

The Feasibility and Practicality of a Digital Enrichment Book for News Text Listening Comprehension Oriented toward The Pancasila Student Profile Supported by an AI-Powered Help Page

Desyfa Cahya Aina¹, Subyantoro²

^{1,2}Universitas Negeri Semarang, Indonesia

Email: desyfaainapasca@students.unnes.ac.id

Abstract

Teaching news text listening comprehension in junior high school requires supplementary teaching materials that provide targeted practice, adequate listening materials, and analytical activities that support the strengthening of students' character. This study aims to describe the feasibility and practicality of a digital enrichment book for news text listening comprehension oriented toward the Pancasila Student Profile, supported by an AI-powered help page. This study employs the Research and Development (R&D) method based on Sugiyono's model up to the seventh stage, namely product revision following a limited pilot test. Data were collected through media expert validation, content expert validation, student response questionnaires, and product usage observations. Data were analyzed using qualitative and quantitative descriptive methods with percentage calculations. The results indicate that the product achieved a feasibility percentage of 97% from media experts and 97.5% from content experts, placing it in the "highly feasible" category. The practicality results showed a percentage of 90% based on student responses and 89.71% based on product usage observations, placing it in the "highly practical" category. Revisions to the product were made regarding the user guide, internet connection instructions, notes for teachers, content reinforcement, and clarification on the use of the AI-powered Help Page. Thus, the product is suitable and practical for use as supplementary teaching material for learning to listen to news texts and supports the dimensions of critical thinking, independence, and creativity.

Keywords: *Digital Enrichment Books, Listening Comprehension, News Articles, Pancasila Student Profile, AI-powered Help Page.*



A. INTRODUCTION

Listening skills are one of the language skills that play a crucial role in developing students' ability to understand, interpret, and evaluate information. In Indonesian language learning, listening cannot be understood as a passive activity but rather as an active process involving attention, comprehension, reasoning, and forming an attitude toward the information received (Rost, 2020; Field, 2020; Buck, 2021). This skill has become increasingly important in the context of 21st-century learning as students are exposed to a vast and diverse flow of oral and audiovisual information through digital media (Shaojie et al., 2022; Pyo & Lee, 2024). However, in school teaching practices, listening skills are still often given limited attention compared to reading and writing skills. Listening activities are often positioned merely as introductory activities, material introductions, or exercises in answering

literal questions, and thus are not fully directed toward training the ability to understand information critically and reflectively (Wahyuningsih & Salsabila, 2023; Movva et al., 2022).

This issue is particularly evident in the teaching of news texts at the junior high school level. News texts are factual texts that require students to accurately grasp information, identify news elements, understand news structure, distinguish between facts and opinions, and evaluate the accuracy of information (Hikmat, 2018; Kosasih, 2021). In the context of listening, these challenges become more complex because news information is conveyed orally, is temporary, dense, and cannot always be repeated according to students' needs (Rost, 2020; Pyo & Lee, 2024). Research on news text learning also indicates that students still face difficulties in understanding structure, content, and factual information, particularly when news is presented orally or through audiovisual media (Harefa et al., 2025; Zalukhu et al., 2025). Therefore, learning to listen to news texts requires instructional materials capable of providing targeted practice, adequate listening materials, analytical activities, and opportunities for reflection that help students understand the news comprehensively.

This need is increasingly relevant to the direction of the Merdeka Curriculum, which emphasizes learner-centered learning, character building, and the development of the Pancasila Student Profile (Ministry of Education, Culture, Research, and Technology, 2022). In learning to listen to news texts, the dimensions of the Pancasila Student Profile that are directly related are critical thinking, independence, and creativity. The critical thinking dimension is evident in students' ability to analyze news content, distinguish facts from opinions, and assess the accuracy of information. The independence dimension is evident in students' ability to access listening materials and practice autonomously. Meanwhile, the creativity dimension is evident in students' ability to formulate responses or ideas regarding the issues they have listened to. The integration of the Pancasila Student Profile into Indonesian language instruction must be carried out in a contextual and operational manner so that it does not merely become the insertion of normative values (Susilawati et al., 2021; Ahmadi & Fauziya, 2023; Hafidah, 2025). Thus, learning to listen to news texts is not only related to strengthening language competencies but also serves as a space for character development and critical literacy among students.

Nevertheless, the learning resources available in schools have not yet been fully able to meet these needs. While core textbooks do provide foundational material in line with the curriculum, they do not always allow sufficient space for intensive, sustained, and flexible listening practice. In this context, enrichment books play a vital role as supplementary teaching materials that can broaden and deepen students' learning experiences. Enrichment books are not intended to replace the main textbook, but to provide a space for more focused exploration, practice, discussion, and reflection (Prastowo, 2015; Tomlinson, 2021). In digital form, enrichment books also allow for the presentation of audio or audiovisual materials,

flexible navigation, attractive displays, and learning access that is better suited to the characteristics of today's students (Mayer, 2020; Permatasari et al., 2022; Utami et al., 2022).

Advances in digital technology and artificial intelligence have opened up new opportunities in the development of supplementary materials. The use of artificial intelligence in an educational context should not be viewed as a replacement for teachers, but rather as a supportive tool that expands students' opportunities to practice (UNESCO, 2021; Holmes et al., 2022). In this study, artificial intelligence support is provided through the AIHelp Page, which offers additional exercises, listening materials, simulated news texts, and comprehension questions related to news text listening skills. The use of AI in language learning has the potential to support more varied material presentation, provide learning assistance, and increase student engagement when used pedagogically and responsibly (Huang et al., 2023; Zou et al., 2023; Son et al., 2025; Apriliani, 2024). Thus, the AI Assistant feature in this product is not merely technical in nature but is situated within a pedagogical framework to support independent learning, provide varied listening materials, and strengthen students' critical literacy.

A number of previous studies have addressed the development of digital media, e-books, news text learning, the integration of the Pancasila Student Profile, and the use of artificial intelligence in education. However, these studies generally remain fragmented. The development of digital media often fails to explicitly position the product as an enrichment resource. Studies on news text learning also tend to emphasize reading or writing skills rather than listening to news texts as a receptive skill requiring specialized practice. Meanwhile, the integration of the Pancasila Student Profile into instructional materials remains largely normative and is not always operationalized in learning activities. Similarly, the use of AI in Indonesian language learning remains relatively limited and has not been extensively directed toward strengthening news text listening skills (Permatasari et al., 2022; Utami et al., 2022; Pratiwi, 2022; Rambe & Wasilah, 2025; Apriliani, 2024).

Given this gap, the development of a digital enrichment book focused on listening to news texts aligned with the Pancasila Student Profile, supported by the AI-powered Help Page, is essential. This product is unique because it combines four key elements: news text listening skills, a digital enrichment book, the strengthening of critical thinking, independence, and creativity, and support from the AI-powered Help Page as a self-directed practice feature. In the research underlying this article, the product was developed as supplementary teaching material for seventh-grade junior high school students and was tested through expert validation and a limited pilot study. The product is designed to include usage instructions, a learning map, news text listening materials, audio or audiovisual listening materials, pre-listening, during-listening, and post-listening activities, Pancasila Student Profile reflections, and the Bantu AI website as a feature supporting additional practice. The structure of this product aligns with findings from development research indicating that students and teachers require supplementary teaching materials that are engaging,

user-friendly, flexible, provide listening materials, include reflective activities, and support self-directed practice through digital technology.

However, the development of educational products should not stop at the creation of a prototype. The product must be tested for feasibility and practicality to ensure that it meets user needs, is appropriate in terms of content and media, and is easy to use in a learning context. Product feasibility relates to the appropriateness of the material, presentation, language, appearance, navigation, audio, and technological support. Meanwhile, the practicality of a product relates to ease of use, readability, accessibility, clarity of instructions, and the product's usefulness to learners in the learning process. In this development study, the limited pilot test was not intended to measure the product's effectiveness through experimentation, but rather to gain insights into ease of use, clarity of content presentation, smooth access to features, visual appeal, learner engagement, and the utility of the AI-powered Help Page in supporting news text listening comprehension.

This article aims to describe the feasibility and practicality of a digital enrichment book for listening to news texts oriented toward the Pancasila Student Profile, supported by the AI-powered Help Page, for junior high school students. The feasibility of the product was analyzed based on the validation results of media and content experts, while its practicality was analyzed based on student responses and observations of product usage during a limited pilot test. Through this study, it is hoped that an overview of the product's quality as a supplementary teaching material can be obtained—one that is not only digitally engaging but also pedagogically relevant, aligned with the needs of news text listening instruction, and supports the strengthening of students' character within the framework of the Merdeka Curriculum.

B. METHOD

This study employs a research and development (R&D) approach. This approach was chosen because the study aims to produce a learning product in the form of a digital enrichment book for listening to news texts aligned with the Pancasila Student Profile, supported by the AI-powered Help Page, and then to assess its feasibility and practicality before wider implementation. Research and development is a method used to produce specific products and test their quality through systematic stages (Sugiyono, 2023). In an educational context, R&D is relevant for developing instructional materials, media, or learning tools designed based on user needs and validated before being implemented more widely. The product developed in this study is positioned as supplementary instructional material, not as a primary textbook or a formative assessment instrument.

The development model used is based on Sugiyono's R&D model, adapted to the needs of this study. This model essentially comprises ten stages: potential and issues, data collection, product design, design validation, design revision, product testing, product revision, user testing, final product revision, and mass production (Sugiyono, 2023). In this study, the development stages were carried out up to the

seventh stage, namely product revision following limited testing. These stages include: (1) identification of potential and issues, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) limited product testing, and (7) product revision following limited testing. The research was not continued to the stages of extensive field testing, final product revision, and mass production because the focus of the research was on prototype development, feasibility testing, practicality testing, and product refinement. Thus, this research was not aimed at testing the product's effectiveness through experiments, but rather at assessing the product's feasibility and practicality through expert validation, student feedback, usage observations, and product revisions following limited testing.

The research subjects consisted of media experts, content experts, Indonesian language teachers, and seventh-grade junior high school students. Media experts were involved to assess the suitability of the product in terms of usability and functionality, instructional design, audio communication, graphics, and support from the AI-powered Help Page. Content experts were involved to assess the feasibility of the content, presentation of material, language, suitability for learning to listen to news texts, and integration of the Pancasila Student Profile dimensions. Indonesian language teachers and students were involved in the needs analysis stage, while students were also involved in the limited trial stage to provide feedback on the product's practicality. Research data sources came from seventh-grade teachers and students at SMP Negeri 1 Semarang, SMP Negeri 19 Semarang, and SMP Negeri 14 Semarang, as well as media experts and subject matter experts. In this thesis, these data sources and research subjects were used to obtain data on needs, validation, user feedback, and observations of product usage.

The data in this study consists of qualitative and quantitative data. Qualitative data includes input, comments, and suggestions from media experts, content experts, and teachers, as well as findings from the pilot test. This data was used as the basis for product revisions. Quantitative data consists of scores from media expert validation, subject matter expert validation, student response questionnaires, and observations of product usage. Quantitative data was used to determine the product's feasibility and practicality categories. The use of both qualitative and quantitative data in development research is necessary so that product quality is determined not only by scores but also through substantive input from experts and users.

Data collection methods included questionnaires, interviews, expert validation, student feedback questionnaires, and observations of product usage. Student needs questionnaires and teacher interviews were used in the initial stage to gather information regarding product development needs. Expert validation was used to assess the product's suitability in terms of media and content. Student feedback surveys were used to evaluate the product's practicality based on user experience after using the digital enrichment book. Product usage observations were conducted to assess implementation, ease of access, clarity of instructions,

readability, student engagement, and the usefulness of supporting features during the limited pilot test.

The research instruments included a student needs questionnaire, a teacher interview guide, a media expert validation sheet, a subject matter expert validation sheet, a student response questionnaire, and a product usage observation sheet. The media expert validation sheet was used to assess the product's quality from a media perspective, covering product usage, instructional design, audio, visual presentation, navigation, and artificial intelligence support. The subject matter expert validation sheet is used to assess the alignment of the content with the learning objectives for listening to news texts, the characteristics of seventh-grade junior high school students, content presentation, language use, and the integration of critical thinking, independence, and creativity dimensions. The student response questionnaire is used to determine user feedback regarding ease of use, visual appeal, clarity of content, benefits of activities, and the functionality of the AI-powered Help Page. The observation sheet is used to gather data on usability based on product usage during a limited pilot test.

Data analysis was conducted using both qualitative and quantitative descriptive methods. Qualitative descriptive analysis was used to process input and suggestions from experts and teachers, as well as findings from pilot studies. Qualitative data were analyzed through data reduction, data presentation, and drawing conclusions as commonly used in qualitative data analysis (Miles et al., 2014). Quantitative descriptive analysis was used to calculate the percentage of expert validation results, student response questionnaires, and observations of product usage. Quantitative descriptive techniques were used because this study did not aim to test relationships between variables or the effectiveness of the product through inferential statistical tests, but rather to interpret the product's feasibility and practicality scores.

The percentage of a product's suitability and practicality is calculated using the following formula:

$$\text{Percentage} = \frac{\text{Score Obtained}}{\text{Maximum Score}} \times 100\%$$

The score obtained is the sum of the respondents' scores on each instrument, while the maximum score is the highest possible score based on the number of items and the rating scale used. The calculated percentage is then interpreted using the percentage interpretation criteria. A product is deemed highly suitable or highly practical if it achieves a percentage of 81–100%, suitable or practical in the range of 61–80%, moderately suitable or moderately practical in the range of 41–60%, less suitable or less practical in the range of 21–40%, and unsuitable or impractical in the range of 0–20%. These percentage-based interpretation criteria were adapted from the percentage-based assessment criteria proposed by Riduwan (2015). These criteria were used to interpret the results of media expert validation, content expert validation, student responses, and observations of product use.

The results of the quantitative analysis were then combined with qualitative data in the form of comments and suggestions for improvement. These two types of data were combined so that the product evaluation would not be based solely on percentage scores, but would also take into account substantive input from experts and users. Product revisions were made selectively based on validation results and limited trials, particularly regarding the clarity of usage instructions, internet connectivity requirements, notes for teachers, strengthening factual and opinion-based content, distinguishing accurate news from questionable news, and guidelines for using the AI-powered Help Page. These revisions aim to improve the focus, readability, and practicality of the digital enrichment book as a supplementary teaching material for learning to listen to news texts. In the thesis, product revisions were indeed carried out based on expert input and findings from limited trials, particularly regarding usage instructions, internet connection requirements, notes for teachers, content reinforcement, and clarification on the use of the AI-powered Help Page.

C. RESULTS AND DISCUSSION

This study produced a digital enrichment book for listening to news texts aligned with the Pancasila Student Profile, supported by the Bantu AI website. The product was developed as supplementary teaching material for junior high school students, specifically for learning to listen to news texts. The digital enrichment book developed includes usage instructions, a learning map, news text listening materials, audio or audiovisual listening materials, pre-listening activities, during-listening activities, post-listening activities, Pancasila Student Profile reflections, and the AI-powered Help Page as a supporting feature for additional practice. The integration of the Pancasila Student Profile in the product focuses on the dimensions of critical thinking, independence, and creativity. The critical thinking dimension is realized through activities that evaluate information, distinguish between facts and opinions, and scrutinize the accuracy of news. The independence dimension is realized through opportunities for students to access listening materials and additional exercises flexibly, while the creativity dimension is realized through activities that involve formulating responses or ideas regarding the content of the news.

Results of Media Expert Validation

Media expert validation was conducted to assess the product's suitability from technical, operational, visual, audio, instructional design, and artificial intelligence support perspectives. The media expert validation instrument covers five main aspects: product usage and operation, instructional design, audio communication, graphics, and artificial intelligence support. These five aspects were used to comprehensively evaluate the digital enrichment book, whether as a digital learning resource, a listening learning medium, or a product integrated with the AI-powered Help Page.

Based on the media expert evaluation results, the digital enrichment book received a score of 97 out of a maximum of 100. This score was converted into a percentage, yielding a suitability rating of 97%. This percentage falls within the 81–100% range, placing the product in the “highly suitable” category from a media perspective. These results indicate that the digital enrichment book has met the media suitability criteria, including ease of use, navigation flexibility, appropriateness of instructional design, audio and visual quality, and support for the AI-powered Help Page.

Specifically, the product’s usability and operational aspects received a score of 90%. This result indicates that the product is considered highly satisfactory in terms of ease of use, navigation, device compatibility, and clarity of instructions. However, media experts noted issues regarding the ease of access to each menu and link, as well as the clarity of the instructions. These notes serve as the basis for improvements so that users can understand the product’s workflow more easily.

The graphic design aspect received a 95% rating. In this aspect, media experts assessed that the book title, text layout, images, supporting media, font type and size, and supporting illustrations were relevant and supported the students’ learning experience. Nevertheless, media experts noted inconsistencies in color and contrast between the text and the borders. This feedback indicates that visual improvements are still needed to optimize the product’s readability on digital devices.

The artificial intelligence support aspect received a perfect score of 100%. These results indicate that the AI-powered Help Page integrated into the digital enrichment book is highly suitable in terms of ease of access, functional alignment with news text listening comprehension, response accuracy, safety of use, and support for students’ independent learning. This assessment reinforces the AI-powered Help Page’s role as a learning support feature, rather than a substitute for teachers or the primary source of answers for students.

Results of Subject Matter Expert Validation

Subject matter expert validation was conducted to assess the suitability of the content in the digital enrichment book. The subject matter expert assessment covered the content or substance of the learning material, language, presentation of the material, and graphic design from a content perspective. The content aspect assesses the alignment of the material with the learning objectives for listening to news texts, the completeness of content elements, the depth of discussion, and its suitability for the characteristics of seventh-grade junior high school students. The linguistic aspect evaluates the accuracy of Indonesian language usage, the clarity of sentence structure, and the appropriateness of language register to students’ cognitive development. The material presentation aspect assesses the integration between news texts, visual illustrations, audio, examples, and evaluations, as well as the ease of access to the AI-powered Help Page as a tool to support students’ understanding.

The results of the subject matter expert validation indicate that the digital enrichment book achieved a suitability rating of 97.5%. This rating falls within the 81–100% range, placing the product in the “highly suitable” category in terms of content. This outcome demonstrates that the news text listening materials presented in the digital enrichment book align with the learning objectives, student characteristics, and the need to strengthen listening skills. Additionally, the product was also assessed as containing activities that support the development of critical thinking, independence, and creativity within the Pancasila Student Profile.

Feedback from subject matter experts primarily concerned the accuracy of word choice and the strengthening of content in specific sections. Based on the validation results, revisions were made to certain language and content sections to ensure the product’s presentation is more precise, clear, and aligned with student characteristics. These improvements demonstrate that subject matter expert validation not only yields a suitability score but also serves as the foundation for refining the digital enrichment book’s content prior to its use in a limited pilot test.

Students’ Responses

The product’s practicality was also assessed through a student feedback questionnaire administered during a limited pilot test. The questionnaire was used to gauge user responses regarding the media’s appeal, ease of use, clarity of content, usefulness of the AI-powered Help Page, learning engagement, and the incorporation of the Pancasila Student Profile within the product. These aspects were selected because the developed product functions not only as a digital book but also as supplementary teaching material that includes listening activities, digital features, and character-building elements.

Based on the results of the student response survey, the digital enrichment book received an overall rating of 90%. This rating falls within the 81–100% range, placing the product in the “very practical” category. These results indicate that students responded very positively to the use of the digital enrichment book. The product was rated as visually appealing, easy to use, containing coherent and easily understandable material, supporting learning through the AI-powered Help Page, increasing interest in learning, and helping to strengthen the dimensions of the Pancasila Student Profile in news text listening activities.

Student feedback on the AI-powered Help Page also showed a positive trend. Several students stated that the feature helped them understand news articles, create exercises easily, convert text to audio, and support a more in-depth learning process. This feedback indicates that the AI-powered Help Page is well-received by students as a tool to support independent learning. However, students also provided several suggestions for improvement, including improving the layout of instructions, fixing truncated words or content, providing an offline version, adding game elements or interactivity, developing practice questions, improving audio quality, improving the cover, adding illustrations, and strengthening the copyright notice.

Results of Product Usage Observations

In addition to the student feedback questionnaire, the pilot study also included observations of product usage. The observation was conducted to gain an understanding of how the digital enrichment book was used in the learning process. The aspects observed included students' ability to open the product, follow the usage flow, understand instructions, use navigation, access the AI-powered Help Page, participate in listening activities, and demonstrate engagement in the learning process. The observation was conducted by an Indonesian language teacher acting as an observer during the limited trial.

The observation results showed that the digital enrichment book achieved a score of 89.71%. This score falls within the 81–100% range, so the product is classified as highly practical based on the usage observation results. During product use, students were able to participate in learning activities effectively, demonstrated attention while listening to the audio materials, utilized digital features, and showed interest in the visual and audio elements within the book.

Observation notes indicate that there were no significant technical issues during the use of the product. The challenges that arose were primarily related to unstable classroom Wi-Fi and signal strength, causing some students to take longer to open the digital product. The aspect that students found easiest to use was locating key information in news articles and identifying the structure and elements of news. Meanwhile, the parts that still confused students were analyzing the accuracy of news and distinguishing between facts and opinions in news. These findings form the basis for product improvements, particularly regarding instructions, content reinforcement, and guidance for analytical activities.

Product Revisions Based on Validation and Limited Testing

Product revisions were made based on expert feedback and findings from limited testing. Post-validation revisions by media experts were made to the instructions for using the AI-powered Help Page and to the color contrast between the text and the border. The instructions were improved to make it easier for students to understand how to use the AI-powered Help Page, while the color contrast was adjusted to enhance the product's readability and visual comfort on digital devices. Post-validation revisions by subject matter experts were made to the wording and accuracy of the content to ensure the digital enrichment book is more communicative and aligned with students' needs.

Revisions following the limited pilot test were made to several key aspects. First, the product was supplemented with instructions regarding internet connectivity requirements so that students and teachers understand that accessing the digital book and the AI-powered Help Page requires a sufficient internet connection. Second, notes for teachers were added to the book's user guide so that teachers can assist students in using the product, especially when accessing digital features. Third, the material on facts and opinions was strengthened so that students can more easily distinguish factual information from opinions in news stories.

Fourth, the material on accurate news and questionable news was clarified so that students are better able to assess the accuracy of information. Fifth, the guidelines for using the AI-powered Help Page have been emphasized so that this feature is used as a tool for additional practice and enrichment, not as a substitute for students' own thinking processes. These revisions align with the findings of the pilot study, which indicated the need for improvements in the areas of instructions, internet access, teacher guidance notes, news analysis materials, and the use of the AI-powered Help Page.

Overall, the research findings indicate that the digital enrichment book for listening to news texts aligned with the Pancasila Student Profile, supported by the AI-powered Help Page, was rated as "highly suitable" based on validation by media and subject matter experts, and as "highly practical" based on student feedback and observations of product usage. A summary of the product's suitability and practicality is presented in Table 1.

Table 1. Summary of Product Feasibility and Practicality Results

Assessment Sources	Percentage	Category
Media expert validation	97%	Highly feasible
Subject matter expert validation	97,5%	Highly feasible
Students' response	90%	Highly practical
Product usage observation	89,71%	Highly practical

As shown in Table 1, all assessment scores fell within the range of 81–100%. This indicates that the digital enrichment book developed meets the criteria for suitability and practicality as a supplementary teaching resource for teaching junior high school students how to listen to news texts.

The "highly suitable" rating for the media indicates that the digital format of the product aligns with the characteristics of modern learning, which requires flexible, engaging, and easily accessible learning resources. The digital enrichment book not only presents material in text form but also includes audio, audiovisual elements, navigation features, visual displays, and links to the AI-powered Help Page. This aligns with Mayer's (2020) view that multimedia-based learning can help students better understand information when visual, textual, and audio elements are integrated. In the context of listening comprehension, the inclusion of audio or audiovisual materials is a crucial element because students not only read explanations of news texts but also practice grasping information through direct listening activities.

The media feasibility study also shows that digital enrichment books can address the limitations of supplementary teaching materials in listening instruction. Until now, listening instruction has often faced challenges because the available teaching materials have not specifically provided structured and sustained listening exercises. Main textbooks generally focus on presenting basic material in line with learning outcomes, whereas enrichment books have the flexibility to broaden and deepen students' learning experiences. Therefore, the very high results of the media

expert validation indicate that this product is not only suitable as a digital medium but also as an enrichment tool that supports listening practice in a more flexible manner.

The results of the subject matter expert validation, which also fell into the “highly appropriate” category, indicate that the content of the digital enrichment book aligns with the learning needs for listening to news texts in 7th grade junior high school. The material presented not only covers the definition, elements, structure, and linguistic conventions of news texts but is also designed to develop students’ ability to comprehend news content, distinguish between facts and opinions, and evaluate the accuracy of information. This is important because news texts are factual texts that require precise understanding and careful evaluation of information (Hikmat, 2018; Kosasih, 2021). Thus, the suitability of the material in this product indicates that learning to listen to news texts should be understood not merely as an activity of grasping the content of the news, but also as a process of critical literacy.

These findings align with listening theories that view listening as an active and complex process. Rost (2020), Field (2020), and Buck (2021) explain that listening involves cognitive processes such as attention, comprehension, interpretation, and evaluation of spoken messages. In the digital enrichment book developed, this process is facilitated through pre-listening, during-listening, and post-listening activities. The pre-listening stage helps students prepare the context and prior knowledge. The during-listening stage helps students capture important information in the news. The post-listening stage provides space for students to analyze, respond to, and reflect on the content of the news. Thus, the design of activities in the product is aligned with the principles of systematic listening instruction.

Another important aspect of product feasibility is the integration of the Pancasila Student Profile, particularly the dimensions of critical thinking, independence, and creativity. The integration of these three dimensions is not treated as a normative add-on but is embodied in learning activities. The critical thinking dimension is evident in activities such as distinguishing facts from opinions, assessing the accuracy of news, and scrutinizing questionable information. The independence dimension is evident through opportunities for students to access supplementary reading materials and exercises via digital books and the AI-powered Help Page. The creativity dimension is evident through activities involving the formulation of responses and ideas regarding news content. This approach aligns with the direction of the Merdeka Curriculum, which positions the Pancasila Student Profile as a framework for character development in learning (Ministry of Education, Culture, Research, and Technology, 2022). Therefore, this digital enrichment book serves not only as a language skills teaching resource but also as an operational medium for character development.

The practicality of the product, which was rated as “very practical” based on student feedback, indicates that the product can be effectively used by the target

audience. Student feedback shows that the digital enrichment book is considered engaging, easy to use, contains clear content, and aids the learning process of listening to news texts. This demonstrates that the developed product aligns with the characteristics of junior high school students, who require visual, concise, interactive, and flexible instructional materials. This practicality is important because learning products that are theoretically sound are not necessarily easy for students to use. Given the positive feedback from users, this digital enrichment book has the potential to be used as supplementary teaching material in Indonesian language instruction.

The results of observations on product usage also reinforce the findings regarding practicality. Students were able to follow the book's flow, access key sections, use the listening materials, and try out the AI-powered Help Page feature. Although there were issues with internet connection stability, these were not directly related to the quality of the content or the product's design, but rather to the conditions of the infrastructure used. These findings indicate that in the implementation of digital teaching materials, the readiness of devices and networks remains an aspect that needs attention. Therefore, revisions in the form of adding instructions regarding internet network requirements are important so that teachers and students have clear expectations for use from the start.

The AI-powered Help Page feature is one of the product's unique selling points that sets it apart from conventional digital enrichment books. This feature provides students with a space to access additional practice, listening materials, and comprehension questions in a more flexible manner. However, discussions regarding the AI feature must be kept in perspective. The AI-powered Help Page in this product is not intended to replace teachers, serve as an absolute arbiter of truth, or function as the primary evaluation system. Instead, it serves as a learning companion that expands students' opportunities to practice listening independently. This perspective aligns with Holmes et al. (2022) and UNESCO (2021), who emphasize that artificial intelligence in education should be used as a supportive technology that still requires pedagogical guidance, ethical use, and the active role of teachers.

The existence of the AI Support Portal also supports the independence dimension of the Pancasila Student Profile. Students not only receive learning materials from teachers but can also access additional exercises tailored to their learning needs. However, this independence still needs to be guided so that it does not turn into a dependence on technology. Therefore, revising the product to emphasize guidelines for using the AI Support Portal is an important step. This clarification helps students understand that AI is used for practice and enrichment, not to replace critical thinking. Thus, this product encourages the wise use of technology—technology that supports the learning process without eliminating the roles of reflection, verification, and teacher guidance.

Revisions made to the product following validation and limited testing indicate that the development of digital teaching materials requires a process of

continuous improvement. Revisions to the user guide, internet instructions, notes for teachers, factual and opinion-based content, accurate and questionable news content, as well as guidelines for using the AI-powered Help Page demonstrate that product quality is determined not only by validation scores but also by the accuracy of responses to feedback from experts and users. In development research, revisions are a crucial component because educational products must be tailored to users' actual needs, not merely to the researchers' initial design.

Overall, the findings regarding feasibility and practicality indicate that the digital enrichment book for listening to news texts—aligned with the Pancasila Student Profile and supported by the AI-powered Help Page—has the potential to serve as supplementary teaching material in Indonesian language instruction. This product addresses the need for teaching materials focused on listening skills, provides listening materials, includes analytical and reflective activities, and offers opportunities for independent practice through digital technology. Additionally, this product demonstrates that the integration of language skills, character building, and technology can be achieved within a single, integrated instructional design.

Nevertheless, the findings of this study should be interpreted within certain limitations. The product trial was conducted on a limited scale; therefore, the results are not intended to generalize the product's effectiveness in improving student learning outcomes on a broader scale. This study also did not compare classes that used the product with those that did not. Therefore, the results are best interpreted as preliminary evidence that the developed product is viable and practical for use. Future research could focus on testing effectiveness, broader implementation, or developing more adaptive AI features integrated with learning feedback systems.

Thus, this discussion confirms that the digital enrichment book developed contributes to three aspects. First, the product enhances the learning of news text comprehension by providing listening materials and step-by-step activities. Second, the product incorporates the dimensions of the Pancasila Student Profile into learning activities, particularly critical thinking, independence, and creativity. Third, the product utilizes the AI-powered Help Page as a feature supporting self-directed practice that remains under the teacher's pedagogical control. These three contributions demonstrate that this digital enrichment book is not only technically feasible and practical but also conceptually relevant to the needs of Indonesian language learning within the Merdeka Curriculum.

D. CONCLUSION

Based on the research findings, the digital enrichment book for listening to news texts aligned with the Pancasila Student Profile, supported by the AI-powered Help Page, was found to be highly suitable and practical for use as supplementary teaching material in Indonesian language instruction for junior high school students. The product's suitability was demonstrated by a 97% validation score from media experts and a 97.5% validation score from content experts. Both results fall into the "highly suitable" category, indicating that the product meets the suitability criteria

regarding media, appearance, navigation, audio, AI-assisted page support, content, presentation, language, and alignment with news text listening instruction.

The product's practicality is demonstrated by a 90% student response survey result and an 89.71% product usage observation result. Both results fall into the "highly practical" category. These findings indicate that the digital enrichment book is easy to use, visually appealing, has a clear presentation flow, and can support students in practicing news text listening in a more flexible manner. The AI-powered Help Page can also be utilized as a feature to support independent practice, particularly in providing listening materials and additional comprehension questions.

The product was revised based on expert input and findings from limited pilot testing. The revisions included improvements to the user guide, the addition of instructions regarding internet connectivity requirements, the inclusion of notes for teachers, the reinforcement of factual and opinion-based content, the clarification of accurate and questionable news content, and the clarification of guidelines for using the AI-powered Help Page. These revisions enhance the product's focus, readability, and practicality as a supplementary teaching resource. Consequently, the developed digital enrichment book is suitable and practical for expanding learning experiences in analyzing news texts, operationalizing the dimensions of critical thinking, independence, and creativity within the Pancasila Student Profile, and utilizing artificial intelligence in a pedagogically sound and proportionate manner.

This research is still limited to a pilot phase and has not yet tested the product's effectiveness through experiments. Therefore, future research could focus on effectiveness testing, broader usability testing, or the development of more adaptive features for the AI-powered Help Page while continuing to prioritize the ethical use of technology in education.

REFERENCES

1. Ahmadi, F. Y., & Fauziya, D. S. (2023). Desain model pembelajaran proyek berbantuan OBS Studio pada mata kuliah Studi Wacana berorientasi Profil Pelajar Pancasila. *Semantik*, 12(1), 101–113. <https://doi.org/10.22460/semantik.v12i1.p101-113>
2. Apriliani, D. (2024). Penggunaan artificial intelligence dalam pembelajaran Bahasa Indonesia. *DIKBASTRA: Jurnal Pendidikan Bahasa dan Sastra*, 7(1), 1–12.
3. Buck, G. (2021). *Assessing listening*. Cambridge University Press.
4. Field, J. (2020). *Listening in the language classroom*. Cambridge University Press.
5. Hafidah, N. (2025). Integrasi Profil Pelajar Pancasila dalam pembelajaran Bahasa Indonesia berbasis Kurikulum Merdeka. *Jurnal Pendidikan Bahasa Indonesia*, 13(1), 22–34.
6. Harefa, D., Lase, S., & Zalukhu, M. (2025). Penguatan literasi kritis melalui pembelajaran teks berita pada peserta didik SMP. *EduInovasi: Journal of Basic Educational Studies*, 5(2).
7. Hikmat, M. M. (2018). *Jurnalistik: Literary journalism*. Prenadamedia Group.

8. Holmes, W., Bialik, M., & Fadel, C. (2022). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.
9. Huang, X., Zou, D., Cheng, G., Chen, X., & Xie, H. (2023). Trends, research issues and applications of artificial intelligence in language education. *Educational Technology & Society*, 26(1), 112–131. [https://doi.org/10.30191/ETS.202301_26\(1\).0009](https://doi.org/10.30191/ETS.202301_26(1).0009)
10. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Capaian pembelajaran mata pelajaran Bahasa Indonesia fase D*. Kemdikbudristek.
11. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Panduan pengembangan proyek penguatan Profil Pelajar Pancasila*. Kemdikbudristek.
12. Kosasih, E. (2021). *Pengembangan bahan ajar*. Jakarta: Bumi Aksara.
13. Mayer, R. E. (2020). *Multimedia learning*. Cambridge University Press.
14. Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. SAGE.
15. Movva, S., Alapati, P. R., Veliventi, P., & Maithreyi, G. (2022). The effect of pre, while, and post listening activities on developing EFL students' listening skills. *Theory and Practice in Language Studies*, 12(8), 1500–1507.
16. Permatasari, A. D., Suyanto, E., & Widodo, S. (2022). Design and development of interactive e-books as enrichment learning resources. *Journal of Educational Media and Technology*, 7(2), 101–114.
17. Prastowo, A. (2015). *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Diva Press.
18. Pratiwi, C. P. (2022). Buku elektronik sebagai sumber pengayaan literasi peserta didik SMP. *Jurnal Literasi Pendidikan*, 6(2), 112–125.
19. Pyo, K., & Lee, J. (2024). Listening comprehension and cognitive processing in secondary education. *System*, 121, 103123.
20. Rambe, O. R., & Wasilah, A. (2025). Pengaruh strategi listening teams terhadap kemampuan menyimak teks berita pada siswa kelas VII. *Jurnal Pendidikan Tambusai*, 9(2), 1123–1135.
21. Riduwan. (2015). *Skala Pengukuran Variabel-Variabel Penelitian*. Bandung: Alfabeta.
22. Rost, M. (2020). *Teaching and researching listening*. Routledge.
23. Shaojie, T., Samad, A. A., & Ismail, L. (2022). Systematic literature review on audio-visual multimodal input in listening comprehension. *Frontiers in Psychology*, 13, 980133. <https://doi.org/10.3389/fpsyg.2022.980133>
24. Son, J. B., Ružić, N. K., & Philpott, A. (2025). Artificial intelligence technologies and applications for language learning and teaching. *Journal of China Computer-Assisted Language Learning*, 5(1), 94–112.
25. Sugiyono. (2023). *Metode Penelitian dan Pengembangan: Research and Development*. Bandung: Alfabeta.
26. Susilawati, E., Sarifudin, S., & Muslim, S. (2021). Internalisasi nilai Pancasila dalam pembelajaran melalui penerapan Profil Pelajar Pancasila berbantuan Platform Merdeka Mengajar. *Jurnal Teknodik*, 25(2). <https://doi.org/10.32550/teknodik.v25i2.897>

27. Tomlinson, B. (2021). *Materials development in language teaching* (3rd ed.). Cambridge University Press.
28. UNESCO. (2021). *AI and education: Guidance for policy-makers*. UNESCO.
29. Utami, R., Pratiwi, S. P. T., & Hidayah, N. (2022). Digital enrichment books to support independent learning. *Journal of Educational Media*, 7(1), 45–58.
30. Wahyuningsih, S., & Salsabila, R. (2023). Problematika pembelajaran menyimak dalam pembelajaran Bahasa Indonesia di sekolah menengah. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 12(2), 155–166.
31. Zalukhu, M., Harefa, D., & Lase, S. (2025). Pembelajaran menyimak teks berita berbasis audiovisual pada siswa SMP. *EduInovasi: Journal of Basic Educational Studies*, 5(2).
32. Zou, D., Huang, X., Cheng, G., & Xie, H. (2023). Artificial intelligence in language education: Review and future directions. *Educational Technology & Society*, 26(1), 1–15.