

RECONSTRUCTING A JOURNALISM TRAINING MODEL TO ENHANCE MEDIA LITERACY AMONG ISLAMIC SENIOR HIGH SCHOOL STUDENTS: A LIBRARY RESEARCH ON THE JOURNALISM PROGRAM AT MA DARUL LUGHAH WAL KAROMAH KRAKSAAN

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Abstract

This study aims to reconstruct a journalism training model to enhance media literacy among Islamic senior high school students through a library research approach. The study analyzes published documents, news reports, scholarly literature, and relevant references concerning the journalism program implemented at MA Darul Lughah Wal Karomah Kraksaan. Data were collected through document analysis and examined using qualitative content analysis to identify the program's objectives, learning strategies, implementation stages, and educational outcomes. The findings indicate that journalism training contributes significantly to strengthening students' media literacy by improving news writing skills, critical information analysis, ethical communication, digital content production, and collaborative learning. The reconstructed model consists of five interconnected stages: orientation, journalism skills development, media production, publication, and reflective evaluation. This model provides a practical framework for integrating journalism education into Islamic schools as an innovative strategy to cultivate critical, creative, and responsible digital citizens. The study offers conceptual implications for educational innovation and media literacy development in Islamic secondary education.

INTRODUCTION

The rapid expansion of digital technology has fundamentally transformed the way information is produced, disseminated, and consumed. Students are now exposed to an unprecedented volume of digital content through social media, online news platforms, and various communication technologies. While these developments provide broad opportunities for learning, they also present significant challenges, including misinformation, disinformation, information overload, and unethical digital communication. Consequently, media literacy has become an essential competency that enables students to critically evaluate information, communicate responsibly, and participate actively in contemporary digital society (Ramadani & Sofa, 2025). For Islamic

senior high schools, media literacy should be integrated with ethical values to foster responsible digital citizenship grounded in Islamic principles (Parawansah & Sofa, 2024).

Journalism education has increasingly been recognized as an effective approach to strengthening media literacy among students. Journalism activities encourage learners to gather information systematically, verify facts, develop critical thinking, communicate ideas accurately, and produce ethical media content. Beyond technical writing skills, journalism cultivates collaboration, creativity, problem-solving, and social responsibility. Within Islamic educational institutions, journalism training also provides opportunities to internalize honesty (*ṣidq*), responsibility (*amanah*), and accountability in communication, thereby reinforcing character education alongside academic development (Harifah & Sofa, 2025).

One example of such educational practice is the journalism program implemented at MA Darul Lughah Wal Karomah Kraksaan, where students participated in journalism training involving news writing, photography, media production, and editorial activities. The program illustrates how extracurricular learning can broaden students' competencies beyond classroom instruction by integrating practical media experiences with collaborative learning. Although this initiative demonstrates promising educational value, studies that systematically reconstruct its learning model remain limited, particularly from the perspective of educational innovation and media literacy development within Islamic schools (Sofa et al., 2024).

This study addresses that gap by reconstructing a journalism training model through a library research approach based on published documentation and relevant scholarly literature concerning the journalism program at MA Darul Lughah Wal Karomah Kraksaan. Rather than evaluating program effectiveness through fieldwork, this research synthesizes documentary evidence to identify the essential components, implementation stages, and educational contributions of the program. The reconstructed model is expected to provide a conceptual framework for integrating journalism education into Islamic secondary schools as a strategy for enhancing media literacy, promoting critical thinking, and preparing students to become ethical and responsible participants in the digital information ecosystem.

LITERATURE REVIEW

Media literacy has evolved from a concept focused primarily on accessing information into a multidimensional competency encompassing the abilities to access, analyze, evaluate, create, and communicate media content responsibly. Contemporary scholars argue that media literacy is indispensable for developing critical thinking, digital citizenship, and information ethics in the digital era. Within educational settings, media literacy equips students with the capacity to distinguish credible information from misinformation, interpret media messages critically, and participate constructively in digital communication. In Islamic education, these competencies should be integrated with ethical values such as honesty (*ṣidq*), trustworthiness (*amanah*), responsibility, and respect for others to ensure that digital engagement reflects both intellectual competence and moral integrity (Hasanah & Sofa, 2025).

Journalism education has been widely acknowledged as an experiential learning approach that strengthens media literacy through authentic learning activities. Journalism training encourages students to collect information systematically, verify facts, conduct interviews, write news reports, and produce multimedia content based on ethical

standards. These activities not only improve communication and writing skills but also foster collaboration, creativity, problem-solving, and reflective learning. Educational research indicates that journalism programs provide meaningful opportunities for students to connect classroom knowledge with real-world issues while developing higher-order thinking skills and civic awareness. Consequently, journalism education has become an innovative strategy for preparing students to participate responsibly in today's information society (Shalawati & Sofa, 2025).

The concept of Continuous Learning also supports journalism education by emphasizing sustained competency development through practice, reflection, collaboration, and feedback. Although commonly discussed in teacher professional development, continuous learning is equally relevant for students engaged in journalism activities because media competencies require ongoing improvement in response to technological change. A journalism training model that combines theoretical understanding, practical experience, mentoring, collaborative production, publication, and reflective evaluation can facilitate sustainable learning while promoting students' independence and creativity. Such a model aligns with constructivist learning theory, which views knowledge as being actively constructed through authentic experiences and social interaction (Habibah et al., 2025).

Despite the growing importance of media literacy and journalism education, previous studies have predominantly examined journalism activities from the perspectives of communication studies or extracurricular education. Limited attention has been given to reconstructing a comprehensive journalism training model specifically within Islamic senior high schools using documentary evidence and library research. Therefore, this study contributes to the existing literature by synthesizing educational theories, media literacy frameworks, and documented journalism practices to develop a conceptual model that integrates journalism training, Islamic educational values, and media literacy development. The proposed model is expected to serve as a practical reference for Islamic educational institutions seeking to strengthen students' critical thinking, ethical communication, and responsible digital participation.

RESEARCH METHODS

This study employed a qualitative library research design to reconstruct a journalism training model for enhancing media literacy among Islamic senior high school students. Rather than collecting primary field data, the research relied on published documents and relevant academic literature to develop a conceptual understanding of journalism education within Islamic schools. The study focused on the journalism training program conducted at MA Darul Lughah Wal Karomah Kraksaan as documented in publicly available sources and scholarly references (Firdausiyah & Sofa, 2025).

The primary data source consisted of published documentation describing the journalism training activities at MA Darul Lughah Wal Karomah Kraksaan, including news reports, institutional publications, and educational documents (Sofa et al., 2021). Secondary data were obtained from books, peer-reviewed journal articles, conference proceedings, and other scholarly publications addressing media literacy, journalism education, digital citizenship, experiential learning, and Islamic education. These sources were selected purposively based on their relevance to the research objectives and their contribution to understanding journalism training as a medium for developing students' media literacy (Sukandarman & Sofa, 2024).

Data were collected through systematic document review and literature identification, followed by qualitative content analysis (Zakiyullah & Sofa, 2025). The analysis involved data reduction, thematic categorization, data interpretation, and synthesis to identify the objectives, learning strategies, implementation stages, and educational outcomes of the journalism program (Arifin & Sofa, 2025). To enhance the credibility of the findings, the study applied source triangulation by comparing information from published documentation with established theoretical perspectives and previous empirical studies. The reconstructed journalism training model was then developed by integrating the empirical evidence from the documented program with contemporary theories of media literacy and experiential learning, thereby producing a conceptual framework applicable to Islamic senior high schools.

RESULTS AND DISCUSSION

The analysis of published documents demonstrates that the journalism training program at MA Darul Lughah Wal Karomah Kraksaan represents an experiential learning initiative designed to strengthen students' media literacy through direct engagement with professional journalism practices (Mardiya & Sofa, 2025). According to the documented program, 40 female students visited the TIMES Bolinggo newsroom on 5 February 2024 to participate in journalism training. The participants were divided into two groups: one received instruction on journalism principles, news writing, and the role of journalists, while the other learned photography, graphic design, and electronic newspaper layout under the guidance of media practitioners. After twenty minutes, the groups exchanged sessions so that all participants experienced both learning modules (Saifullah & Sofa, 2025).

The documented learning activities indicate that journalism education was implemented through authentic and practice-oriented experiences (Mh et al., 2026). Students were introduced not only to theoretical concepts but also to the complete editorial workflow, including news gathering, interviewing, writing, photojournalism, layout design, and digital publication. This learning approach enabled students to understand how information is produced, verified, and disseminated responsibly within professional media institutions. Such experiences reflect the principles of experiential learning, where knowledge is constructed through direct participation and reflective practice (Ramadhani & Sofa, 2025).

Evidence from the published documentation further reveals positive responses from the participants. One student, Nur, expressed that the journalism training changed her perception of the journalism profession. She explained that journalists possess broad knowledge because they interact with people from various professional backgrounds, enabling continuous learning and wider social networks (Nadia & Sofa, 2025). She also emphasized that journalists play an important role in combating hoaxes and delivering accurate information to society. In addition, the practical session on newspaper layout and graphic design provided students with opportunities to express creativity while understanding the visual aspects of media production. These findings indicate that journalism training contributes to the development of critical thinking, information evaluation, creativity, and ethical communication (Hanafi & Sofa, 2024).

The documentation also highlights the educational significance of collaboration between schools and professional media organizations. Muhammad Fathan Z., the journalism advisor at MA Darul Lughah Wal Karomah, stated that the activity was highly

valuable because students had the opportunity to learn directly from professional journalists after several years without similar programs. He emphasized that the visit provided new knowledge regarding journalistic practices and the complete process of news publication. This collaboration illustrates how partnerships with media institutions can enrich learning experiences by connecting classroom education with authentic professional environments. The following documentation data:

Figure 1. Documentation of the journalism training program as supporting evidence for strengthening media literacy among students of MA Darul Lughah Wal Karomah Kraksaan



Figure 1 presents documentation of the journalism training program conducted for students of MA Darul Lughah Wal Karomah Kraksaan in collaboration with professional journalists from TIMES Bolingo. The activities included journalism orientation, news writing, interviewing, photography, newspaper layout design, and digital media production. This documentation provides empirical evidence of the implementation of experiential learning, enabling students to develop critical thinking, effective communication, collaboration, creativity, and ethical media practices through direct engagement with professional journalistic activities. The documented program supports the findings of this study by demonstrating that journalism training serves as an effective strategy for enhancing media literacy and fostering responsible digital citizenship among Islamic senior high school students. Based on the synthesis of documentary evidence and previous literature, this study reconstructs a journalism training model consisting of five interconnected stages. The first stage is orientation, introducing students to journalism ethics, media literacy, and the social role of journalism. The second stage is journalism competency development, including news writing, interviewing, photography, editing, and visual communication. The third stage is collaborative media production, where

students practice producing journalistic content in groups under professional guidance. The fourth stage is publication and dissemination, allowing students to experience how journalistic works are edited and published through digital media. The final stage is reflection and evaluation, during which students evaluate their learning outcomes and identify strategies for continuous improvement. This reconstructed model integrates experiential learning with media literacy education and provides a systematic framework for journalism-based learning in Islamic schools.

The findings suggest that journalism training contributes substantially to strengthening media literacy among Islamic senior high school students by integrating cognitive, technical, ethical, and collaborative competencies. Within the context of Islamic education, journalism activities also reinforce values such as honesty (*ṣidq*), trustworthiness (*amanah*), responsibility, and accountability in producing and disseminating information. Therefore, the reconstructed journalism training model offers both theoretical and practical contributions by demonstrating that collaboration between Islamic educational institutions and professional media organizations can effectively cultivate critical, creative, and responsible digital citizens while promoting sustainable educational innovation in the digital era.

CONCLUSION

This study concludes that the journalism training program at MA Darul Lughah Wal Karomah Kraksaan represents an effective educational practice for strengthening media literacy among Islamic senior high school students. Based on documentary evidence and library research, the program successfully integrates theoretical understanding with authentic journalistic experiences through news writing, interviewing, photography, graphic design, editorial activities, and digital media production. These learning experiences contribute to the development of students' critical thinking, communication skills, creativity, collaboration, and ethical awareness, all of which are essential competencies for responsible participation in today's digital society.

The reconstructed journalism training model consists of five interconnected stages: orientation, journalism competency development, collaborative media production, publication and dissemination, and reflection and evaluation. This model demonstrates that journalism education can function not only as an extracurricular activity but also as an innovative learning strategy that integrates media literacy, experiential learning, digital citizenship, and Islamic educational values. The incorporation of values such as honesty (*ṣidq*), trustworthiness (*amanah*), responsibility, and accountability further strengthens the role of journalism education in fostering students' moral character alongside their academic and digital competencies.

This study contributes conceptually by proposing a systematic journalism training model that can serve as a reference for Islamic educational institutions seeking to develop sustainable media literacy programs. Practically, the findings highlight the importance of collaboration between schools and professional media organizations in providing authentic learning experiences that prepare students for the challenges of the digital information era. Future studies are encouraged to validate the proposed model through field-based implementation and to examine its effectiveness across different educational settings and student populations.

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