

THE POTENTIAL OF MICROLEARNING VIDEOS IN TEACHING SHORT STORY WRITING BASED ON MULTICULTURAL AND DEEP LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS

^{1*} Rahmah Purwahida, ² Suminto A. Sayuti, ³ Else Liliani

^{1,2,3} Doctoral Program in Indonesian Language Education, Faculty of Language, Arts, and Culture,
Universitas Negeri Yogyakarta, Indonesia

Email: rahmahpurwahida.2024@student.uny.ac.id, suminto_sayuti@uny.ac.id, else_l@uny.ac.id

*Corresponding Author: rahmahpurwahida.2024@student.uny.ac.id

ABSTRACT

This study aims to analyze students' perceptions, difficulties, and learning needs in short story writing instruction, as well as to explore the potential of integrating microlearning videos with a deep learning approach based on multicultural values. This research employed a quantitative survey method involving 148 eighth-grade students from five junior high schools in Jakarta. Data were collected using a structured questionnaire and analyzed through descriptive statistics. The findings indicate that students have positive perceptions toward short story writing, with the majority considering it both interesting and important. Students also demonstrate high readiness to use microlearning videos in learning. However, they face significant challenges in narrative development, particularly in composing natural dialogue, developing conflict, and expressing ideas effectively, as well as in linguistic aspects such as vocabulary and writing mechanics. In terms of learning needs, students show a strong preference for concise, engaging, and multimodal instructional media, especially microlearning videos, which align with their relatively short attention spans. Furthermore, the results reveal that although technological infrastructure is available, its utilization in teaching remains limited and still dominated by conventional methods. These findings highlight the need for more innovative and student-centered instructional designs. Therefore, integrating microlearning videos with a deep learning approach that incorporates multicultural values has strong potential to enhance students' writing skills, engagement, and meaningful learning experiences. This study contributes to the development of technology-based and pedagogically grounded learning models that are relevant to 21st-century education, particularly in improving short story writing instruction.

Keywords: microlearning videos; deep learning approach; short story writing; student perceptions; creative writing skills

INTRODUCTION

Some students still struggle to develop creative ideas, compose texts, and express their creativity in writing activities (Purwahida, R., Wulandari, Y., Nabilah, N., & Yanez, M. A., 2024). Therefore, to address these issues, a deep learning approach is needed as an effort to improve students' quality in creative writing (Dewi, 2025:82). Technological development creates opportunities to use microlearning videos that present focused content in brief and manageable units (Fakhlipi et al., 2025). Microlearning videos combine visual and auditory elements in concise formats, helping reduce cognitive load, improve understanding, and allow students to review materials independently (Lee et al., 2021; Fakhlipi et al., 2025; Pitaloka, 2025).

Deep learning emphasizes meaningful understanding, higher-order thinking, and the ability to connect concepts with real-life experiences (Kamaruddin & Sajuddin, 2025; Siregar et al., 2025). Sari and Lestari (Siregar et al., 2025:192) add that deep understanding emphasizes meaningful, conscious, and enjoyable learning. This deep learning approach is then applied to Indonesian language instruction in schools. Through the use of microlearning videos and the implementation of deep learning in the 21st century, it is hoped that students and teachers will mutually understand the material being studied, one of

which is the short story. Short stories are a literary genre that plays a crucial role in Indonesian language learning. Writing short stories can be one way to foster students' creativity. In writing short stories, students channel their ideas, imagination, and creativity into a more structured written form (Wulandari, 2025:2).

Short story writing enables students to develop creative ideas through a concise narrative involving a focused theme, limited characters, and a coherent plot (Adam et al., 2024). Students often struggle to express ideas, develop vocabulary, and organize stories, indicating the need for instructional media that provide gradual and concrete writing guidance (Martha et al., 2024). Short story writing can also introduce multicultural values by helping students understand diverse cultural backgrounds and develop tolerance and social awareness (Sultan et al., 2018). Therefore, integrating microlearning videos, deep learning, and multicultural content may support more engaging, contextual, and creative short story writing instruction.

Several previous studies have examined the use of microlearning and deep learning approaches in educational contexts. A study by Fakhli et al. (2025) indicates that microlearning is effective in enhancing conceptual understanding because the material is presented in a concise and focused manner, thereby reducing students' cognitive load. This finding is supported by Purwahida et al. (2023), who state that digital-based media can improve student engagement and learning experiences. On the other hand, research on deep learning approach emphasizes the importance of learning that is oriented toward deep understanding rather than mere memorization. Siregar et al. (2025) and Kamaruddin & Sajuddin (2025) argue that this approach contributes to the development of critical and analytical thinking skills, as well as the ability to relate concepts to real-life contexts. In short story writing skills, Martha et al. (2024) demonstrate that project-based learning models can enhance students' creativity and their ability to develop story ideas. Additionally, Munjir & Hendaryan (2023) highlight that short story writing instruction plays a crucial role in developing students' literacy skills and creative expression.

Based on the review of previous studies, several research gaps can be identified. First, studies on microlearning generally focus on improving cognitive understanding but have not extensively explored its role in developing creative writing skills, particularly short story writing. Second, the integration of microlearning and deep learning approaches within a single instructional design has rarely been examined empirically. Third, research that connects short story writing instruction with multicultural values in the context of digital media use remains limited, even though multicultural aspects are essential in fostering students' character and social understanding in diverse societies. Therefore, there is a need for research that examines the integration of microlearning, deep learning approaches, and multicultural content in short story writing instruction.

This study offers novelty by integrating the use of microlearning videos with a deep learning approach in short story writing instruction. Furthermore, this research does not only focus on cognitive aspects but also emphasizes the development of students' creativity and critical thinking skills through the writing process. It also incorporates multicultural values as an integral component of short story writing instruction, aiming not only to produce creative works but also to instill values of tolerance, diversity, and social awareness. Finally, this study contributes to the development of a technology-based learning model that is relevant to the demands of 21st-century education.

Based on the identified research background and gaps, this study aims to analyze students' perceptions and needs regarding short story writing instruction, identify the difficulties they encounter in the writing process, and examine the use of learning media (microlearning videos) in teaching short story writing. Furthermore, this study seeks to explore the potential integration of microlearning videos with a deep learning approach to enhance short story writing skills based on multicultural values. Ultimately, this research aims to provide a foundation for developing an innovative, effective, and relevant learning model that aligns with the demands of 21st-century education. The findings of this study are expected to contribute both theoretically and practically, by enriching the body of knowledge on microlearning and deep learning in language education, as well as offering practical guidance for teachers in designing engaging, student-centered, and culturally responsive learning experiences.

LITERATURE REVIEW

Microlearning in Education

Microlearning is characterized by short duration, focused content, manageable activities, and flexible access (Mochamad, 2024). By presenting information in small and focused units, microlearning can

THE POTENTIAL OF MICROLEARNING VIDEOS IN TEACHING SHORT STORY WRITING BASED ON MULTICULTURAL AND DEEP LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS

improve comprehension, retention, and learning flexibility (Yunianti et al., 2025). Microlearning videos combine brief audio-visual explanations focused on one topic and can be reviewed independently inside or outside the classroom (Pitaloka, 2025).

With these characteristics, microlearning has great potential for application in language learning, including writing skills, as the material can be presented gradually and focused on specific competencies.

Deep Learning

In education, deep learning emphasizes conceptual understanding, critical thinking, and deeper exploration rather than memorization (Rahmat & Aripin, 2025). Deep learning engages students in analysis, evaluation, reflection, collaboration, creativity, and the application of knowledge to real-life contexts (Baharuddin, 2025; Akmal et al., 2025).

Short Story Writing Skills

A short story is a concise fictional narrative built through interconnected elements such as theme, plot, setting, characters, point of view, style, and message (Suhita & Purwahida, 2018; Munjir & Hendaryan, 2023).

Reading short stories can support narrative writing by helping students understand story structure, style, and conflict development. Short story writing also requires mastery of linguistic elements, including figurative language, word choice, sentence structure, and chronological conjunctions, thereby supporting broader literacy development (Laili et al., 2025).

RESEARCH METHOD

This study employed a quantitative approach using a survey method, aimed at obtaining an empirical overview of students' needs, perceptions, and experiences in learning short story writing based on microlearning and deep learning. The survey method was selected because it allows researchers to collect data from a large number of respondents in a relatively short time and provides a representation of actual conditions in the field.

The research subjects consisted of 148 eighth-grade students from five junior high schools, including three public schools and two private schools in the Province of DKI Jakarta. The selection of schools was conducted representatively to reflect the five administrative regions of Jakarta, so that the data obtained could provide a more comprehensive picture of the learning conditions.

The research instrument used was a structured and semi-structured questionnaire. The questionnaire was designed to identify several aspects, including: (1) students' interest and perceptions toward short story writing instruction, (2) teaching methods and learning media used by teachers, (3) difficulties experienced by students in the writing process, and (4) students' needs for learning media, particularly microlearning videos. The questionnaire items were systematically developed with answer options that support quantitative analysis, as well as several open-ended questions to gather additional insights from respondents.

Data were collected by distributing the questionnaire directly to the respondents. The collected data were then analyzed using descriptive quantitative analysis techniques, specifically by calculating the frequency and percentage of each response. The results of the analysis were interpreted to identify patterns, trends, and learning needs, which serve as a basis for developing microlearning media based on a deep learning approach in short story writing instruction (Karima, 2023).

RESULTS AND DISCUSSION

Question 1

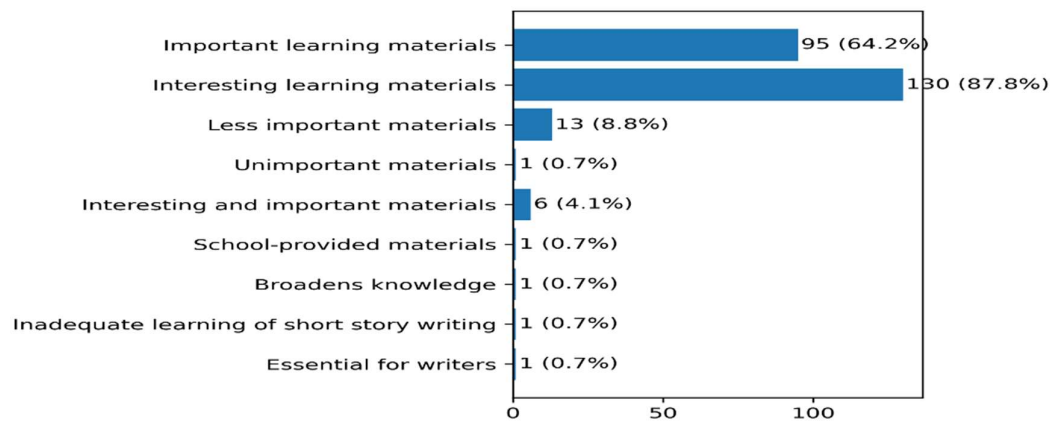


Figure 1. Students' Perceptions of Short Story Writing Learning Materials

Of the 148 respondents, 87.8% considered short story writing materials interesting and 64.2% considered them important. Only a small proportion perceived the material as less important or uninteresting.

Question 2

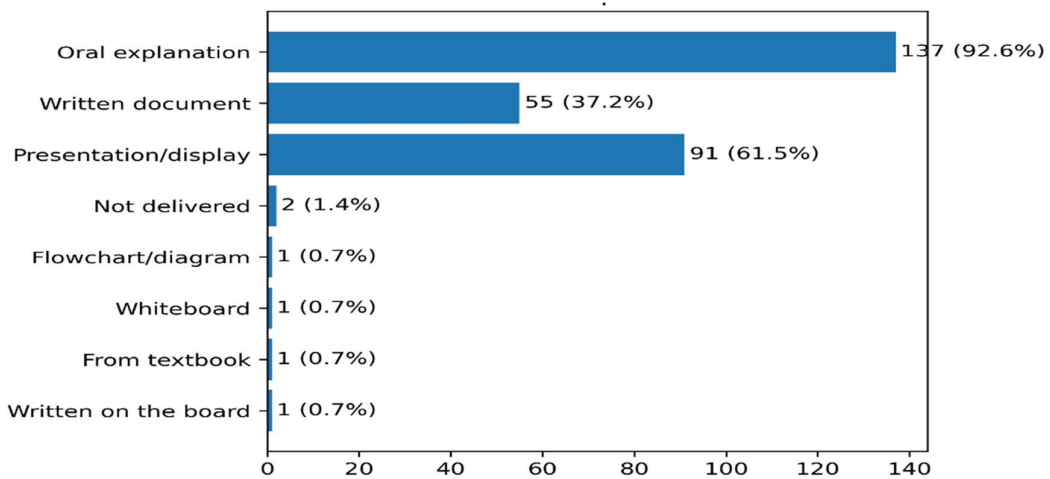


Figure 2. Forms of Learning Objective Delivery Used by Teachers

Based on the data collected regarding methods of conveying learning objectives, verbal explanation was the most dominant method with 137 respondents. The next method was the use of visual media with 91 respondents, followed by written documents with 55 respondents. Meanwhile, 2 respondents stated that learning objectives were not communicated.

Question 3

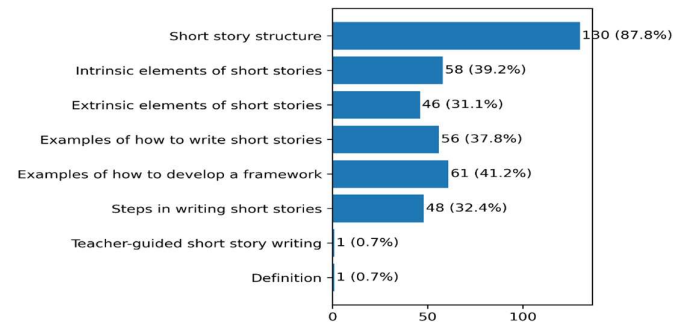


Figure 3. Types of Learning Materials Introduced at the Beginning of Short Story Writing Lessons

THE POTENTIAL OF MICROLEARNING VIDEOS IN TEACHING SHORT STORY WRITING BASED ON MULTICULTURAL AND DEEP LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS

Based on the data collected regarding introductory material in short story writing instruction, short story structure emerged as the most dominant topic, cited by 130 respondents. Other materials covered included how to outline a short story (61 respondents), intrinsic elements (58 respondents), and techniques for crafting dialogue or visual descriptions of characters' emotions (56 respondents). Meanwhile, the steps for writing a short story and extrinsic elements were selected by 48 and 46 respondents, respectively.

Question 4

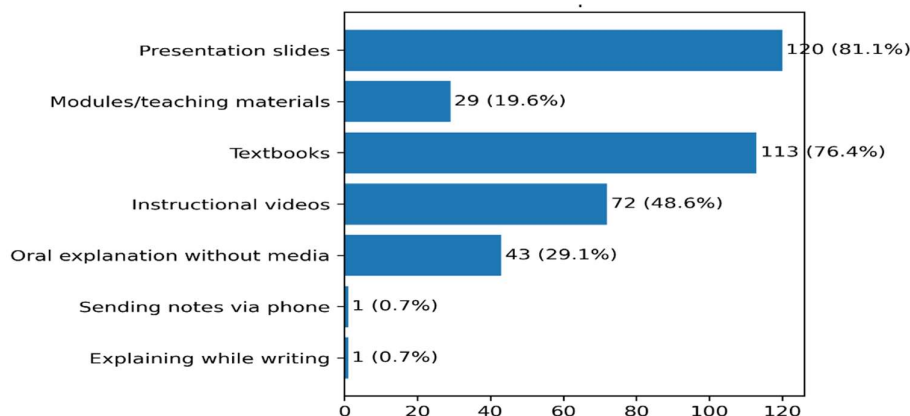


Figure 4. Forms of Learning Material Delivery Used by Teachers in Short Story Writing Instruction

Based on the data collected regarding the methods teachers used to deliver the material, the use of presentation slides was the most dominant method, with 120 respondents. This was followed by the use of textbooks (113 respondents), and then the use of instructional videos (72 respondents).

Additionally, 43 respondents stated that the material was delivered without learning media, while 29 respondents used modules or teaching materials.

Question 5

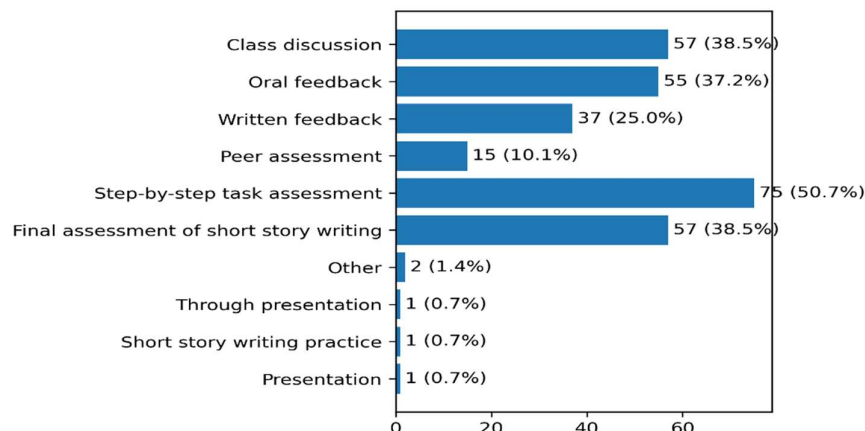


Figure 5. Methods of Monitoring and Assessing the Short Story Writing Process Used by Teachers

Based on the data collected regarding monitoring and assessment methods in the short story writing process, step-by-step task review was the most commonly used method, chosen by 75 respondents. Next, there were two methods with the same frequency: through class discussions and final assessment of the short story, each selected by 57 respondents.

Other methods used included verbal feedback (55 respondents), written feedback (37 respondents), and peer assessment (15 respondents).

Question 6

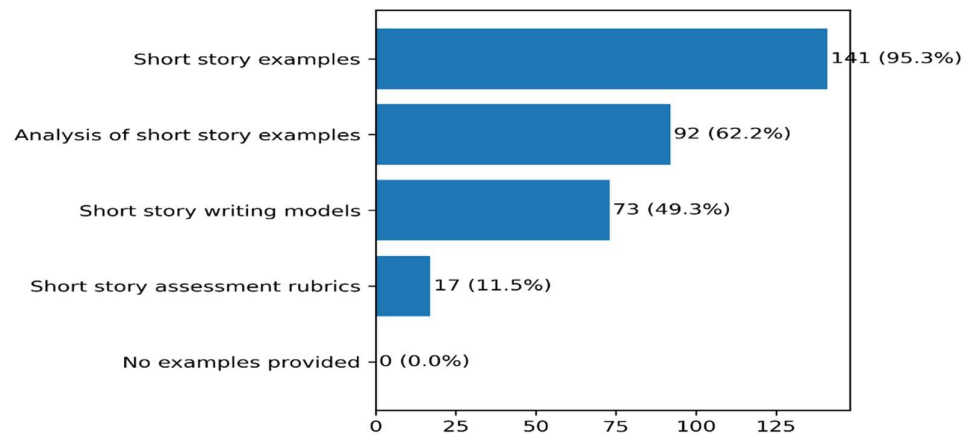


Figure 6. Types of Learning Support Provided by Teachers in Short Story Writing Instruction

Based on the data collected regarding the resources provided by teachers in short story writing instruction, the provision of short story examples was the most dominant element, cited by 141 respondents. Other elements frequently provided included analysis of short story examples (92 respondents) and short story writing models (73 respondents). Meanwhile, 17 other respondents stated that teachers provided assessment rubrics to support the learning process.

Question 7

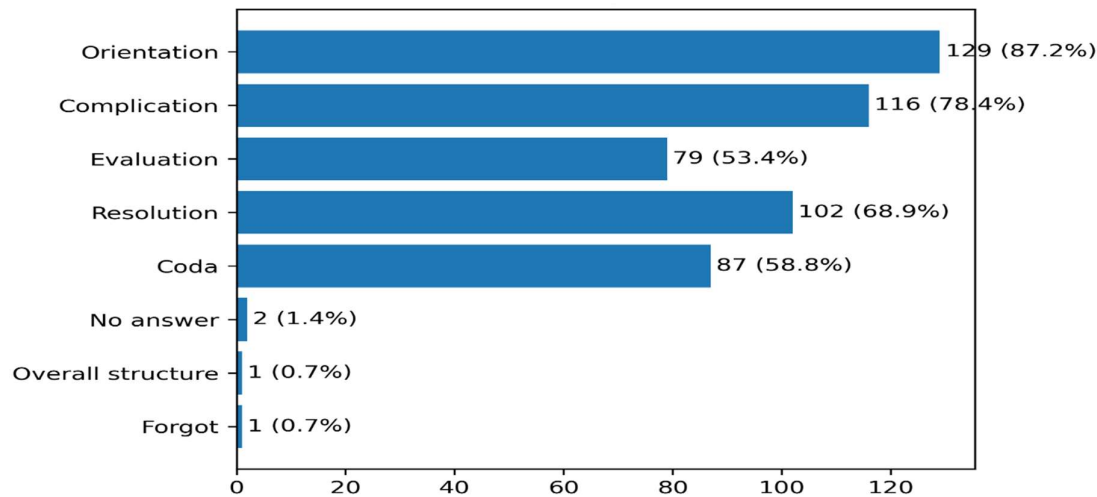


Figure 7. Components of Short Story Structure Learned by Students

Based on the data collected regarding the short story structure material studied, the orientation was the part most understood by 129 respondents. The next topics were the complication (116 respondents), the resolution (102 respondents), the coda (87 respondents), and the evaluation (79 respondents).

Question 8

THE POTENTIAL OF MICROLEARNING VIDEOS IN TEACHING SHORT STORY WRITING BASED ON MULTICULTURAL AND DEEP LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS

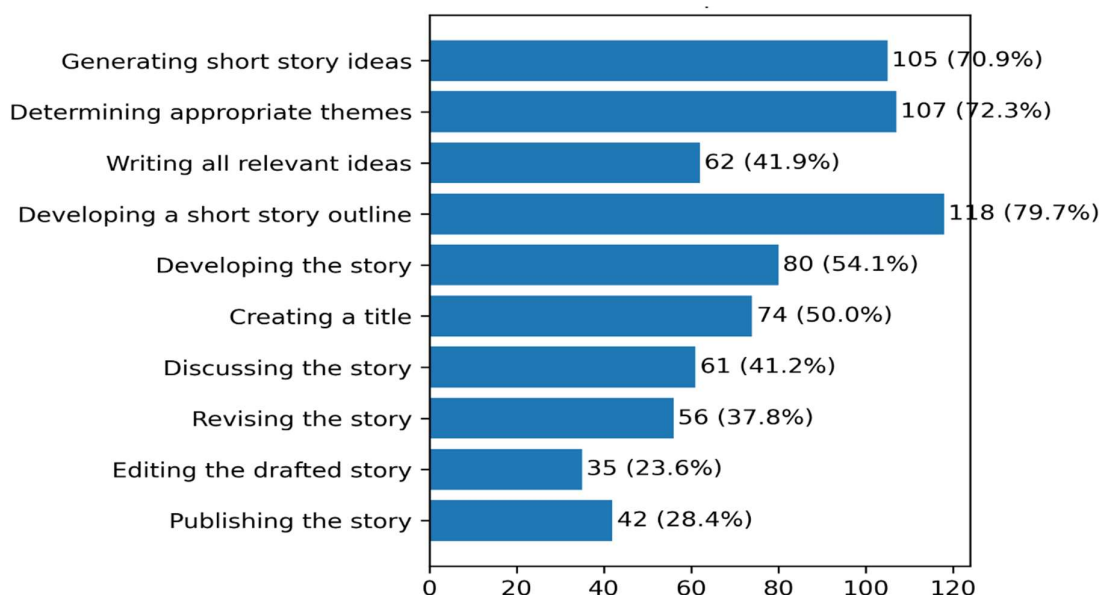


Figure 8. Steps in Short Story Writing Taught by Teachers

Based on the data collected regarding the steps for writing short stories that were taught, outlining the short story was the most dominant topic, with 118 respondents. The next most commonly taught steps were determining the theme based on an idea (107 respondents) and developing the short story's ideas (105 respondents).

The material development stage includes developing the short story based on the outline (80 respondents), formulating the title (74 respondents), and writing elements related to the theme (62 respondents). Meanwhile, in the final stage of the creative process, respondents mentioned discussing the draft (61 respondents), revising (56 respondents), publishing (42 respondents), and editing the short story, which ranked lowest with 35 respondents.

Question 9

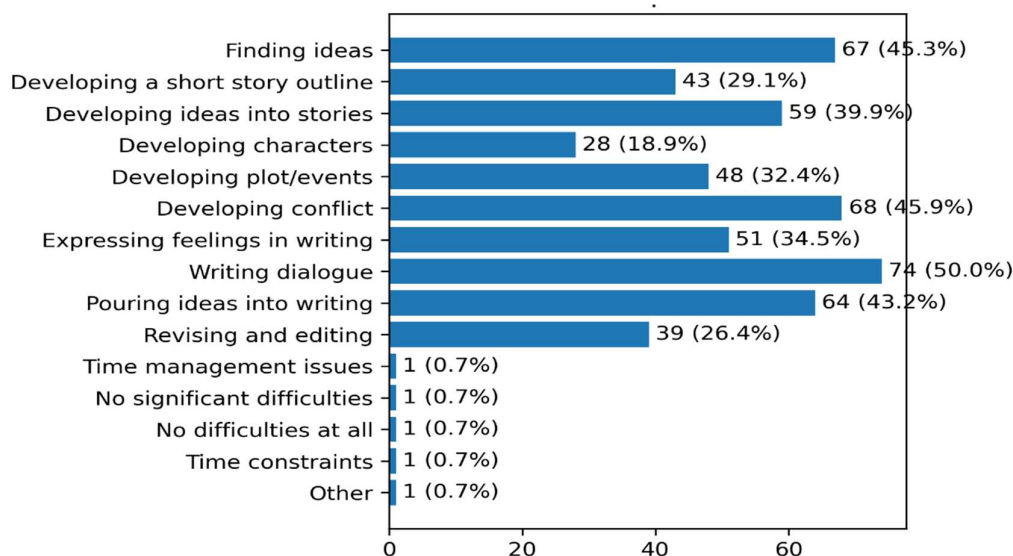


Figure 9. Students' Difficulties in Short Story Writing

Based on the data collected regarding the difficulties students face in writing short stories, the primary challenges lie in narrative development. A total of 74 respondents found it difficult to craft dialogue that feels natural, followed by 68 respondents who struggled to develop conflict to prevent the story from feeling flat. Additionally, developing ideas into a complete short story (59 respondents) and developing plot events (48 respondents) also posed significant challenges. Linguistic difficulties included limited vocabulary, visual

description, spelling, and punctuation. Students also experienced challenges in outlining, revising, editing, and character development.

Question 10

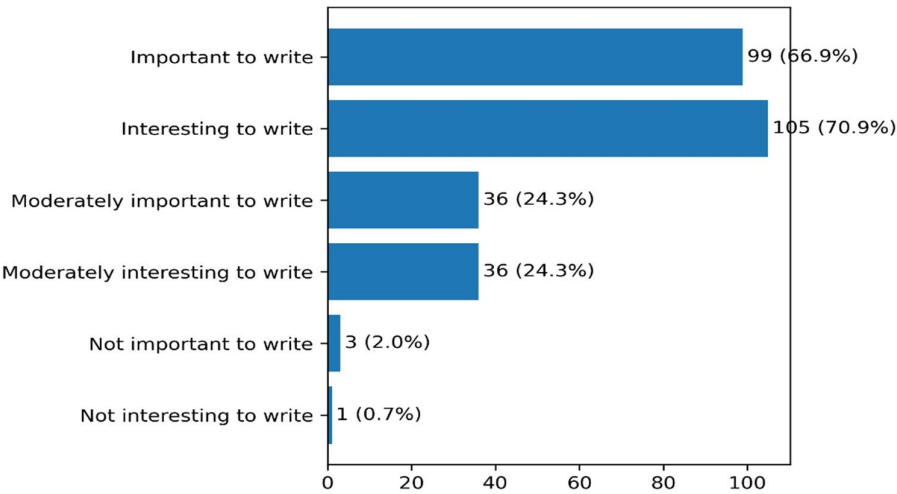


Figure 10. Students' Difficulties in Short Story Writing

Students responded positively to multicultural themes, with 70.9% considering them interesting and 66.9% viewing them as important for short story writing.

Question 11

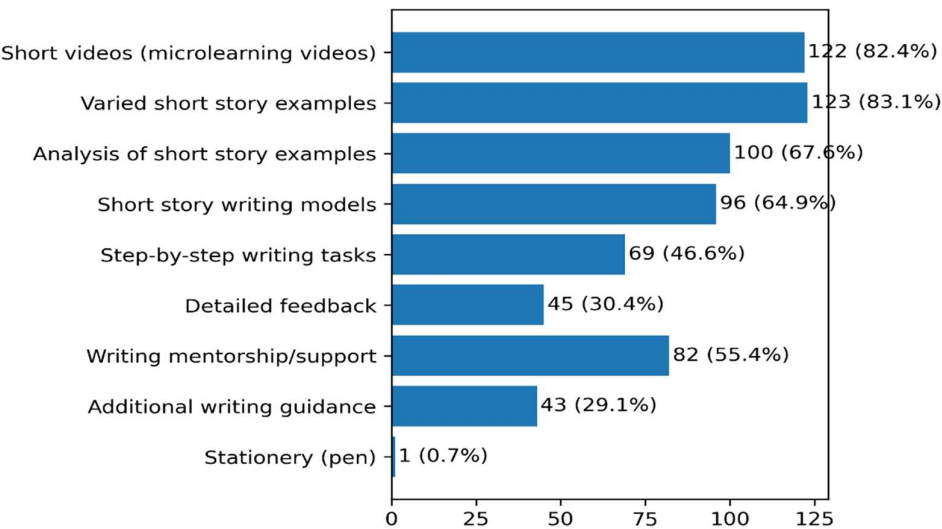


Figure 11. Students' Needs in Short Story Writing Instruction

Based on the results of data collection regarding what students need when writing short stories, visual and textual reference materials emerged as the most critical needs. A total of 123 respondents needed a variety of short story examples, closely followed by 122 respondents who required short videos (microlearning) as a source of inspiration. Additionally, the need for analysis of short story examples (100 respondents) and writing models (96 respondents) was also quite high.

Regarding mentoring methods, 82 respondents hoped for direct guidance from teachers, while 43 respondents preferred mentoring from writers or experts. On the other hand, technical aspects such as the gradual assignment of tasks (69 respondents) and detailed feedback (45 respondents) were also points of consideration.

Question 12

THE POTENTIAL OF MICROLEARNING VIDEOS IN TEACHING SHORT STORY WRITING BASED ON MULTICULTURAL AND DEEP LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS

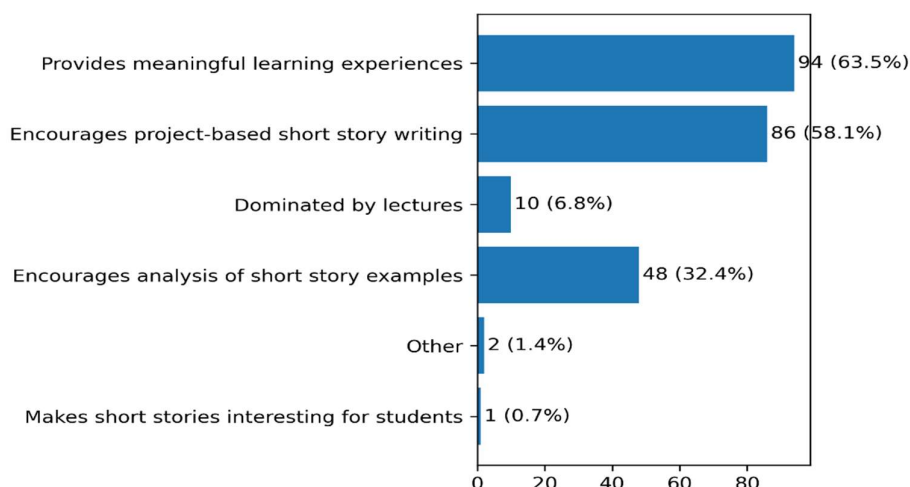


Figure 12. Students' Experiences in Short Story Writing Instruction

Based on the data collected regarding the short story writing instruction students participated in, the majority of respondents felt that active learning methods were implemented. A total of 94 respondents stated that the instruction provided experiences in understanding, applying, and reflecting (PM). Furthermore, 86 respondents mentioned the implementation of *Project-Based Learning* (PBL) through the creation of short story projects.

Additionally, 48 respondents experienced the Problem-Based Learning (PBL) model, where students were guided to solve cases within short stories. Meanwhile, a small portion of respondents (10 people) stated that the learning process was still dominated by the lecture method, and one respondent noted that the method used successfully made the short story material engaging to study.

Question 13

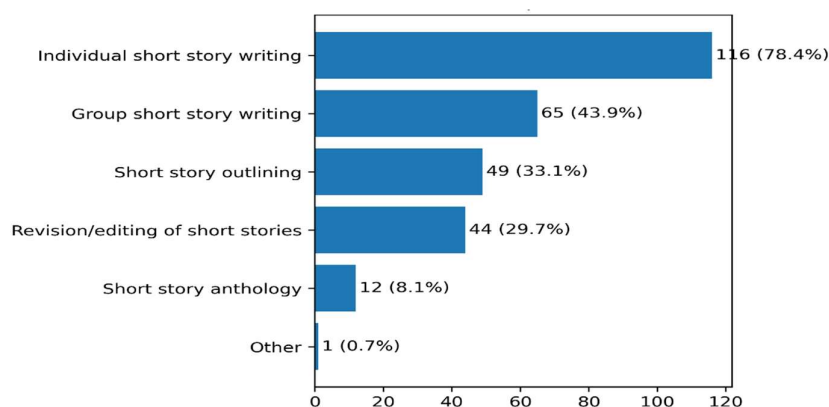


Figure 13. Forms of Short Story Writing Assignments Given by Teachers

Based on the data collected regarding the forms of short story writing assignments, individual writing was the most dominant method, with 116 respondents. Additionally, group assignments were also widely implemented, as indicated by 65 respondents. Regarding the stages of the writing process, 49 respondents were assigned to draft a short story outline, and 44 respondents were tasked with revising or editing. Meanwhile, 12 respondents mentioned that the assignment focused on creating a short story anthology as the final learning outcome.

Question 14

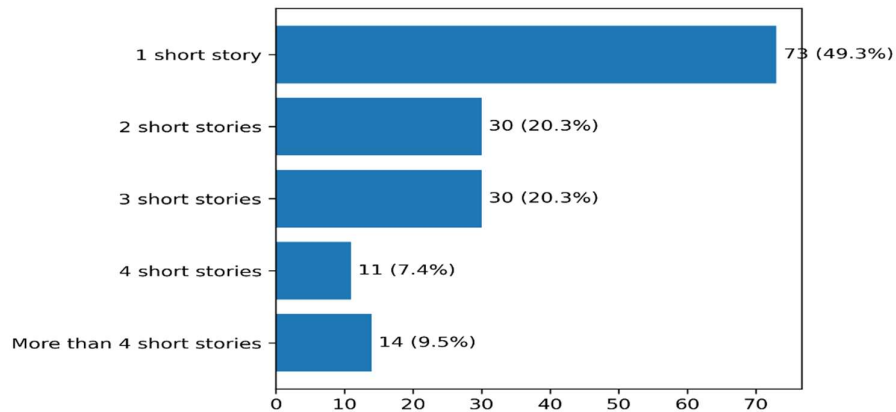


Figure 14. Number of Short Stories Assigned During Eight Learning Sessions

Based on the data collected regarding the number of short stories students were required to write over eight sessions, the majority of respondents 73 in total stated that they only needed to write one short story. Furthermore, there was an equal frequency for assignments of two and three short stories, each chosen by 30 respondents. Meanwhile, 14 respondents answered more than four short stories, and 11 other respondents stated they had to write four short stories.

Question 15

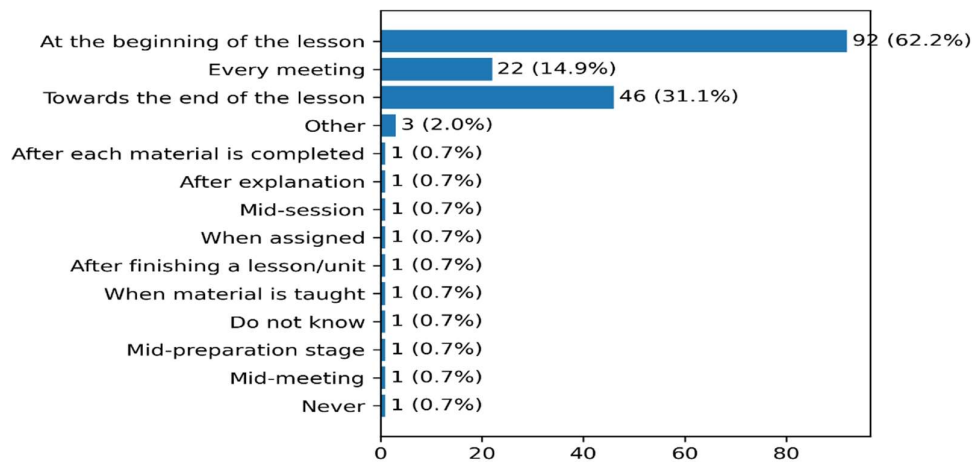


Figure 15. Timing of Short Story Writing Assignments in Classroom Instruction

Based on the data collected regarding the timing of short story writing assignments, the majority of respondents 92 in total stated that the assignment was given at the beginning of the course. Additionally, 46 respondents mentioned that the assignment was given at the end of the course, while 22 respondents received it at every session.

Question 16

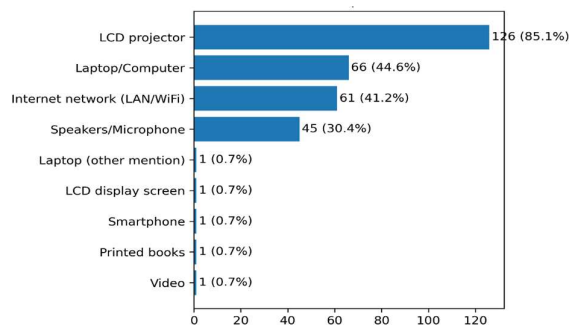


Figure 16. Hardware-Based Learning Media Used in Short Story Writing Instruction

THE POTENTIAL OF MICROLEARNING VIDEOS IN TEACHING SHORT STORY WRITING BASED ON MULTICULTURAL AND DEEP LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS

Based on the data collected regarding hardware used as learning media, LCD projectors were the most dominant device, cited by 126 respondents. Other commonly used supporting devices included computers or laptops (66 respondents) and internet connectivity via LAN or Wi-Fi (61 respondents). In addition, 45 respondents mentioned the use of speakers or microphones in the learning process.

Question 17

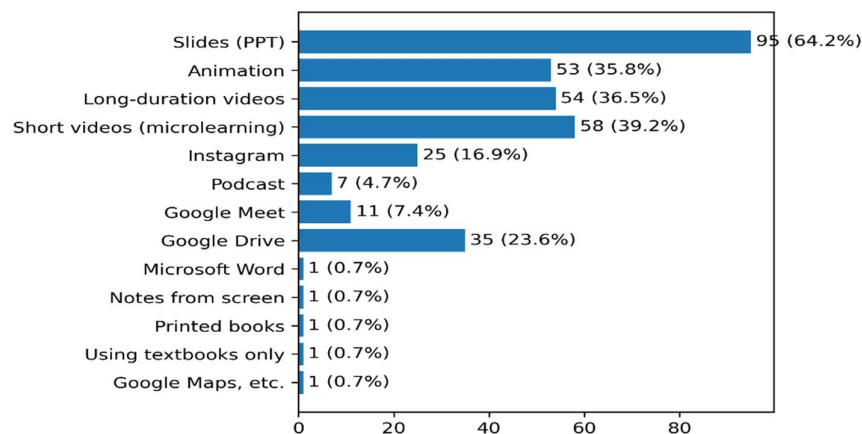


Figure 17. Software Learning Media Used in Short Story Writing Instruction

Based on the data collected regarding the software used in learning, the use of slides or PPTs was the most dominant medium, with 95 respondents. The use of video-based content was also highly significant, consisting of short videos or *microlearning* (58 respondents), long-form videos (54 respondents), and the use of animations (53 respondents). In addition to visual media, other digital platforms used include Google Drive as a storage tool (35 respondents), Instagram (25 respondents), and Google Meet (11 respondents).

Question 18

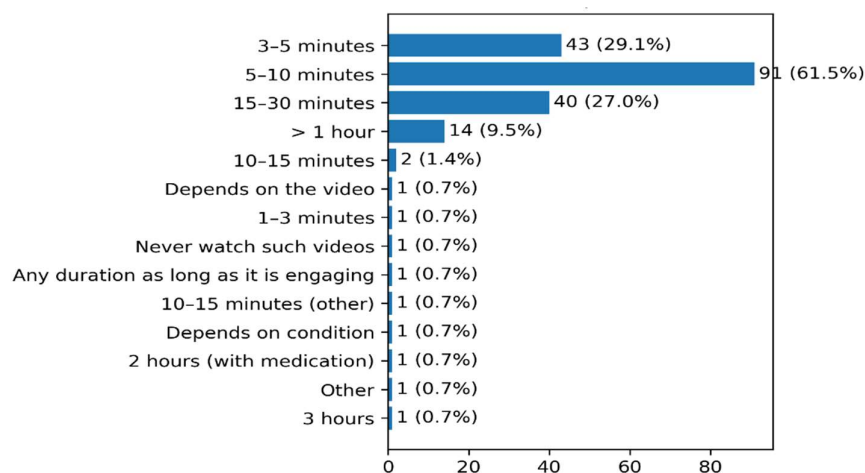


Figure 18. Students' Preferred Duration of Focus When Watching Learning Videos

Regarding the duration of students' focus while watching educational videos, the majority of respondents had a short attention span. A total of 91 respondents stated they could focus for 5-10 minutes, followed by 43 respondents in the 3-5 minute range. Meanwhile, 40 respondents reported being able to focus for longer periods, specifically between 15-30 minutes. Most students preferred videos lasting 5-10 minutes, followed by 3-5 minutes, indicating a preference for concise learning content.

Question 19

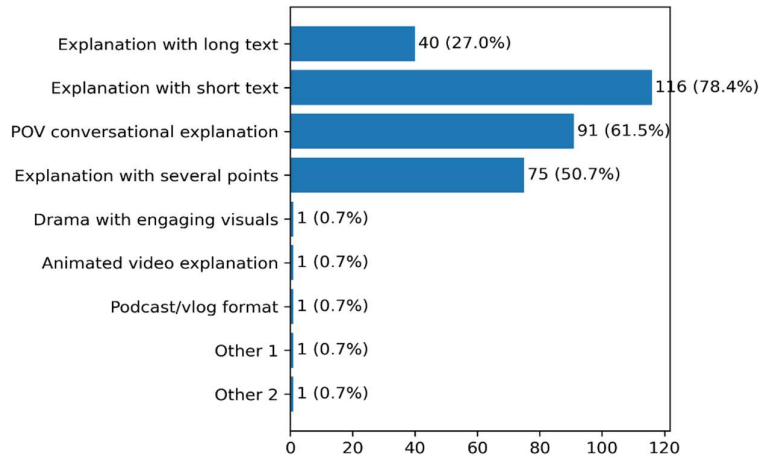


Figure 19. Students’ Preferred Microlearning Video Formats for Short Story Writing Instruction

Regarding the preferred format of microlearning videos for short story writing instruction, the majority of respondents preferred content that concisely combines audio and visuals. A total of 116 respondents chose videos containing explanations with brief text accompanied by voiceover, while 91 respondents preferred the point-of-view (POV) format featuring everyday conversations. Additionally, 75 respondents favored explanations supported by a series of photos, images, or animations. On the other hand, the use of long text without voice-over was preferred by 40 respondents.

Question 20

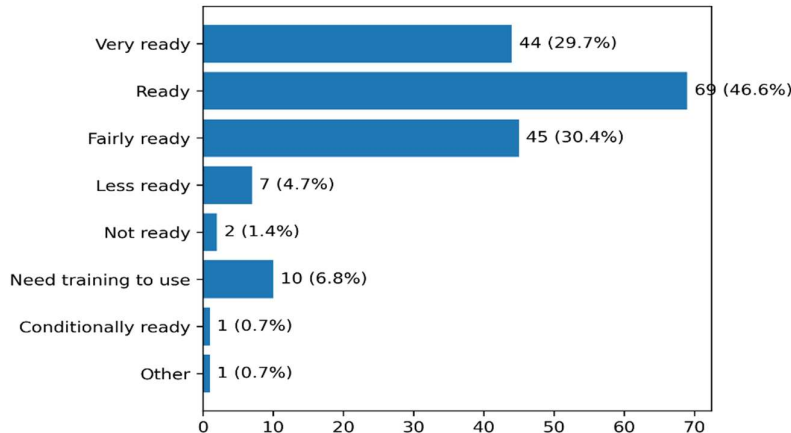


Figure 20. Students’ Readiness to Use Microlearning Videos in Short Story Writing Instruction

Based on the data collected regarding students’ readiness to use short videos (*microlearning*) to learn how to write short stories, the acceptance rate showed very positive results. A total of 69 respondents stated they were ready, supported by 44 respondents who stated they were very ready, and 45 respondents who felt sufficiently ready. Most respondents reported being fairly ready, ready, or very ready to use microlearning videos, although some indicated a need for initial guidance.

Question 21

Open-ended responses revealed five major themes: the need for engaging microlearning videos, varied short story examples, collaborative writing activities, clearer teacher guidance, and more flexible assignment deadlines. Students also preferred explanations using simple and contextual language, supported by animations, presentations, and interactive media.

Table 1. Students’ Suggestions for Improving Short Story Writing Instruction

Theme	Main suggestion
Learning media	Short, engaging, and easy-to-understand videos
Writing examples	More varied and concrete short story examples
Collaboration	Group-based writing and discussion

THE POTENTIAL OF MICROLEARNING VIDEOS IN TEACHING SHORT STORY WRITING BASED ON MULTICULTURAL AND DEEP LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS

Teacher support	Guidance, feedback, and revision assistance
Time allocation	More flexible assignment deadlines

DISCUSSION

Students' Perceptions toward Short Story Writing Instruction (Q1, Q10, Q20)

Students' positive perceptions indicate that short story writing already has strong motivational potential, which can support participation and creative engagement. This is in line with Dewi (2025), who argues that writing skills require not only technical ability but also high levels of cognitive engagement and creativity.

Students also responded positively to multicultural themes, indicating readiness to connect creative writing with tolerance, diversity, and social awareness. This indicates that students are ready to integrate social values into the writing process. Theoretically, multicultural-based learning plays a significant role in fostering social awareness, tolerance, and the ability to understand diversity (Sultan et al., 2018). In the context of language learning, integrating multicultural values through literary works such as short stories enables students not only to develop language skills but also to build empathy and broader social perspectives. These findings also reinforce previous studies indicating that socially contextualized learning enhances the meaningfulness and relevance of learning materials for students.

Students' readiness to use microlearning media is also relatively high. This suggests a strong alignment between the characteristics of digital-native students and technology-based learning approaches. Theoretically, microlearning presents material in short, focused, and easily digestible formats, which helps reduce cognitive load and improve information retention (Fakhli et al., 2025). Moreover, the use of digital media in learning has been shown to enhance student engagement and learning experiences (Purwahida et al., 2023). Therefore, students' readiness for microlearning not only reflects their preference for digital media but also indicates its potential effectiveness in supporting learning.

When viewed through the lens of the deep learning approach, these findings carry significant implications. Deep learning emphasizes meaningful understanding, the connection between concepts and real-life experiences, and active student engagement in the learning process (Siregar et al., 2025; Kamaruddin & Sajuddin, 2025). High levels of student interest and readiness are essential prerequisites for achieving meaningful learning, as they encourage students to explore, reflect, and develop ideas more deeply. In other words, the combination of learning interest, technological readiness, and appropriate instructional approaches can create optimal conditions for achieving deep learning.

These findings are also consistent with previous studies indicating that the use of digital media and innovative approaches in writing instruction can enhance students' motivation and creativity (Martha et al., 2024). Additionally, microlearning has been proven effective in improving conceptual understanding and learning skills due to its simple and structured presentation (Fakhli et al., 2025).

Teaching Methods and Learning Media Used by Teachers (Q2, Q3, Q4, Q16, Q17)

Although schools have access to LCD projectors, computers, and internet connectivity, instruction remains dominated by verbal explanation, PowerPoint, and textbooks. This reveals a gap between technological availability and its pedagogical use. Digital facilities need to be integrated into meaningful instructional activities because digital media can strengthen students' understanding of technology and their ability to access, evaluate, and use information effectively (Rahayu et al., 2023). Theoretically, this condition suggests that learning has not fully shifted toward a student-centered learning approach, which is a key characteristic of 21st-century education. According to modern learning theories, the use of varied and interactive media is essential to enhance student engagement and facilitate deeper understanding of the material. In the context of deep learning, instruction should encourage active interaction, exploration, and reflection, rather than merely one-way information delivery (Siregar et al., 2025). Furthermore, the use of digital media such as instructional videos can help create more contextual and meaningful learning experiences.

These findings are consistent with previous studies indicating that, although educational technology continues to develop, its implementation in classrooms often remains limited and suboptimal. Fakhli et al. (2025) state that microlearning has great potential to enhance students' understanding due to its concise and focused delivery; however, its application is still not widespread in instructional practice. Purwahida et al. (2023) also emphasize that digital media can increase student engagement, but its effectiveness largely depends on how it is integrated into instructional design. Therefore, the relatively low use of instructional videos in this study highlights an underutilized opportunity.

Microlearning videos may help transform available technology into more interactive and student-centered learning experiences.

Students' Difficulties in Writing Short Stories (Q9)

The findings indicate that students still face various difficulties in writing short stories, both in terms of idea development and linguistic aspects. The most dominant difficulty lies in composing natural dialogue (50.0%), followed by difficulties in developing conflict (45.9%) and transforming ideas into a complete story (39.9%). These findings suggest that most students are not yet able to optimally elaborate narrative elements, resulting in stories that tend to be less vivid and underdeveloped.

In addition to creative aspects, challenges were also identified in linguistic competence. A total of 43.2% of students experienced limitations in vocabulary when expressing their ideas, while 33.1% struggled with spelling and punctuation. Furthermore, 34.5% of students found it difficult to present concrete visual descriptions and tended to directly state characters' emotions without deeper elaboration. This indicates that students' linguistic abilities do not yet fully support the process of creative writing, causing their ideas to be inadequately expressed in written form.

Difficulties were also evident in the stages of the writing process, such as outlining the story (29.1%), revising and editing (26.4%), and developing characters (18.9%). These findings indicate that students are not yet accustomed to viewing writing as a systematic process, but rather tend to see it as a direct activity without planning and reflection. In fact, writing theory emphasizes that stages such as planning, drafting, revising, and editing are essential for producing high-quality writing.

Theoretically, these difficulties demonstrate that writing is a complex skill involving cognitive, linguistic, and creative aspects simultaneously. According to writing instruction theory, students need to master not only text structure but also the ability to develop ideas, construct plots, and use language effectively. From a deep learning perspective, writing instruction should encourage students to think deeply, connect ideas with experiences, and reflect on their writing process (Siregar et al., 2025). However, the findings suggest that such processes have not yet been fully realized in current instructional practices.

These findings are consistent with previous studies indicating that students often struggle with writing due to limited vocabulary, difficulties in developing ideas, and insufficient understanding of text structure (Martha et al., 2024). In addition, Munjir and Hendaryan (2023) emphasize that short story writing skills depend not only on creativity but also on mastery of intrinsic elements such as plot, character, and conflict. Therefore, the difficulties identified in this study reflect common challenges in writing instruction that still require more structured and systematic approaches.

Therefore, instructional strategies are needed that not only provide theoretical knowledge but also guide students step by step through the writing process. The use of media such as microlearning videos can serve as a potential solution, as it allows for focused content delivery, helps students understand writing stages progressively, and provides concrete examples that facilitate idea development and story structuring. Thus, the integration of appropriate media with a deep learning approach is expected to address students' difficulties and improve the quality of their writing.

Students' Needs and Preferences for Learning Media (Q11, Q18, Q19)

The findings indicate that students have a high demand for learning resources that can support the short story writing process more effectively. The majority of respondents expressed the need for short story examples (83.1%), followed by microlearning videos (82.4%), analysis of examples (67.6%), and writing models (64.9%). These findings suggest that students require not only conceptual materials but also concrete examples and practical guidance to help them understand how a story is constructed as a whole.

In terms of media preferences, students tend to favor learning formats that are concise, engaging, and easy to understand. A total of 78.4% of respondents preferred videos combining brief text with voice narration, while 61.5% favored conversational or point-of-view (POV) formats that relate closely to everyday life. Additionally, 50.7% of respondents preferred the use of visuals such as images or animations to support explanations. These preferences indicate that students are more responsive to multimodal media that integrates visual and auditory elements simultaneously. Evidence from junior high school education also indicates that animated video-based instruction can produce stronger outcomes than static printed media, demonstrating the instructional potential of engaging audiovisual content for adolescent learners (Dwistika et al., 2024).

These findings are further reinforced by data on students' attention spans. Most respondents reported relatively short attention durations, with 61.5% able to focus for 5–10 minutes and 29.1% for only 3–5 minutes. Only a small proportion of students were able to maintain focus for longer periods. This suggests that students' cognitive characteristics are better suited to learning materials that are brief, focused, and not overly complex. Therefore, students' needs and preferences clearly point toward microlearning-based instructional models.

Theoretically, these findings align with the concept of microlearning, which emphasizes delivering content in small, specific, and easily digestible units, thereby reducing cognitive load (Fakhli et al., 2025). Microlearning also enables students to learn independently and flexibly, allowing them to revisit content as needed. Furthermore, from a multimedia learning perspective, the combination of visual and auditory elements has been shown to enhance understanding and information retention by engaging multiple cognitive channels.

THE POTENTIAL OF MICROLEARNING VIDEOS IN TEACHING SHORT STORY WRITING BASED ON MULTICULTURAL AND DEEP LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS

These findings are also consistent with previous studies indicating that the use of digital media, particularly instructional videos, can enhance students' motivation, engagement, and learning experiences (Purwahida et al., 2023). In addition, other studies suggest that presenting content in a simple and structured format, as in microlearning, helps students understand concepts more effectively (Fakhli et al., 2025). Thus, the high demand for microlearning videos observed in this study reflects not only student preference but also their potential effectiveness in learning.

On the other hand, students' need for examples and writing models indicates that writing instruction cannot rely solely on theoretical explanations. Students require concrete representations that can serve as references, as well as analytical guidance to help them understand structure and writing techniques. This highlights the importance of a scaffolding-based instructional approach, in which students are guided progressively through examples, practice, and feedback.

Based on these findings, it can be concluded that students need learning media that are not only informative but also engaging, concise, and contextual. Therefore, the development of microlearning videos designed systematically and based on a deep learning approach is highly relevant. Such integration is expected not only to enhance student engagement but also to support a deeper and more structured understanding of the writing process, enabling students to produce more creative and high-quality work.

Implementation of Learning and Assessment in Short Story Writing (Q5, Q12, Q13, Q14, Q15)

The findings indicate that the implementation of short story writing instruction has begun to move toward a more active learning approach, although it has not yet reached an optimal level. The majority of respondents (63.5%) reported that learning involved processes of understanding, applying, and reflecting, while 58.1% experienced project-based learning. This suggests that instructional practices have started to adopt approaches that encourage active student engagement. However, a small proportion of learning is still dominated by lecture-based methods (6.8%), indicating that the transition toward fully student-centered learning has not yet been evenly achieved.

In terms of assessment, the most commonly used method is step-by-step evaluation (50.7%), followed by classroom discussions (38.5%) and final product assessment (38.5%). Feedback is provided in both verbal (37.2%) and written forms (25.0%), while peer assessment remains relatively limited (10.1%). These findings suggest that evaluation practices have begun to shift toward a formative approach, but have not yet fully optimized various assessment strategies that can comprehensively support the learning process.

Regarding writing assignments, instruction is still dominated by individual tasks (78.4%), although group work is also fairly common (43.9%). In terms of practice intensity, most students were only required to write one short story during the learning process (49.3%). This indicates that opportunities for repeated writing practice remain limited, even though writing skills require continuous and sustained practice to develop effectively.

Theoretically, these findings suggest that writing instruction has not yet fully adopted the principles of deep learning, which emphasize active engagement, exploration, reflection, and continuous feedback in the learning process (Siregar et al., 2025). In this approach, learning focuses not only on the final product but also on the process through which students build understanding and skills. Moreover, from a constructivist perspective, social interactions such as discussions and collaborative work play an essential role in helping students construct knowledge through the exchange of ideas and experiences.

These findings are consistent with previous research indicating that project-based learning can enhance students' creativity and writing skills by providing opportunities for active and contextual learning (Martha et al., 2024). However, the effectiveness of such approaches largely depends on the intensity of practice, the quality of guidance, and the continuity of feedback provided to students. The low frequency of writing practice and the limited use of collaborative assessment found in this study suggest that this potential has not yet been fully utilized.

On the other hand, these limitations in instructional practices and assessment may also contribute to the difficulties students experience in writing, as identified in the previous section. A lack of practice, structured guidance, and continuous feedback can hinder students' ability to develop ideas, organize story structures, and use language effectively.

Based on these findings, it can be concluded that the implementation of short story writing instruction still requires improvement, particularly in terms of practice intensity, diversity of assessment methods, and the integration of collaborative learning. Therefore, more systematic and sustained instructional design is needed that emphasizes not only final outcomes but also the learning process itself. The integration of microlearning videos based on a deep learning approach can serve as a relevant solution, as it enables gradual content delivery, provides concrete examples, and supports structured reflection and practice. As a result, short story writing instruction can become more effective, meaningful, and aligned with the needs of students in the digital era.

CONCLUSION

This study found that junior high school students have positive perceptions of short story writing, show readiness to use microlearning videos, and respond favorably to multicultural themes. However, they continue to experience difficulties in developing dialogue, conflict, ideas, vocabulary, and writing mechanics. Existing instruction also remains dominated by conventional media despite the availability of technological infrastructure.

Students' preference for concise, multimodal, and contextual content supports the development of microlearning videos integrated with deep learning and multicultural values. Such media should provide gradual guidance, concrete examples, reflection, and writing practice. Because this study relied on self-reported survey data from five schools in Jakarta, future research should test the effectiveness of the proposed model through experimental or development-based research.

REFERENCES

- Adam, A., Fitri, L. Z., & Mala Rohmana, W. I. (2024). Developing Students' Writing Skills Through Short Stories in ELT. *Journal of English Language Education*, 7(2), 193–204.
- Akmal, A. N., Maelasari, N., & Lusiana. (2025). Understanding Deep Learning in Education: A Literature Review Using the Systematic Literature Review (SLR) Method. *JlIP (Journal of Educational Sciences)* (, 8(3), 3229–3236.
- Baharuddin. (2025). Deep Learning Approaches from the Perspective of Learning Theories: Cognitive, Humanistic, and Constructivist Analyses. *Jurnal Citra Pendidikan (JCP)*, 5(3), 33-43.
- Dewi, A. C. (2025). Deep Learning Approaches as an Effort to Improve Creative Writing Skills. *Journal of Educational Studies and Learning Horizons*, 1(3), 81-91.
- Dewi, A. C. (2025). Improving Descriptive Writing Skills Through the Use of Audiovisual Media Among Seventh-Grade Students at SMP Muhammadiyah Rappang. *Journal of Education and Teaching Profession*, 4(2), 150-156.
- Dwistika, W. F., Utami, K. D., & Anshory, J. (2024). Animated video anemia education and its effect on iron tablet adherence and hemoglobin levels among female adolescents at SMPN 17 Samarinda. *Journal of Law and Social Politics*, 2(1), 29–41. <https://doi.org/10.59261/jlsp.v2i1.39>
- Fakhli, M. R., Bahri, B. S., & Meisa Diningrat, S. W. (2025). The Effectiveness Of Microlearning In Improving Learners' Understanding: A Literature Review. *Sosioedukasi: Scientific Journal of Education and Social Sciences*, 14(4), 3477-3490.
- Kamaruddin, & Saquddin. (2025). Deep Learning as a Transformative Approach to Social Studies Education. *International Journal on Management and Education in Human Development*, 05(01), 1478-1483.
- Karima, B. N. R. K. (2023). Development of picture storybooks based on scientific approaches in science lessons class V SDN 36 Mataram academic year 2023. *Journal of Law and Social Politics*, 1(2), 161–170. <https://doi.org/10.46799/jlsp.v1i2.10>
- Laili, U. N., Hasanah, U., & Fikri, M. (2025). The Relationship between Short Story Reading Habits and Narrative Writing Skills. *Journal of Language and Literature Learning*, 4(4), 785-795.
- Lee, Y.-M., Jahnke, I., & Austin, L. (2021). Mobile microlearning design and effects on learning efficacy and learner experience. *Education Technology Research and Development*, 885–916.
- Martha, N. U., Wijayawati, D., & Andini, N. P. (2024). The Effectiveness of Project-Based Learning Models in Teaching Short Story Writing. *BAHASTRA*, 44(2), 309-324.
- Mochamad, R. (2024). Microlearning: A Bibliometric Analysis of Research Trends from 2002 to 2023. *Journal of Computers for Science and Mathematics Learning*, 1(1), 14-26.
- Munjir, S., & Hendaryan. (2023). The Effectiveness of the Short Story Writing Program in Developing Students' Creative Writing Skills. *Indonesian Journal of Education*, 12(4), 782–791.
- Pitaloka, N. (2025). The Impact of Video-Based Microlearning on Student Learning Outcomes and Motivation. *Journal of Education Innovation and Curriculum Development*, 3(2), 72-79.
- Purwahida, R., Wulandari, Y., Nabilah, N., & Yanez, M. A. (2024). Development of an audiobook learning resource titled "The Miracle of Hallwachs" to enhance listening comprehension skills in Grade 11 vocational school students. *KEMBARA: Journal of Language, Literature, and Their Teaching*, 10(2), 700–712. <https://doi.org/10.22219/kembara.v10i2.36374>.
- Purwahida, R., Yanez, M. A., & Nabilah, N. (2023). The development of the Hallwachs Miracle novel as a science literacy medium in teaching the photoelectric topic. *JPPPF (Journal of Physics Education Research and Development)*, 9(2), 207–218. <https://doi.org/10.21009/1.09203>
- Rahmat, & Aripin, S. (2025). Deep Learning: A New Direction For Educational Curriculum In The Era Of Globalization. *Pendas: Journal of Basic Education*, 10(2), 273-284.
- Rahayu, T., Nofrianto, R., Sunarto, A. N., Hakim, A., & Watini, S. (2023). Digital literacy learning through School TV in PAUD. *Journal of Law and Social Politics*, 1(2), 76–88. <https://doi.org/10.46799/jlsp.v1i2.7>

THE POTENTIAL OF MICROLEARNING VIDEOS IN TEACHING SHORT STORY WRITING BASED ON
MULTICULTURAL AND DEEP LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS

- Siregar, T., Fauzan, A., Yerizon, & Syafriandi. (2025). Designing Mathematics Teaching through Deep Learning Pedagogy: Toward Meaningful, Mindful, and Joyful Learning. *Journal of Deep Learning*, 1(2), 188-202.
- Suhita, S. & Purwahida, R. (2018). *Appreciation of Indonesian Literature*. Bandung: Rosdakarya.
- Sultan, A., Nafi, J., Qabaja, Z., & Al-abad, S. (2018). The Effect Of Using Short Stories On The Development Of 5th Graders' Reading Comprehension Skills In Hebron District. *International Journal of English Language Teaching*, 5(4), 1-27.
- Wulandari, A. (2025). Building Children's Creativity Through Short Story Writing Instruction in Elementary Schools. *Journal of Humanities, Social Sciences, and Education (JHUSE)*, 1(1), 1-10.
- Yunianti, N. P. W., Khaerudin, & Kusumawardani, D. (2025). Microlearning As A Digital Learning Strategy In Higher Health Education: Literature Review. *Journal of Technology and Vocational Education*, 22(1), 1-11.