana, N., & Cintamulya, I. (2022). Validity of Project-Based Electronic Worksheets to Improve Students' Critical Thinking Ability. *BIOEDUKASI: JURNAL PENDIDIKAN BIOLOGI*, 15(1), 20-32.
- Iqbal, M., Simarmata, J., Feriyansyah, F., Tambunan, A. R. S., Sihite, O., Gandamana, A., Eza, G. N., Kurniawan, F., Asiah, A., Rozi, F., Faisal, F., Manurung, I. F. U., Ihwani, M., Nathan, P. L. A., Sitanggang, N., Simbolon, N., Simanjuntak, E. B., & Limbong, T. (2018). Using Google form for student worksheet as learning media. *International Journal of Engineering and Technology(UAE)*, 7(3.4 Special Issue 4), 321–324. <https://doi.org/10.14419/ijet.v7i2.29.13646>
- Ismathulhuda, A., Hardeli, H., Alizar, A., & Yerimadesi, Y. (2022). Validity and Practicality of Project-Based e-Student Worksheet on Thermochemical Materials to Improve Learning Outcomes. *Journal of Research in Science Education*, 8(3). DOI: 10.29303/jppipa.v8i3.1691
- Karimah, S., & Hastuti, H. (2019). the Development Strategy of Lake Kelimutu Tourist Attraction in Ende Regency. *Geosfera Indonesia*, 4(2), 188. <https://doi.org/10.19184/geosi.v4i2.9222>
- Kemendikbud Ristek. (2022). Capaian Pembelajaran Mata Pelajaran Bahasa Inggris Fase A-Fase F. *Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia*, 23.

- Khoirusnaini, H. (2023, August 28). *The Use of Qr Code Enhanced Student Worksheet as a Media to Strengthen Democratic Values Among Citizens*. Atlantis Press. Retrieved December 12, 2023, from <https://www.atlantispress.com/proceedings/acec-22/125990158>
- Kurt, S. (2018, December 16). *ADDIE Model: Instructional Design*. Educational Technology. Retrieved August 18, 2023, from <https://educationaltechnology.net/the-addie-model-instructional-design/>
- Lee, C.-D. (2014a). Worksheet Usage, Reading Achievement, Classes' Lack of Readiness, and Science Achievement: A Cross-Country Comparison. *International Journal of Education in Mathematics*, 2(2).
- Lee, C.-D. (2014b). Worksheet Usage, Reading Achievement, Classes' Lack of Readiness, and Science Achievement: A Cross-Country Comparison. *International Journal of Education in Mathematics, Science and Technology*, 2(2), 96–106. <https://doi.org/10.18404/ijemst.38331>
- Lohman, F. David. (1997). Issues in the definition and measurement of abilities. USA: The University of Iowa.
- Lu, Q. (2021). *A New Project-Based Learning in English Writing*. *International Journal of Emerging Technologies in Learning (iJET)*.
- Lupi, T. P., Herlina, K. H., Sesunan, F. S., & Andra, D. A. (2021). Development of project based e-worksheet to stimulate scientific creativity and collaborative skills. *Berkala Ilmiah Pendidikan Fisika*, 9(2), 222-233. DOI: <http://dx.doi.org/10.20527/bipf.v9i2.9938>
- Marianne C, Murcia. (1991). *Teaching English as a Second or Foreign Language*. Boston: Heinle Publishers, 233
- Martin, H. (2023, April 17). *Ways to use worksheets in the process of education*. Talented Ladies Club. Retrieved July 18, 2023, from <https://www.talentedladiesclub.com/articles/ways-to-use-worksheets-in-the-process-of-education/>
- Merriam-Webster. (2024, February 2). *Characteristic Definition & Meaning*. Retrieved February 8, 2024, from <https://www.merriam-webster.com/dictionary/characteristic>
- Mukti, Yoga P., Masykuri, M., Sunarno, W., Rosyida, Ulin N., Jamain, Z., & Dananjoyo, M Dawud. (2020). Exploring the Impact of Project-Based Learning and Discovery Learning to The Students' Learning Outcomes: Reviewed from The Analytical Skills. *Jurnal Ilmiah Pendidikan Islam: Al-Biruni*, 9(1).

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- Muliati. (2016). No 主観的健康感を中心とした在宅高齢者における 健康関連指標に関する共分散構造分析Title. *Revista CENIC. Ciencias Biológicas*, 152(3), 28. file:///Users/andreataquez/Downloads/guia-plan-de-mejora-institucional.pdf%0Ahttp://salud.tabasco.gob.mx/content/revista%0Ahttp://www.revistaalad.com/pdfs/Guias_ALAD_11_Nov_2013.pdf%0Ahttp://dx.doi.org/10.15446/revfacmed.v66n3.60060.%0Ahttp://www.cenetec.
- Mulyana, A. (2023, June 23). *Pengertian alur tujuan pembelajaran (atp) dan bagaimana menyusun alur tujuan pembelajaran*. Pendidikan kewarganegaraan. Retrieved January 4, 2024, from <https://ainamulyana.blogspot.com/2021/05/pengertian-alur-tujuan-pembelajaran-atp.html>
- Mulyanti, B., Melania, I., & Pantjawati, A. B. (2021, February 4). *Development of Student Worksheet for Infrared Technology Material Using Project Based Learning and Science Technology Engineering Mathematics Learning Model*. Atlantis Press. Retrieved July 27, 2023, from <https://www.atlantispress.com/proceedings/tvet-20/125952266>
- Nasution, E. A., Sumarsih, & Dewi, N. R. (2020). Developing Digital Worksheet by Using Wizer.me for Teaching Listening Skill to The Tenth Grade Students in SMK Negeri 7 Medan. *TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED*, 9(1), 1–12. <https://jurnal.unimed.ac.id/2012/index.php/jelt/article/view/19959>
- Nunan, D. (1991) . *Language Teaching Methodology*. New York: Prentice Hall.
- Nunan,D. (2003). *Practical English Language Teaching*. Singapore: McGraw Hill.
- Nurisalfah, R., Fadiawati, N., & Jalmo, T. (2018). Enhancement of students' creative thinking skills on mixture separation topic using project based student worksheet. *Journal of Physics: Conference Series*, 1013. DOI 10.1088/1742-6596/1013/1/012085
- Pusdatin. (2023, March 15). *Tujuan Pembelajaran dan Alur Tujuan Pembelajaran – Ruang Kolaborasi Mengajar Merdeka*. Ruang Kolaborasi Mengajar Merdeka. Retrieved January 4, 2024, from <https://pusatinformasi.kolaborasi.kemdikbud.go.id/hc/en-us/articles/4948621244953-Tujuan-Pembelajaran-dan-Alur-Tujuan-Pembelajaran>
- Rahaju, E. B., & Wijayanti, P. (2018). The development of student worksheet by using discoverybased approach: A case study in learning media course. *Journal of Physics: Conference Series*, 1088. <https://doi.org/10.1088/1742-6596/1088/1/012074>

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Richards, Jack, C., & Wily, A, Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.
- Riyanti, F., & Rustiana, A. (2017). Economic Education Analysis Journal, 'Economic education analysis journal. *Economic Education Analysis Journal*, 7(3), 1083–1099. <https://doi.org/10.15294/eeaj.v10i2.46733>
- Roestiyah. 2012. *Strategi Belajar Mengajar*. Jakarta. Rineka Cipta
- Sari, D. S., Widiyawati, Y., Nurwahidah, I., Masykuri, M., & Budiyanto, C. W. (2021, March 8). *The Development of E-Worksheet Based on Project to Promote Student's Creative Thinking and Digital Literacy Skills*. Atlantis Press. Retrieved July 27, 2023, from <https://www.atlantispress.com/proceedings/icriems-20/125953711>
- Sheffer, M. (2023, June 20). *51 Powerful Ways To Use Canva for Education (Free Templates)*. WeAreTeachers. Retrieved August 18, 2023, from <https://www.weareteachers.com/canva-for-education/>
- Shrikant. (2021, August 31). *Importance of worksheets | Mera home Tutor blog*. Find Online Tutors and Home Tutors. Retrieved December 12, 2023, from <https://www.merahometutor.com/blog/61/Importance-of-worksheets.html>
- STW. (2023). *Super Teacher Worksheets*. Super Teacher Worksheets - Thousands of Printable Activities. Retrieved August 18, 2023, from <https://www.superteacherworksheets.com/>
- Suastra, I. M., & Menggo, S. (2020). Empowering students' writing through performance assessment. *International Journal of Language Education*, 4(3), 432–441. <https://doi.org/10.26858/ijole.v4i3.15060>
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R & Metode Penelitian Kuantitatif, Kualitatif Dan R & D*. Bandung: Alfabeta.
- Sügümlü, Ü. (2020). An Action Research on the Improvement of Writing Skill in Teacher Training. *Educational Policy Analysis and Strategic Research*, 15(1), 137–162. <https://doi.org/10.29329/epasr.2020.236.8>
- Sumarmi, S., Aliman, M., & Mutia, T. (2021). The effect of digital eco-learning in student worksheet flipbook to environmental project literacy and pedagogic competency. *Journal of Technology and Science Educatio*, 11(2). DOI: <http://dx.doi.org/10.3926/jotse.1175>
- Sutherland, L. (2022, February 20). *7 Project Based Writing Activities*. Learning at the Primary Pond. Retrieved December 13, 2023, from
- Tâm, T., Và, N. C. Ú U., Giao, C. Ê N., Ngh, C., & Chu, Â N B Û I. (2016). 濟無 No Title No Title No Title. 01, 1–23.

Hak Cipta Dilindungi Undang-Undang

- Un Lei, C., Hay So, H. K., Y. Lam, E., Yip Wong, K. K., Kwong Kwok, R. Y., & Y. Chan, C. K. (2012). *Teaching introductory electrical engineering: Project-based learning experience*. IEEE. doi:10.1109/tale.2012.6360320
- van Vulpen, E. (n.d.). *Understanding the ADDIE Model: All You Need to Know*. AIHR. Retrieved August 18, 2023, from <https://www.aihr.com/blog/addie-model/>
- Widgor, A. K., & Garner, W. R. (Eds.) (1982). *Ability testing: Uses, Consequences, and Controversies. Part 1. Report of the Committee*. Washington, DC: National Academy Press.
- Widiyawati, Y., Nurwahidah, I., Sari, D. S., & Masykuri, M. (2020). STEM-Project Based Learning Integration On Bioacoustics Worksheet To Enhance Critical Thinking Skills. *Conference: ICLIQUE (International Conference on Learning Innovation and Quality Education)*. DOI:10.1145/3452144.3452279
- Yagelski, R. P. (2015). *The essential of writing: Ten core concept*. USA: Nelson Education Ltd. Cengage Learning. Retrived from https://books.google.co.id/books?id=5kPAAgAAQBAJ&pg=PT15&dq=writing+concept&hl=id&newbks=1&newbks_redir=0&sa=X&ved=2ahUKEwjOq_aBpsL4AhX2RmwGHbjACusQ6AF6BAGGEAI#v=onepage&q=writing%20concept&f=false
- Yanti, N., Rahmad, M., & Azhar. (2023). Application of PjBL (Project Based Learning) Based Physics Learning Model to Improve Collaboration Skills and Creative Thinking Ability of Students. *Jurnal Penelitian Pendidikan IPA*, 9(11), 9973–9978. <https://doi.org/10.29303/jppipa.v9i11.5275>
- Yusuf, B. B. (2018). *Indikator Dan Tujuan Pembelajaran Dalam Rencana Pelaksanaan Pembelajaran*. November 2010, 13–20.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak Cipta Dilindungi Undang-Undang

Result of Pretest

No	Nama Siswa	CLASS	SCHOOL NAME	ASSESSMENT RUBRICT									SCORE	TOTAL VALUE	Pretest
				1	2	3	4	5	6	7	8	9			
1	Aditya mesya nugraha	7B	SMP N 1	2	3	3	2	2	2	2	2	2	20	56	56
2	Aizahra saira	7B	SMP N 1	2	3	3	2	2	2	2	2	2	20	56	56
3	Alif gibran putra	7B	SMP N 1	2	3	3	2	2	2	2	2	2	20	56	56
4	Anya safira	7B	SMP N 1	2	3	3	2	2	2	2	2	2	20	56	56
5	Azila azwani putri	7B	SMP N 1	3	3	3	2	2	2	2	3	3	23	64	64
6	Chrisnerry nelvia	7B	SMP N 1	3	3	3	2	2	2	2	3	3	23	64	64
7	Delvin winata ong	7B	SMP N 1	3	3	3	2	2	2	2	3	3	23	64	64
8	Dzakirah syahputri	7B	SMP N 1	3	3	3	2	2	2	2	3	3	23	64	64
9	Fitri ramadhani	7B	SMP N 1	2	3	3	2	2	2	2	4	2	22	61	61
10	Hafizah uira wahyuni	7B	SMP N 1	2	3	3	2	2	2	2	4	2	22	61	61
11	Louis fenson than	7B	SMP N 1	2	3	3	2	2	2	2	4	2	22	61	61
12	M Giegi h ainzikri	7B	SMP N 1	2	3	3	3	3	3	2	4	2	25	69	70
13	M Juandi navas perdana	7B	SMP N 1	2	3	3	3	3	3	2	4	2	25	69	70
14	Marcella chong	7B	SMP N 1	2	3	3	3	3	3	2	4	2	25	69	70
15	Micchelle angelica	7B	SMP N 1	3	3	2	3	3	3	2	3	3	25	69	70
16	M. Habib destiawan	7B	SMP N 1	3	3	2	3	3	3	2	3	3	25	69	70
17	M. Wariy sakhatarr iaay	7B	SMP N 1	3	3	2	3	3	3	2	3	3	25	69	70
18	Natalia christine manulang	7B	SMP N 1	2	3	3	2	2	2	2	3	3	22	61	61
19	Nuru lail adha	7B	SMP N 1	2	3	3	2	2	2	2	3	3	22	61	61
20	raihan daniel mustaqim	7B	SMP N 1	2	3	3	2	2	2	2	3	3	22	61	61
21	Resty aprilia	7B	SMP N 1	2	3	3	2	2	2	2	4	2	22	61	61
22	Rosaila micel lessnusa	7B	SMP N 1	2	3	2	2	2	2	2	2	3	20	56	56
23	Sheryn fiorenza	7B	SMP N 1	2	3	2	2	2	2	2	2	3	20	56	56
24	Syamillia putri	7B	SMP N 1	2	3	2	2	2	2	2	2	3	20	56	56
25	Violyn	7B	SMP N 1	2	3	2	2	2	2	2	2	3	20	56	56
26	Yudha natanael sinambela	7B	SMP N 1	2	3	3	2	2	3	2	2	3	22	61	61
27	Agna gunawan	7D	SMP N 1	2	3	3	2	2	3	2	2	3	22	61	61
28	Angelyn	7D	SMP N 1	2	3	3	2	2	3	2	2	3	22	61	61
29	Audrey victoria m	7D	SMP N 1	2	3	3	2	2	3	2	2	3	22	61	61
30	Calvin yonanda	7D	SMP N 1	2	3	3	2	2	2	2	3	3	22	61	61
31	Cesilia cristina T	7D	SMP N 1	3	3	3	2	2	3	2	2	3	23	64	64

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	Nama Siswa	CLASS	SCHOOL NAME	ASSESSMENT RUBRICT									SCORE	TOTAL VALUE	Pretest
				1	2	3	4	5	6	7	8	9			
			1												
32	Cinta nabila R	7D	SMP N 1	3	3	3	2	2	3	2	2	3	23	64	64
33	Defan	7D	SMP N 1	3	3	3	2	2	3	2	2	3	23	64	64
34	Desti amelia putri	7D	SMP N 1	3	3	3	2	2	3	2	2	3	23	64	64
35	Dzikra afiqah m	7D	SMP N 1	2	3	2	2	2	3	2	2	2	20	56	56
36	Farhan syahrofy	7D	SMP N 1	2	3	2	2	2	3	2	2	2	20	56	56
37	Gheo naify dyra	7D	SMP N 1	2	3	2	2	2	3	2	2	2	20	56	56
38	Hermawan	7D	SMP N 1	4	3	3	4	2	3	2	3	2	26	72	72
39	Jefferson thomas w	7D	SMP N 1	4	3	3	4	2	3	2	3	2	26	72	72
40	Jericho darrien s	7D	SMP N 1	4	3	3	4	2	3	2	3	2	26	72	72
41	Julie steffanie soelius	7D	SMP N 1	4	3	3	4	2	3	2	3	2	26	72	72
42	Kaylila putri ayu L	7D	SMP N 1	2	2	2	3	2	2	2	2	3	20	56	56
43	Lucky zhuperdana	7D	SMP N 1	2	2	2	3	2	2	2	2	3	20	56	56
44	M. Rafa anshari	7D	SMP N 1	2	2	2	3	2	2	2	2	3	20	56	56
45	M. Roydatul said	7D	SMP N 1	2	3	2	3	2	3	2	2	3	22	61	61
46	Miranda micky ling	7D	SMP N 1	2	3	2	3	2	3	2	2	3	22	61	61
47	M. Azka alteza	7D	SMP N 1	2	3	2	3	2	3	2	2	3	22	61	61
48	M.Yuga pratama	7D	SMP N 1	2	3	2	3	2	3	2	2	3	22	61	61
49	Nauval muzzafar	7D	SMP N 1	2	3	2	2	3	3	2	2	3	22	61	61
50	Panya alya sari	7D	SMP N 1	2	3	2	2	3	3	2	2	3	22	61	61
51	Saffaranza julmiyka	7D	SMP N 1	2	3	2	2	3	3	2	2	3	22	61	61
52	Siti mei triani BR.P	7D	SMP N 1	2	3	2	2	3	3	2	2	3	22	61	61
53	Thufailah qonita m	7D	SMP N 1	3	3	3	2	2	2	3	3	2	23	64	64
54	Wan intan nuraini	7D	SMP N 1	3	3	3	2	2	2	3	3	2	23	64	64
55	Yunika cahya nigrum	7D	SMP N 1	3	3	3	2	2	2	3	3	2	23	64	64
56	Agra panji laksamana	7B	SMP N 3	3	3	3	2	2	2	3	3	2	23	64	64
57	Albar farits	7B	SMP N 3	3	3	3	4	3	3	2	3	2	26	72	72
58	Alfiansyah	7B	SMP N 3	3	3	3	4	3	3	2	3	2	26	72	72
59	Bayu primawahyudi	7B	SMP N 3	3	3	3	4	3	3	2	3	2	26	72	72
60	Bima noviandri	7B	SMP N 3	3	3	3	4	3	3	2	3	2	26	72	72
61	Dinda aprilia zahra	7B	SMP N 3	2	3	2	2	3	3	3	2	2	22	61	61
62	Ega sahputra	7B	SMP N 3	2	3	2	2	3	3	3	2	2	22	61	61

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	Nama Siswa	CLASS	SCHOOL NAME	ASSESSMENT RUBRICT									SCORE	TOTAL VALUE	Pretest
				1	2	3	4	5	6	7	8	9			
63	Febriansyah	7B	SMP N 3	2	3	2	2	3	3	3	2	2	22	61	61
64	fikri subakty	7B	SMP N 3	2	3	2	2	3	3	3	2	2	22	61	61
65	Husnul hatimah	7B	SMP N 3	2	2	2	3	2	2	2	3	2	20	56	56
66	Khazizah	7B	SMP N 3	2	2	2	3	2	2	2	3	2	20	56	56
67	Leonel messi	7B	SMP N 3	2	2	2	3	2	2	2	3	2	20	56	56
68	M.Ibrahim pratama	7B	SMP N 3	2	2	2	3	2	2	2	3	2	20	56	56
69	Manja nur islami	7B	SMP N 3	2	2	2	2	3	2	2	2	3	20	56	56
70	Melisa firma hanafia	7B	SMP N 3	2	2	2	2	3	2	2	2	3	20	56	56
71	M.zaki ahza M	7B	SMP N 3	2	2	2	2	3	2	2	2	3	20	56	56
72	Mutia safitri	7B	SMP N 3	2	2	2	2	3	2	2	2	3	20	56	56
73	Ozzy saputra	7B	SMP N 3	2	3	2	3	2	3	3	2	2	22	61	61
74	Rio fernandes	7B	SMP N 3	2	3	2	3	2	3	3	2	2	22	61	61
75	Rosalinda	7B	SMP N 3	2	3	2	3	2	3	3	2	2	22	61	61
76	Safira	7B	SMP N 3	2	3	2	3	2	3	3	2	2	22	61	61
77	Shofie salsabela	7B	SMP N 3	3	2	2	3	2	3	3	2	2	22	61	61
78	Suci aulia	7B	SMP N 3	3	2	2	3	2	3	3	2	2	22	61	61
79	Trie nadilakarena P	7B	SMP N 3	3	2	2	3	2	3	3	2	2	22	61	61
80	Wir adha	7B	SMP N 3	3	2	2	3	2	3	3	2	2	22	61	61
81	Zurina	7B	SMP N 3	3	2	4	2	2	2	2	3	3	23	64	64
82	Ar' rafi	7D	SMP N 3	3	2	4	2	2	2	2	3	3	23	64	64
83	Amelya anggerayani	7D	SMP N 3	3	2	4	2	2	2	2	3	3	23	64	64
84	fajar ikhsan	7D	SMP N 3	3	2	4	2	2	2	2	3	3	23	64	64
85	Faris dzulkhairil mumtar	7D	SMP N 3	3	2	2	3	3	2	3	2	2	22	61	61
86	Jelly melisya	7D	SMP N 3	3	2	2	3	3	2	3	2	2	22	61	61
87	Mulyadi	7D	SMP N 3	3	2	2	3	3	2	3	2	2	22	61	61
88	Muhammad maryadi	7D	SMP N 3	3	2	2	3	3	2	3	2	2	22	61	61
89	Muhammad rifan fernando	7D	SMP N 3	3	3	3	3	3	3	3	2	3	26	72	72
90	Nurhasanah	7D	SMP N 3	3	3	3	3	3	3	3	2	3	26	72	72
91	Nouval ardiansyah	7D	SMP N 3	3	3	3	3	3	3	3	2	3	26	72	72
92	Rama dhina	7D	SMP N 3	3	3	3	3	3	3	3	2	3	26	72	72
93	Rahmad aidil ramadhani	7D	SMP N 3	2	3	3	2	2	3	3	2	2	22	61	61
94	Raja siti fatimah	7D	SMP N 3	2	3	3	2	2	3	3	2	2	22	61	61



©

Hak Cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	Nama Siswa	CLASS	SCHOOL NAME	ASSESSMENT RUBRIC									SCORE	TOTAL VALUE	Pretest
				1	2	3	4	5	6	7	8	9			
95	Rfki aderiansyah	7D	SMP N 3	2	3	3	2	2	3	3	2	2	22	61	61
96	Riska aprilia	7D	SMP N 3	2	3	3	2	2	3	3	2	2	22	61	61
97	Rizki azzaratul humairah	7D	SMP N 3	2	3	2	2	2	2	3	2	2	20	56	56
98	Ruzaini afnan	7D	SMP N 3	2	3	2	2	2	2	3	2	2	20	56	56
99	Septian aidil	7D	SMP N 3	2	3	2	2	2	2	3	2	2	20	56	56
100	Shakir ramadhan	7D	SMP N 3	2	2	2	3	2	2	2	2	3	20	56	56
101	Sisilya marsela	7D	SMP N 3	2	2	2	3	2	2	2	2	3	20	56	56
102	Syahriludin	7D	SMP N 3	2	2	2	3	2	2	2	2	3	20	56	56
103	Syifa azzahara	7D	SMP N 3	2	2	2	3	2	2	2	2	3	20	56	56
104	Syifa estiar kananta	7D	SMP N 3	3	3	3	2	2	2	2	3	3	23	64	64
105	Tambi muhammad duha alwi	7D	SMP N 3	3	3	3	2	2	2	2	3	3	23	64	64
106	Zahra aqila ramadhani	7D	SMP N 3	3	3	3	2	2	2	2	3	3	23	64	64

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

Result of Posttest

No	Nama Siswa	CLASS	SCHOOL NAME	ASSESMENT RUBRICT									SCORE	TOTAL VALUE	Posttest
				1	2	3	4	5	6	7	8	9			
1	Aditya mesya nugraha	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
2	Aizahra saira	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
3	Alif gibran putra	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
4	Anya safira	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
5	Azila azwani putri	7B	SMP N 1	4	4	4	4	2	4	4	3	3	32	89	89
6	Chriserry nelvia	7B	SMP N 1	4	4	4	4	2	4	4	3	3	32	89	89
7	Delvin winata ong	7B	SMP N 1	4	4	4	4	2	4	4	3	3	32	89	89
8	Dzakirah syahputri	7B	SMP N 1	4	4	4	4	2	4	4	3	3	32	89	89
9	Fitri ramadhani	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
10	Hafizah uira wahyuni	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
11	Louis fenson than	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
12	M Giegih ainzikri	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
13	M Juandi navas perdana	7B	SMP N 1	4	4	4	4	2	4	4	3	3	32	89	89
14	Marcella chong	7B	SMP N 1	4	4	4	4	2	4	4	3	3	32	89	89
15	Micchelle angelica	7B	SMP N 1	4	4	4	4	2	4	4	3	3	32	89	89
16	M. Habib destiawan	7B	SMP N 1	4	4	4	4	2	4	4	3	3	32	89	89
17	M. Wariy sakhatarr iaay	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
18	Natalia christine manulang	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
19	Nuru lail adha	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
20	raihan daniel mustaqim	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
21	Resty aprilia	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
22	Rosaila micel lessnusa	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
23	Sheryn fiorenza	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
24	Syamillia putri	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
25	Violyn	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
26	Yudha natanael sinambela	7B	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
27	Agna gunawan	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
28	Angelyn	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
29	Audrey victoria m	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86
30	Calvin yonanda	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	Nama Siswa	CLASS	SCHOOL NAME	ASSESSMENT RUBRICT										SCORE	TOTAL VALUE	Postest
				1	2	3	4	5	6	7	8	9				
31	Cesilia cristina T	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
32	Cinta nabila R	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
33	Defan	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
34	Desti amelia putri	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
35	Dzikra afiqah m	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
36	Farhan syahrofy	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
37	Gheo naify dyra	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
38	Hermawan	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
39	Jefferson thomas w	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
40	Jericho darrien s	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
41	Julie steffanie soelius	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
42	Kaylila putri ayu L	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
43	Lucky zhuperdana	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
44	M. Rafa anshari	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
45	M. Roydatul said	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
46	Miranda micky ling	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
47	M. Azka alteza	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
48	M.Yuga pratama	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
49	Nauval muzzafar	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
50	Panya alya sari	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
51	Saffaranza julmiyka	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
52	Siti mei triani BR.P	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
53	Thufailah qonita m	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
54	Wan intan nuraini	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
55	Yunika cahya nigrum	7D	SMP N 1	3	4	4	4	2	4	4	3	3	31	86	86	
56	Agra panji laksamana	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86	
57	Albar farits	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86	
58	Alfiansyah	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86	
59	Bayu primawahyudi	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86	
60	Bima noviandri	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86	
61	Dinda aprilia zahra	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86	
62	Ega sahputra	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86	
63	Febriansyah	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86	

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

No	Nama Siswa	CLASS	SCHOOL NAME	ASSESMENT RUBRICT									SCORE	TOTAL VALUE	Postest
				1	2	3	4	5	6	7	8	9			
64	fikri subakty	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
65	Husnul hatimah	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
66	Khazizah	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
67	Leonel messi	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
68	M.Ibrahim pratama	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
69	Manja nur islami	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
70	Melisa firma hanafia	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
71	M.zaki ahza M	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
72	Mutia safitri	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
73	Ozzy saputra	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
74	Rio fernandes	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
75	Rosalinda	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
76	Safira	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
77	Shofie salsabela	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
78	Suci aulia	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
79	Trie nadilakarena P	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
80	Wir adha	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
81	Zurina	7B	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
82	Ar' rafi	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
83	Amelya anggerayani	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
84	fajar ikhsan	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
85	Faris dzulkhairil mumtar	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
86	Jelly melisya	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
87	Mulyadi	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
88	Muhammad maryadi	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
89	Muhammad rifan fernando	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
90	Nurhasanah	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
91	Nouval ardiansyah	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
92	Rama dhina	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
93	Rahmad aidil ramadhani	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
94	Raja siti fatimah	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
95	Riki aderiansyah	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
96	Riska aprilia	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
97	Rizki azzaratul humairah	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No	Nama Siswa	CLASS	SCHOOL NAME	ASSESMENT RUBRICT									SCORE	TOTAL VALUE	Postest
				1	2	3	4	5	6	7	8	9			
98	Ruzaini afnan	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
99	Septian aidil	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
100	Shakir ramadhan	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
101	Sisilya marsela	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
102	Syahriludin	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
103	Syifa azzahara	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
104	Syifa estiar kananta	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
105	Tambi muhammad duha alwi	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86
106	Zahra aqila ramadhani	7D	SMP N 3	3	4	4	4	2	4	4	3	3	31	86	86



PEMERINTAH KABUPATEN BENGKALIS
SMPN 1 BENGKALIS

Jalan Karimun, Bengkalis, Riau 28712

Telepon (0766) 21092, Faksimile Laman www.smpn1bengkalis.sch.id

E-mail smpn1bengkalis@yahoo.co.id



Bengkalis, 04 Oktober 2024

Nomor : 422 / SMPN 1 BKS / 2024 / 314.1
Tempat :
Hal : Pelaksanaan Penelitian

Saya yang bertanda tangan dibawah ini :

Nama : ZULFAI HINDA, S.Pd
NIP : 19701002 200312 1 003
Unit Kerja : SMP Negeri 1 Bengkalis
Jabatan : Kepala SMP Negeri 1 Bengkalis

Dengan ini menerangkan bahwa :

Nama : DESSY SATRIA
NIM : 22290120026
Program Studi : Pendidikan Agama Islam
Jurusan : Bahasa Inggris
Judul Penelitian : Developing Digital Worksheet Based on Project Base Learning Model to Enhance Writing Ability of Junlor High School Student
Alamat : Jl. Bathin Alam Desa Sungai Alam
No. HP : 0853 -75646925

Adalah mahasiswa/i Universitas Islam Negeri (UIN) SUSKA Riau dan telah kami setuju untuk mengadakan penelitian di SMP Negeri Bengkalis.

Demikian surat ini disampaikan, dan atas kerjasamanya diucapkan terima kasih.

Kepala SMP Negeri 1 Bengkalis
ZULFAI HINDA, S.Pd
NIP. 19701002 200312 1 003

Hak Cipta Dilindungi Undang-Undang

© Hak cipta milik UIN SUSKA Riau

Site Islamic University of Sultan Syarif Kasim Riau

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



PEMERINTAH KABUPATEN BENGKALIS
DINAS PENDIDIKAN
UNIT PELAKSANAAN TEKNIS SATUAN PENDIDIKAN
SMPN 3 BENGKALIS

NPSN: 10400901, Jl. Banten Bengkalis RT/RW: 002/004 Kec. Bengkalis Kab. Bengkalis
Prov. Riau Telp 0766 21266 Fax. Email:

SURAT IZIN MENELITI
Nomor : 421.3/SMPN 3/ 2024/185.1

Yang bertanda tangan dibawah ini, Kepala SMPN3 Bengkalis, Kecamatan Bengkalis
Kabupaten Bengkalis Propinsi Riau dengan ini Menerangkan :

Nama : **DESSY SATRIA, S.Pd.**
NIM : **22290120026**
Program Studi : **Pendidikan Agama Islam**
Universitas : **Universitas Islam NegeRI Sultan Syarif Kasim Riau**
Jenjang : **Pasca Sarjana**
Alamat : **Jl. Bathin Alam, Desa Sei.Alam Kab, Bengkalis**
Lokasi : **SMPN3 Bengkalis**

Nama tersebut diatas telah diberi izin untuk melakukan Penelitian di UPT. Satuan
Pendidikan SMPN 3 Bengkalis guna untuk melengkapi penyelesaian skripsi, dengan Judul
Skripsi “, **Developing Digital Workshop Based On Project Based Learning Model To
Enhance Writing Ability Of Junior High School Students**

Demikian Surat Mencliti ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bengkalis, 24 Otober 2024

**Kepala UPT. Satuan Pendidikan
SMPN 3 Bengkalis**



YUSNIDARWATI, S.S

Pembina Tk.1

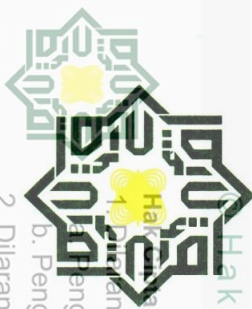
NIP.19641231 198903 2 173

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

Hak Cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 Po.BOX. 1004
Phone & Fax (0761) 858832. Website: <https://pasca.uin-suaska.ac.id>. Email : pasca@uin-suaska.ac.id.

Nomor : B-2086/Un.04/Ps/HM.01/07/2024
Lamp. :-
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Pekanbaru, 01 Juli 2024

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: DESSY SATRIA
NIM	: 22290120026
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: V (Lima) / 2024
Judul Tesis/Disertasi	: Developing Digital Worksheet Based on Project Based Learning Model to Enhance Writing Ability of Junior High School Students

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Junior High School Students

Waktu Penelitian: 3 Bulan (01 Juli 2024 s.d 01 Oktober 2024)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wassalam
Direktur,

Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

Tembusan:
Yth. Rektor UIN Suska Riau



2. Dilarang menjiplak dan menjiplak karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
- Hak Cipta dilindungi Undang-Undang
1. Dilarang menjiplak atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- a. Pengutipan harus untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim Riau

Sertifikat

© Hal ini adalah milik UIN Suska Riau

UIN SUSKA RIAU

Nomor: B-0003/Un.04/PPs/PP.00.9/04/2025

Komite Penjaminan Mutu Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau Menerangkan Bahwa :

Nama : Dessy Satria

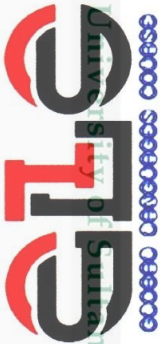
NIM : 22290120026

Judul : Developing Digital Worksheet Based On Project Based Learning Model To Enhance Writing Ability Of Junior High School Students

Telah dilakukan uji Turnitin dan dinyatakan lulus cek plagiasi Tesis Sebesar (23%) di bawah standar maksimal batas toleransi kemiripan dengan karya tulis ilmiah lainnya. Berdasarkan peraturan Pemerintah melalui Dikti Nomor UU 19 Tahun 2002: Permendiknas 17 tahun 2010 bahwa tingkat persentase kesamaan tulisan yang diunggah di dunia maya hanya boleh 20-25% kesamaan dengan karya lainnya.

Pekanbaru, 3 Januari 2025
Pemeriksa Turnitin Pascasarjana

Dr. Perisi Nopel, M.Pd.I
NUPN. 9920113670



State Islamic University of Sultan Syarif Kasim Riau

© Hak cipta milik UIN Suska Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Certificate Number: 31/GLC/EPT/II/2024

ENGLISH PROFICIENCY TEST[®]

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Dessy Satria
 ID Number : 1403015504790013
 Test Date : 30-01-2024
 Expired Date : 30-01-2026

achieved the following scores:

Listening Comprehension : 50
 Structure and Written Expression : 46
 Reading Comprehension : 47
 Total : 477



Linati Marta Kalisah, M. Pd
 Global Languages Course Director



Izin No: 420/BID.PAUD.PNF.2/VIII/2017/6309

Under the auspices of:
 Global Languages Course
 At: Pekanbaru
 Date: 01-02-2024



Powered by e-test.id



Hak Cipta Dilindungi Undang-Undang

© Hak Cipta milik UIN Suska Riau

State Islamic University Sunan Gunung Jati Cirebon
Syarif Kasim Riau



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

الشهادة

اختبار كفاءات اللغة العربية لغير الناطقين بها

يشهد العلق بأن:

سيد/ة : Dessy Satria
رقم الهوية : 1403015504790013
تاريخ الاختبار : 31-01-2024
الصلاحية : 31-01-2026

قد حصل/ت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الاستماع : 43
القواعد : 43
القرأة : 52
المجموع : 460



Izin No: 420/BID.PAUD.PNF.2/VIII/2017/6309

Under the auspices of:
Global Languages Course
At: Pekanbaru
Date: 01-02-2024



الترقيم التعريفي

No. 25/GLC/APT/II/2024



Powered by e-test.id



Hak Cipta Dilindungi Undang-undang



© Hak cipta UIN Suska Riau

UIN SUSKA RIAU

State Islamic University of Sultan Syarif Kasim Riau

KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA :
 NIM :
 PROGRAM STUDI :
 KONSENTRASI :
 PEMBIMBING I/PROMOTOR :
 PEMBIMBING II/CO PROMOTOR :
 JUDUL TESIS/DISERTASI :



UIN SUSKA RIAU

PASCASARJANA

Universitas Islam Negeri Sultan Syarif Kasim Riau

PASCASARJANA
 UNIVERSITAS ISLAM NEGERI
 SULTAN SYARIF KASIM RIAU

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Catatan:
*coret yang tidak perlu

Pekanbaru, 30-12-2024

[Signature]
Pembimbing I/Promotor

Catatan:
*coret yang tidak perlu

Pekanbaru, 20.....

[Signature]
Pembimbing II/Promotor

No. Tanggal Konsultasi Materi Pembimbing/Promotor Keterangan

22 NOVEMBER 2023 Tercatat dan dijawab

28 DESEMBER 2023 Pengiriman file melalui email

8 DESEMBER 2023 Pengiriman dan isi thesis

19 FEB 2024 Pengiriman file melalui email

7 MARET 2024 Perbaikan dari dosen pembimbing

20 JUNI 2024 Penggunaan worksheet dan kesesuaian CP dan TP

27 DESEMBER 2024 Chapter III & IV / V

30/12-2024 Approved to be examined

27 SEPT 2024 Revisi content

28 SEPTEMBER 2024 Validasi instrument

30 DESEMBER 2024 Pengeseran Chapter IV

31 DESEMBER 2024 Perbaikan Chapter IV

5. 5. 5. 5. 5. 5.

6. 6. 6. 6. 6. 6.

1. 1. 1. 1. 1. 1.

2. 2. 2. 2. 2. 2.

3. 3. 3. 3. 3. 3.

4. 4. 4. 4. 4. 4.

5. 5. 5. 5. 5. 5.

6. 6. 6. 6. 6. 6.

7. 7. 7. 7. 7. 7.

8. 8. 8. 8. 8. 8.

9. 9. 9. 9. 9. 9.

10. 10. 10. 10. 10. 10.

11. 11. 11. 11. 11. 11.

12. 12. 12. 12. 12. 12.

13. 13. 13. 13. 13. 13.

14. 14. 14. 14. 14. 14.

15. 15. 15. 15. 15. 15.

16. 16. 16. 16. 16. 16.

17. 17. 17. 17. 17. 17.

18. 18. 18. 18. 18. 18.

19. 19. 19. 19. 19. 19.

20. 20. 20. 20. 20. 20.

21. 21. 21. 21. 21. 21.

22. 22. 22. 22. 22. 22.

23. 23. 23. 23. 23. 23.

24. 24. 24. 24. 24. 24.

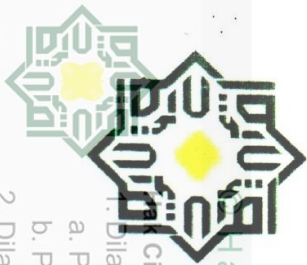
25. 25. 25. 25. 25. 25.

26. 26. 26. 26. 26. 26.

27. 27. 27. 27. 27. 27.

28. 28. 28. 28. 28. 28.

29. 29. 29. 29. 29. 29.



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 Po.BOX. 1004
Phone & Fax (0761) 858832. Website: <https://pasca.uin-suska.ac.id>. Email : pasca@uin-suska.ac.id.

Nomor
amp.
Perihal

S-3935/Un.04/Ps/PP.00.9/10/2023

Pekanbaru, 17 Oktober 2023

1 berkas

Penunjukan Pembimbing I dan

Pembimbing II Tesis Kandidat Magister

Kepada Yth.

1. Dr. Zuhiddah. M. Pd (Pembimbing Utama)

2. Dr. Nuraisyah Zulkifli. M. pd (Pembimbing Pendamping)

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	: Dessy Satria
NIM	: 22290122026
Program Pendidikan	: Magister/Strata Dua (S2)
Program Studi	: Pendidikan Agama Islam
Semester	: IV (Empat)
Judul Tesis	: Developing Project- Based Digital Workshet To Enhance self Regulated Learning

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,


Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 1 002

Tembusan :

1. Sdr. Dessy Satria

2. Arsip

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/67496
T E N T A N G

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : B-2086/Un.04/Ps/HM.01/07/2024 Tanggal 1 Juli 2024**, dengan ini memberikan rekomendasi kepada:

1. Nama : **DESSY SATRIA**
2. NIM / KTP : 22290120026
3. Program Studi : PENDIDIKAN AGAMA ISLAM
4. Konsentrasi : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S2
6. Judul Penelitian : **DEVELOPING DIGITAL WORKSHEET BASED ON PROJECT BASED LEARNING MODEL TO ENHANCE WRITING ABILITY OF JUNIOR HIGH SCHOOL STUDENTS**
7. Lokasi Penelitian : JUNIOR HIGH SCHOOL STUDENTS

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 11 Juli 2024



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
3. Up. Kaban Kesbangpol dan Linmas di Pekanbaru
4. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
5. Yang Bersangkutan

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau



PEMERINTAH KABUPATEN BENGKALIS

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan : Antara No. Kode Pos : 28712

No. Telp/Fax : (0766) 23615 e-Mail : info@dpmptsp.bengkalis.go.id Website : dpmptsp.bengkalis.go.id

Bengkalis, 13 Agustus 2024

Kepada :

Yth. Kepala Dinas Pendidikan Kabupaten
Bengkalis
di -

T e m p a t

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Bengkalis, memperhatikan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISSET/67496 tanggal 11 Juli 2024 perihal Pelaksanaan Kegiatan Riset/PraRiset Dan Pengumpulan Data Untuk Bahan Tesis, dengan ini memberikan rekomendasi kepada :

Nama	: DESSY SATRIA
Alamat	: JL. Bathin Alam - Sei Alam Kecamatan Bengkalis Kabupaten Bengkalis
NIM	: 22290120026
Universitas	: UIN SUSKA RIAU
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S2

Bermaksud mengadakan riset/prariset dalam rangka :

- Judul :
"Developing Digital Worksheet Based On Project Based Learning Model To Enhance Writing Ability Of Junior High School Students".
- Lokasi Penelitian :
SMPN 3 Bengkalis dan SMPN 1 Bengkalis kabupaten Bengkalis.
- Penelitian ini berlangsung selama 6 (Enam) Bulan terhitung sejak tanggal rekomendasi ini dibuat.

Sehubungan hal tersebut untuk proses selanjutnya kami serahkan kepada Saudara, mengingat pada prinsipnya kami tidak keberatan terhadap penelitian yang bersangkutan sepanjang dipenuhinya ketentuan dan persyaratan yang berlaku.

Demikian disampaikan, untuk dapat dimaklumi dan dipergunakan sebagaimana mestinya.

Ditetapkan di : Bengkalis
Pada tanggal : 13 Agustus 2024

a.n. BUPATI BENGKALIS
Plt. KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KABUPATEN BENGKALIS,



MUHAMMAD THAIB, SH
Pembina (IV/a)
NIP. 19780912 201001 1 003

Tembusan disampaikan kepada Yth. :

- Kepala DPMPTSP Provinsi Riau;
- Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Bengkalis;
- Yang bersangkutan.

Hak Cipta Dilindungi Undang-Undang

- Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
- Dilarang hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan disertasi atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
- Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH KABUPATEN BENGKALIS

DINAS PENDIDIKAN

Jalan Pertanian Nomor : 012 Bengkalis Kode Pos 28714
Telepon : 0821-6976-5430 Fax (0766) 8001009 E-Mail : bengkalisdidik884@gmail.com
Website : www.disdik.bengkaliskab.go.id

REKOMENDASI

Nomor : 400.3/4603/DISDIK

Tentang

PELAKSANAAN KEGIATAN RISET

DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI/TESIS

Menindaklanjuti Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Bengkalis Nomor : 500.16.7.4/DPMPTSP-JU/VIII/2024/537 Tanggal 13 Agustus 2024 Hal Rekomendasi, dengan ini memberikan Rekomendasi kepada :

Nama	:	DESSY SATRIA
NIM	:	22290120026
Program Study	:	Pendidikan Bahasa Inggris
Universitas	:	UIN SUSKA Riau
Jenjang	:	S2
Alamat	:	Jl. Bathin Alam Sei Alam Kec.Bengkalis
Lokasi Penelitian	:	SMPN 3 Bengkalis dan SMPN 1 Bengkalis
Judul Skripsi/Tesis	:	"DEVELOPING DIGITAL WORKSHEET BASED ON PROJECT BASED LEARNING MODEL TO ENHANCE WRITING ABILITY OF JUNIOR HIGH SCHOOL STUDENTS".

dengan ketentuan sebagai berikut :

1. Terlebih dahulu berkoordinasi dengan pihak terkait .
2. Tidak mengganggu kegiatan belajar mengajar (KBM).
3. Riset ini dilakukan hanya berhubungan dengan judul dan permasalahan yang teliti.
4. Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi riset.

Demikian Rekomendasi ini diberikan, untuk dapat dipergunakan sebagaimana mestinya.

Bengkalis, 20 Agustus 2024

a.n. KEPALA DINAS PENDIDIKAN
KABUPATEN BENGKALIS
SEKRETARIS,

u.b.
KASUBBAG UMUM DAN KEPEGAWAIAN,

H. MUKHTAR, S.Pd., M.M
PEMBINA TK.I

NIP. 19700710 199512 1 004

Tembusan :

1. Yth. Bupati Bengkalis di Bengkalis (sebagai laporan);
2. Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab.Bengkalis
3. Yth. Kepala SMPN 3 Bengkalis dan SMPN 1 Bengkalis ;



PEMERINTAH KABUPATEN BENGKALIS SMPN 1 BENGKALIS

Jalan Karimun, Bengkalis, Riau 28712

Telepon: (0766) 21092, Faksimile Laman: www.smpn1bengkalis.sch.id

E-mail: smpn1bengkalis@yahoo.co.id



Bengkalis, 04 Oktober 2024

Nomor : 422 / SMPN 1 BKS / 2024 / 314.1
Lampiran : -
Hal : Pelaksanaan Penelitian

Saya yang bertanda tangan dibawah ini :

Nama : ZULFAI HINDA, S.Pd
NIP : 19701002 200312 1 003
Unit Kerja : SMP Negeri 1 Bengkalis
Jabatan : Kepala SMP Negeri 1 Bengkalis

Dengan ini menerangkan bahwa :

Nama : DESSY SATRIA
NIM : 22290120026
Program Studi : Pendidikan Agama Islam
Jurusan : Bahasa Inggris
Judul Penelitian : **Developing Digital Worksheet Based on Project Base Learning Model to Enhance Writing Ability of Junior High School Student**
Alamat : Jl. Bathin Alam Desa Sungai Alam
No. HP : 0853 -75646925

Adalah mahasiswa/i Universitas Islam Negeri (UIN) SUSKA Riau dan telah kami setuju untuk mengadakan penelitian di SMP Negeri Bengkalis.

Demikian surat ini disampaikan, dan atas kerjasamanya diucapkan terima kasih.

Kepala SMP Negeri 1 Bengkalis


ZULFAI HINDA, S.Pd
Pembina Tk. I
NIP. 19701002 200312 1 003



Hak Cipta Dilindungi Undang-Undang

Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak cipta milik UIN Suska Riau



PEMERINTAH KABUPATEN BENGKALIS
DINAS PENDIDIKAN
UNIT PELAKSANAAN TEKNIS SATUAN PENDIDIKAN
SMPN 3 BENGKALIS

NPSN: 10400901, Jl. Bantan Bengkalis RT/RW: 002/004 Kec. Bengkalis Kab. Bengkalis
 Prov. Riau Telp.0766 21266 Fax. Email:

SURAT IZIN MENELITI
 Nomor : 421.3/SMPN 3/ 2024/185.1

Yang bertanda tangan dibawah ini, Kepala SMPN3 Bengkalis, Kecamatan Bengkalis Kabupaten Bengkalis Propinsi Riau dengan ini Menerangkan :

Nama : **DESSY SATRIA, S.Pd.**
 NIM : 22290120026
 Program Studi : Pendidikan Agama Islam
 Universitas : Universitas Islam NegeRI Sultan Syarif Kasim Riau
 Jenjang : Pasca Sarjana
 Alamat : Jl. Bathin Alam, Desa Sei.Alam Kab, Bengkalis
 Lokasi : SMPN3 Bengkalis

Nama tersebut diatas telah diberi izin untuk melakukan Penelitian di UPT. Satuan Pendidikan SMPN 3 Bengkalis guna untuk melengkapi penyelesaian skripsi, dengan Judul Skripsi : **Developing Digital Workshop Based On Project Based Learning Model To Enhance Writing Ability Of Junior High School Students**

Demikian Surat Meneliti ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bengkalis, 24 Otober 2024

Kepala UPT. Satuan Pendidikan
 SMPN 3 Bengkalis



YUSNIDARWATI, S.S
 Pembina Tk.1
 NIP.19641231 198903 2 173

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.