

Implementation of Digital Learning with the Utilization of Photos of Events on Social Media in News Text Materials

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Abstract

Purpose: This study analyzes how digital learning—specifically the use of real-world event photos sourced from social media—can be implemented to teach news-text composition to seventh-grade students at SMP Muhammadiyah 1 Surakarta, assessing whether integrating authentic visual stimuli enhances both writing proficiency and 21st-century digital literacy skills.

Methodology: Adopting a qualitative case-study approach, researchers worked with all 20 students in class VII C. Data sources included observation sheets documenting classroom interactions, students' written news-text assignments based on selected photos, and semi-structured interviews with participants. Data collection combined direct classroom observation, task analysis, and in-depth interviews, while analysis followed Glaser and Strauss's constant comparative method to identify emerging themes related to engagement, skill development, and pedagogical effectiveness.

Results: Findings indicate that incorporating social-media event photos into news-text lessons successfully motivated students and provided concrete anchors for practicing journalistic writing conventions—such as headline crafting, fact-checking, and narrative structuring. Moreover, students demonstrated growth in digital literacy competencies, including information retrieval, critical evaluation of online sources, and multimedia presentation. Each student group produced a culminating project in the form of an Instagram-style post, showcasing their ability to synthesize visual and textual information effectively.

Applications/Originality/Value: By designing digital learning around authentic social-media content, this study offers an innovative model for news-text instruction that aligns with contemporary media practices and technological advancements. Its approach can guide educators in other institutions seeking to modernize language curricula, fostering both writing skills and digital literacy. Furthermore, the research contributes a novel case of leveraging social-media artifacts as pedagogical tools, illustrating how educational adaptation to evolving science and technology can enrich classroom learning experiences.

Introduction

The independent curriculum is a solution in overcoming global competition for human resources where humans and technology develop together. This curriculum, which focuses on 21st century skills, highlights the importance of critical reasoning, cooperation, communication, and creativity (Irsyad & Angraini, 2023). Moreover, Mardiyah (2023) explained that the implementation of the Independent Curriculum emphasizes critical, quality, varied, expressive, applicative, and progressive learning. Learning in schools does not only focus on theory; schools must also guide students to be proficient in using technology and have high digital literacy (Demmanggasa Yultan et al., 2023). The low involvement of students during the learning process with conventional teaching methods is an important issue to address. Due to the rapid development of technology and science today, education must continue to evolve innovatively so that students acquire good digital literacy (Restu & Tatang, 2022).

Dale (as cited in Najihah et al., 2023) explained that student involvement is very important in the learning process, because participation, observation, and direct experience can provide a meaningful learning experience for students. Digital literacy is the key for students in facing technological advances; changes in digital learning that use electronic devices by developing the Internet as a tool in learning will improve the quality of education (Arikarani & Amirudin, 2023). In the digital era, information technology is developing rapidly within education (Afni & Huda, 2023). An educator not only explains and delivers material but also acts as a facilitator, while students play an active role in learning activities (Ramadani, Suwardi, & Huda, 2021). As explained by Wardah and Huda (2023), a characteristic of the digital education era is rapid digitalization that requires students to face digital transformation.

Social media refers to applications that users use to be creative, discuss, and participate in all other forms of social interaction online. In these activities, language plays an important role in conveying thoughts, views, and ideas. Meanwhile, learning is a series of communication processes between teachers and students in the classroom (Zaifullah, Cikka, & Kahar, 2021). Communication created during classroom learning includes efforts to deliver learning materials and present ideas

that the teacher wants to convey to students. Indonesian is a subject that depends on texts, both written and spoken (Izzati & Subandiyah, 2024).

On social media such as Instagram, users can take advantage of various event photos to discuss news-text material. Photos of events are included in the learning media. Aprilizdihar, Pitaloka, and Dewi (2022) stated that social media is a platform for images, videos, and texts shared online by the user community. Therefore, with a large number of social media users in Indonesia, these platforms offer an alternative medium in learning. Various information in the form of events, activities, and moments are immortalized in Instagram posts with complete photo and video features (Mutiah & Rafiq, 2021). This is interesting because various photos of activities and even events are always shared by users in Instagram posts.

The use of Instagram photos in this study is intended to introduce the structure of news texts and develop students' digital literacy skills by writing news on social media. Through event photos, students can compose news texts based on their structure and elements. According to Arizal, Mardiaty, and Jumiatik (2021), news is information that the public always hears to find out about an event. As Hutasoit and Saragih (2022) explained, news is information about an event; therefore, anyone can become a news writer. In addition to understanding the structure and elements of news texts, students are also expected to be able to compose or write news. Writing is a person's ability to pour thoughts into written language through sentences that are clear and complete so that these thoughts can be communicated to readers (Isman & Sitepu, 2022).

Writing is an abstract method of visual elements and the process of introducing concepts, ideas, and emotions to readers through language. Writing skills are among the most important language skills for students to master (Yuana, Huda, & Al Ma'ruf, 2023). Writing can also be seen as articulating ideas that the writer gathers from various sources. Through sight, hearing, observation, feeling, and other senses related to human life phenomena, students can find inspiration. Writing does not only rely on sensory abilities; all knowledge and experience of students also support their writing outcomes (Huda, 2020).

Unannudin (2023) proved that using YouTube as a news-text learning medium increases students' learning motivation and makes learning more effective. The use of YouTube in news-text material is an example so that students can identify elements of news texts. Hidayatin, Sunarya, and Zaidah (2023) also explained that learning news texts with animated video media (Powtoon) enables students to string sentences into coherent news, with correct 5W+1H elements and appropriate titles. The latest of this research is digital learning designed using social-media event photos. This learning is also an innovation or new adjustment method for educational institutions in response to scientific and technological developments. As Kusumawati, Wachidah, and Cindi (2021) stated, educators are required to innovate in the digital-development era to improve their competence as professional educators.

Based on the background above, this research focuses on implementing digital learning using Instagram social media as a news-text learning medium, addressing the lack of student involvement during the learning process. The purpose of this study is to analyze the implementation of digital learning using social-media event photos in news-text materials and to highlight the importance of leveraging technology to develop digital literacy skills. As Suriani (2022) explained, students need the knowledge and skills to use communication tools and digital media to find, evaluate, and create information appropriately. In Indonesian-language learning, digital literacy includes obtaining data and uploading results on digital media. This research will be conducted in grade VIII of SMP Muhammadiyah 1 Surakarta.

Method

This study uses a qualitative research design. According to Bogdan and Taylor (1992), qualitative research is a research process whose data are in the form of descriptive information—oral or written—about observed activities and behaviors. The research design employed is a case study, an approach that allows the researcher to understand the processes and perceptions of students regarding digital learning through the use of event photographs on social media in news-text materials. The purpose of this study is to analyze the use of event photographs on social media within news-text materials. The source of research data comprises twenty students from class VII C at SMP Muhammadiyah 1 Surakarta. The research data include the results of the learning process, observation sheets, students' news-writing tasks, and interview transcripts.

The data-collection techniques used in this study are observation, interviews, and documentation. Observation was employed to monitor the implementation of news learning using event photographs in the classroom. Interviews were conducted with an Indonesian teacher, Mr. Nasarudin Taufik. Documentation consisted of recording the final products of students' work. The instruments used included an observation sheet and an interview guide. The observation sheet was used to analyze how digital learning was implemented through the use of event photographs on social media in news-text materials, while interviews were used to triangulate and strengthen the validity of the implementation data.

The data-analysis technique applied is the constant comparative method proposed by Glaser and Strauss (1967). The stages of this technique are data reduction, categorization, synthesis, and drawing conclusions. Data reduction involves identifying findings related to the research focus and problem, thereby centralizing information that leads to problem resolution. After data reduction, the researcher develops categories. Synthesis is then conducted by examining relationships between categories. Once all data have been categorized, the researcher draws conclusions. To test data validity, the triangulation method is used to ensure reliability and accuracy of the findings.

Results and Discussion

During the learning process, the researcher saw that students were still less involved in learning; many of them only showed passive behaviors such as paying attention and listening without participating in question-and-answer activities. Students who were not involved displayed indifference, not paying attention to the teacher's explanations, refraining from asking or answering questions, and even chatting or joking with their peers. The learning process was still not fully interactive. The author concludes that there are still many students who are passive and inactive in the learning process. This is why it is important to further improve learning and to incorporate learning media—such as event photographs from social media in news-text materials. In line with the research of Hidayah, Wahyuni, and Hasnanto (2020), who developed Pop-Up Book–based picture learning media for writing instruction, such media are suitable for use as a learning tool.

Learning Indonesian news-text material with the help of event photographs from social media makes it easier for students to understand the material, attracts their active participation, and develops their writing skills. The selected photographs serve both as learning aids and as prompts for a group project in which students create news posts on Instagram. The focus of this approach is on learning activities that involve students in developing products by applying their knowledge to analyze, create, and present content. Digital learning using event photographs is implemented by integrating these images into the news-text materials. In line with the findings of Widyaningrum et al. (2023), the use of photographic media also educates teachers on employing such media effectively in instruction.

At the beginning of the learning process, students were observed carefully examining examples of news texts. After being asked about the elements of a news text, they could respond, albeit incompletely. During the lesson, the teacher posed questions and students were enthusiastic about answering. When asked to analyze news-text elements, they responded correctly. From these observations, it was clear that students were active in the learning activities: the application of digital learning with event photographs directly engaged them. As per Putri and Wirawati (2022), the use of digital technology in learning can significantly enhance student engagement in the classroom.

Students then prepared a news-text framework based on the 5W + 1H questions—what, where, when, who, why, and how. Each student completed the framework draft individually, after which they were divided into seven groups. The “what” element requires identifying the topic of the news—i.e., determining which events are being reported (Effendy, Hasugian, & Harahap, 2022). In this stage, students filled in their draft news texts and actively answered questions about what events should be included in the news.

Next is the “where” element, which specifies the location of the reported event and may even include distances for readers wishing to visit the site (Aisah & Sukenti, 2023). Students actively identified where each event took place. The third element, “when,” is crucial for establishing the timeliness of the news; students enthusiastically stated when the events occurred in the observed photographs.

Following “when” is “who,” which provides clarity on the news source by identifying individuals, groups, or institutions (Abanat, Andung, & Tuhana, 2023). Students offered various answers to this question, complementing one another to ensure accuracy. After addressing “who,” they tackled “why,” which explains the causes and effects of the reported events and satisfies readers' curiosity. The “why” element elicited the most active student responses, with each student taking turns to explain their reasoning.

Finally, the “how” element describes the sequence of events, emotions, and experiences of those involved—information that readers highly anticipate. Once one student finished explaining the sequence in the photograph, others immediately contributed additional details, actively enriching each other's accounts of how the event unfolded.

Digital learning using event photographs from social media makes it easier for students to focus: their attention is drawn to the images, which in turn helps them organize and write news texts. Students first arranged the information according to news-text elements, then collaborated in groups to assemble a complete news-text framework—comprising a title, lead, body, and tail. Groups 3 and 6, however, included the “when” element only in their draft outlines and omitted it from their full texts. Similarly, groups 3 and 4 did not fully develop the “how” element in their narratives, explaining only the reasons (“why”) and neglecting the process (“how”). In group 4, additional information intended for the tail appeared instead in the body of the news report. The following section presents the results of each group's news-text analysis.



Figure 1. Group 1 and 2 result data.

Students compile a news framework including 5W+1H which consists of what, where, when, who, why, and how. Each group compiles the final result of the news text that has been put together and compiled in the form of an Instagram post. Each student will collaborate on the results of the arrangement of news elements into a complete framework of “news text”. Based on the structure of news texts in general, it shows that students have been able to present the news structure in its entirety, starting from the news title, news head, news body, and news tail.

The initial presentation of Group 1 is a news headline that describes the events in the photo. The headline contains news elements that include “what”, “who”, “where”, and “when”. The body of the news contains the entire event by explaining the questions “why” and “how” the event in the photo occurred, then also provides additional information in the last part, namely the tail of the news. Arizal, Mardiaty, and Jumiatik (2021) in Junior High School (SMP) found that the standard of writing-skill competency is to disclose information in a concise, clear, and precise manner. An indicator of competence in writing news texts is the ability to record what, who, when, where, why, and how events occurred (5W+1H). Related to the basic competencies targeted through this learning, students are expected to be able to write news in a short, concise, and clear manner; the achievement indicator is that students can compile and present news-subject data succinctly (Arizal et al., 2021).

Group 2 presented the first part, namely the news headline that describes the events in the photo. The headline contains news elements that include “what”, “who”, “where”, and “when”. The body of the news contains the entire event by explaining the questions “why” and “how” the event in the photo occurred, then also provides additional information in the tail of the news. From the structure of news texts in general, students have been able to present the full structure—title, head, body, and tail. The use of photos is a collaborative, social-media-based learning step to support the process. Students collaborate in determining the title and arranging the elements into a complete news text. Iftinan and Huda (2023) showed that collaborative social media can effectively be used as a learning medium. Digital learning manifested via social media is one way educators support the process. In line with Sabah (2023), social-media-based collaborative learning positively impacts learning, enhances students’ performance perceptions, and leads to greater satisfaction in learning.



Figure 2. Group 3 and 4 result data

The beginning presented by Group 3 is a news headline that has described the events in the observed photos. The next part does not contain the element of “when” the event occurred. In Group 3, the headline section only contains elements that include “what”, “who”, and “where” the event occurred. The body of the news has not been maximized because the group only explains the reason why the event in the photo occurred, so it has not been maximized in the element of “how”. Finally, the tail of the news has presented additional information related to the events in the observed photos. Based on the structure of news texts in general, the complete results of the students’ news texts have been able to present the news structure from the news title, news head, news body, and news tail. Research by Zalukhu, Zega, Daeli, and Bawamenewi (2023) shows that the project-based learning model with the help of image media on writing learning helps students more effectively by developing products through investigation, analysis, and presentation of learning based on real experiences.

The initial presentation of Group 4 is a news headline that has described the events in the observed photos. Most of the headlines already contain elements of “what”, “who”, “where”, and “when” the event occurred. The body of the news has not been maximized because the group only explains the reason why the event in the photo occurred, so it has not been maximized in the element of “how”. Finally, in the tail of the news, Group 4 has provided additional information but has not been maximized in presenting additional information related to the events in the observed photos. The additional information is not placed at the end or tail of the news but in the body of the news. Based on the structure of news texts in general, students have been able to present the news structure in its entirety, starting from the news title, news head, news body, and news tail. This shows that Instagram social media is used as a medium for presenting educational content for digital learning.

Instagram plays a role in presenting educational content as a learning medium that can be used to help its users obtain information. Technological advances have brought many useful platforms; the existence of social media is an easy alternative and supports the effectiveness of learning in the digital era (Wulandari & Sari, 2022). According to Fitriani (2021), the use of social media such as TikTok, Instagram, Facebook, and YouTube can be used as a medium for presenting digital learning content to help users obtain information, insights, and knowledge.

The implementation of digital learning with the use of photos of events on social media as a means of supporting learning activities provides an influence on student involvement, which is proven by the fact that students are very enthusiastic in answering questions about news texts. Students can express their opinions during learning. This is because the use of photos of events on social media has stimulated students so that they have a high sense of curiosity which makes them active during learning activities. In line with the results of Aziezah (2022), which proves that image media is able to improve learning outcomes by making students more interested in learning. Through image media, students can be more stimulated to explore images that contain learning materials. That way, the implementation of learning news texts is going well. This learning emphasizes students to be directly involved in the challenges given by teachers to increase their potential. Project-based learning ends passive learning activities because student involvement is emphasized in order to be able to complete the project content to be created (Sifa, Sutarna, & Suandi, 2024).

The results of the students' observations, which included discussions, asking and answering questions, completing friends' answers, and being active in completing assignments were very good. This is related to the group's task, which is to create news text posted on Instagram social media, which requires discussion with group members. Then at the point of uploading the results of the assignment they got a good score. Each group has presented news texts posted on Instagram social media, resulting in posts that are used as a medium to develop 21st-century skills, namely digital literacy skills. Meanwhile, the results of the interview explained that the photo of the event has an interconnected correlation between education and learning models. Learning news texts is currently expected to introduce students to up-to-date news to support information creation. From the presentation, it was proven that the media of photo events on social media was successfully used as a digital learning medium because it could train writing skills and develop 21st-century skills in the form of digital literacy skills by obtaining, processing, and presenting information results through social media.

Conclusion

Based on the results of data and discussions related to the use of photos of events on social media in the news text material that has been presented, it can be concluded that this learning has an interconnected correlation between education and learning models. Digital learning with the use of photos of events on social media makes it easier for students to understand, because learning with the use of photos of events on social media attracts students to be more focused. Students' attention is focused on the photos of the given events, so they are more focused on learning. In addition, it is also relevant to learning that emphasizes the use of technology in the current era. The end result of learning news text is an Instagram post. The first thing students do to write news is to determine the news title related to the photos of the observed events. Then students prepare a news plan that includes news elements, namely related to 5W+1H questions starting from what then where, when, who, why, and how. Students compiled the design into a complete news text in the form of an Instagram post. The use of photos of events on social media has been successfully used as a digital learning medium for news text materials because it can train writing skills and develop 21st century skills in the form of digital literacy skills by obtaining, processing, and presenting information results through social media. Each group has presented news texts posted on Instagram social media, resulting in posts that are used as a medium to develop 21st century skills, namely digital literacy skills. This is related to the rapid flow of current technological and scientific developments which require educational institutions to continue to develop innovatively so that students have good digital literacy.

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