

Enhancing Students' Communication Skills Through Journalism-Based Learning Media in Social Studies: A Study of Class VIII-D at MTsN 1 Medan

Rika Nanda Hayani¹, Ponidi¹

¹Universitas Islam Negeri Sumatera Utara Medan, North Sumatra, Indonesia

Corresponding author e-mail: rikanandahayani678@gmail.com

Article History: Received on 2 June 2025, Revised on 22 June 2025,
Published on 4 August 2025

Abstract: This study examines the application of journalism-based learning media in social studies education to enhance the communication skills of eighth-grade students (class VIII-D) at MTsN 1 Medan. It focuses on developing students' abilities to convey messages effectively through oral and written forms, as well as managing news content. A qualitative research design with a descriptive analytical approach was employed. The study involved direct engagement between researchers and participants (students and teachers) to collect in-depth data on the implementation and outcomes of journalism-based learning activities. The findings demonstrate that journalism-based learning media, such as school wall magazines and digital magazines, significantly improved students' communication skills. Participants showed enhanced ability to articulate messages, write news, and manage media content, fostering a more interactive and engaging learning process. This study introduces an innovative approach to social studies education by integrating journalism techniques into classroom learning, bridging the gap between theoretical knowledge and practical communication skills. The results suggest that incorporating journalism-based media in curricula can revitalize traditional teaching methods. Educators are encouraged to adopt such creative tools to promote active learning and student participation. The research contributes to pedagogical strategies by highlighting the effectiveness of journalism-based media in nurturing critical thinking, creativity, and communication competencies among students, offering a replicable model for similar educational settings.

Keywords: Communication Skill, Journalism Media, Social Studies

A. Introduction

National education aims to holistically develop the quality of students. In this era of globalization, education has become a fundamental societal need for survival and self-development (Supriadi, 2016). As a critical driver of national progress, education serves not only as a tool for cultivating human capital (Muhardi, 2004) but also as an asset for empowering individuals. The acquisition of skills and personal growth are widely recognized as key enablers, helping people navigate life's challenges and

barriers. In this context, education is regarded as a foundational framework for those striving for advancement and self-improvement. Consequently, education stands as an indispensable pillar for a nation's development and prosperity.

In today's digital era, education demands that students develop comprehensive communication skills encompassing not only verbal abilities but also written and visual communication competencies (Rosadi et al., 2023). Effective communication has become crucial for navigating an increasingly complex world characterized by information overload and rapid change. Particularly in Social Studies (IPS), students must master the ability to articulate ideas and information clearly and engagingly, as this subject frequently deals with complex social, cultural, economic, and political phenomena (Nunzairina, 2021). Proficiency in oral, written, and visual communication constitutes fundamental skills that students must develop to meet global challenges in our information rich society. Within the educational context of Social Studies (IPS), effective communication proves particularly essential for both comprehending and conveying information about multifaceted social realities (Lanani, 2013; Sayyidati, 2018; Aisyah et al., 2024).

Education serves as the fundamental foundation for individual development and future success (Asta Jaya, 2021). Its primary function is to optimize learners' potential by cultivating their inherent abilities. Schools, as formal educational institutions, play a pivotal role in nurturing students' capabilities and talents (Rengganis et al., 2022). These learning environments significantly influence personal growth through their instructional methodologies and developmental approaches (Afni & Jumahir, 2020). Every educational experience contributes to shaping students' character and competencies, making it imperative for schools to provide optimal learning services that facilitate holistic development.

Communication skills constitute an essential component of education. When students develop competent communication abilities, these skills facilitate better comprehension of educational content while fostering positive interpersonal interactions (Damanik et al., 2024). Effective communication directly influences behavioral patterns in social contexts, as noted by (Rosidah et al., 2024). In human development, education serves as a crucial catalyst for growth, enabling individuals to cultivate their inherent abilities and talents. This transformative process underscores education's vital role in personal and social development.

Communication holds profound significance in educational contexts, serving as a vital medium for interaction between teachers and students. This dynamic plays a crucial role in shaping students' character and individuality in accordance with established norms and Islamic teachings (Andi Faisal Bakti, 2018). For optimal development of these competencies, systematic cultivation is essential. Without proper nurturing, students' abilities may stagnate, failing to yield positive developmental outcomes. Schools bear the responsibility of identifying and fostering

each student's unique potential, as mere innate capability is insufficient without structured development. Educational institutions must therefore provide individualized attention to ensure all students can fully develop their abilities through comprehensive educational services.

The implementation of journalism-based media in social studies education enables students to develop not only information delivery skills but also critical and analytical thinking abilities (Hidayati et al., 2024). Through the journalistic content creation process, students learn to systematically evaluate, process, and present information in engaging ways (Anggun laili Istiqamah, Angelica Maydiana Simbolon, 2024). This pedagogical approach enhances students' comprehension of social studies material while providing relevant learning experiences that align with contemporary developments.

This study examines the implementation of journalism-based learning media in social studies for Class VIII-D students, with the primary objective of enhancing students' communication skills. The approach involves engaging students in journalistic activities that focus on disseminating information about events or opinions to broader audiences. The integration of journalism proves particularly valuable in education as it facilitates material evaluation while promoting direct interpersonal interaction, both individually and collectively (Author, Year). Through hands-on information gathering activities, students develop practical communication competencies and learn appropriate social etiquette in professional contexts.

This study is significant for review because journalism-based learning media serves as an effective tool for students to develop and apply their skills. Beyond fostering talents, such activities also enhance student creativity (Lestari, 2016). In today's digital era, where technological advancements and rapid information exchange are interconnected, journalism-based learning cultivates logical reasoning, critical thinking, and social awareness as students engage with real-world events (Ahsin & Irfai Fathurohman, 2021). Through journalistic tasks whether writing, reporting, or content creation students refine their abilities in practical contexts. Thus, integrating journalism-based learning in schools is essential for holistic skill development.

Based on observational research conducted at MTsN 1 Medan, the implementation of journalism-based learning media in Social Studies for Class VIII-D revealed significant gaps in students' communication skills. Prior to this intervention, teachers primarily relied on lecture-based methods or individual assignments, resulting in passive student engagement. During such lessons, most students remained silent, merely listening to the teacher, which led to disengagement and boredom. Few students actively participated by asking questions, indicating limited comprehension of the material. Classroom observations further highlighted students' low communication proficiency, evidenced by: 1) Lack of initiative to

respond to teachers' questions; 2) Hesitant or delayed answers when given opportunities to participate, Minimal teacher-student interaction; and 3) Off-topic or disjointed responses during discussions. These findings demonstrate that a majority of Class VIII-D students struggle with structured communication, underscoring the need for pedagogical innovations like journalism-based media to foster active learning and critical dialogue.

This study introduces an innovative pedagogical intervention utilizing journalism-based learning media to enhance communication competencies in Social Studies (IPS) among eighth-grade students at MTsN 1 Medan. The research investigates the implementation of diverse journalistic formats including wall newspapers, radio broadcasts, documentary production, blogging, and infographic creation as multimodal tools for developing oral, written, and visual communication skills. Employing a qualitative research design with classroom observations and student performance assessments, the study examines how structured journalism activities facilitate: (1) improved clarity and confidence in information delivery, (2) enhanced critical analysis of social studies content, and (3) greater engagement with complex socio-cultural topics. Preliminary findings suggest that the project-based nature of journalistic tasks promotes not only technical communication skills but also higher-order cognitive abilities, as students learn to research, evaluate, and synthesize information for authentic audiences. The study contributes to contemporary educational discourse by demonstrating how journalism pedagogies can transform traditional social studies instruction into a dynamic, competency-based learning experience.

A significant novel contribution of this study lies in its integration of digital technologies to systematically develop students' information management and communication competencies. Unlike conventional social studies instruction, this approach actively engages learners with authentic journalistic tools and platforms, creating a pedagogical nexus between theoretical knowledge and practical digital literacy skills. The methodology uniquely cultivates three interdependent dimensions: (1) creative expression through multimedia production, (2) critical analysis of socio-cultural phenomena, and (3) technical proficiency in digital communication formats. By bridging classroom learning with real-world communication demands, this intervention not only enhances the relevance of social studies education but also equips students with essential 21st-century skills, particularly the ability to critically evaluate, synthesize, and disseminate information across digital platforms. The research demonstrates how technology-mediated journalism education can transform passive learners into active producers of knowledge, preparing them for increasingly complex information environments.

B. Methods

This study employs a qualitative case study approach to examine the implementation of journalism-based learning media in Social Studies (IPS) education for Class VIII-D at MTsN 1 Medan. Following purposive sampling criteria, the research involved 30 eighth-grade students and 2 Social Studies teachers as key participants, ensuring data relevance to the research objectives. The qualitative methodology, as defined by (Moleong, 2014) facilitates comprehensive understanding of participants' attitudes, perceptions, motivations, and behaviors through systematic interpretation of verbal and non-verbal expressions. Specifically, this study utilizes descriptive analytical methods to: Collect meaningful data through direct researcher engagement with subjects; Generate in-depth understanding of observed phenomena; and systematically interpret both explicit and implicit aspects of the learning process. The descriptive analytical approach enables researchers to maintain substantive connections with research subjects while producing rich, contextual data. Through this method, the study documents and analyzes: Classroom interactions teaching learning processes; Student engagement patterns; and Skill development trajectories. This methodological framework allows for nuanced examination of how journalism-based media influences both pedagogical practices and student learning outcomes in social studies education.

This qualitative study employed three primary data collection techniques to ensure comprehensive understanding of the phenomena under investigation: 1) In-Depth Interviews, it was conducted through structured interpersonal communication between researchers and participants, interviews served to gather detailed perspectives from both teachers and students (Moleong, 2017). The interview process involved: a) Purposeful questioning to explore participants' experiences; b) Open-ended dialogue to capture nuanced responses; and c) Systematic recording of verbal and non-verbal data; 2) Direct Observation, we implemented naturalistic observation methods to document classroom dynamics, specifically: a) Unmediated visual monitoring of teaching-learning interactions; b) Systematic recording of behavioral patterns and engagement levels; c) Contextual note-taking of non-verbal communication cues This approach allowed for authentic documentation of the journalism-based learning implementation; and 3) Document Analysis, the study incorporated multiple documentary sources to triangulate findings: a) Written artifacts (student journals, lesson materials); b) Audio-visual records of classroom activities; and c) Institutional documents related to curriculum implementation. This multidimensional documentation provided substantive evidence of both processes and outcomes.

This study employed a tiered informant structure comprising three distinct participant groups: 1) Key Informant: a) Mrs. Fatimah Hasibuan (Social Studies teacher and homeroom instructor for Class VIII-D at MTsN 1 Medan) Role: Primary source for pedagogical insights and classroom implementation; 2) Main Informant:

b) Mr. Garin Akbar Aulia (Former journalism activity coordinator at MTsN 1 Medan) Role: Provided expertise on journalistic methodologies and student skill development; 3) Supplementary Informants: a) All 30 students of Class VIII-D, Role: Demonstrated learning outcomes and engagement patterns.

Research Timeline and Location: Fieldwork was conducted from March 7, 2024 (commencing at 08:00 WIB) at MTsN 1 Medan, located at Jl. Pertahanan No. 99, Sigara-Gara, Kecamatan Patumbak, Kabupaten Deli Serdang, Sumatera Utara. Data Analysis Framework: The study adopted Miles and Huberman's (1994) qualitative analysis model, implementing three concurrent processes: 1) Data Reduction: a) Systematic categorization of interview transcripts; b) Thematic coding of observation notes; c) Selection of relevant documentary evidence; 2) Data Presentation: a) Matrix displays of emerging patterns; b) Narrative summaries of key findings; and c) Visual mapping of thematic relationships; 3) Conclusion Verification: a) Triangulation across data sources; b) Member checking with participants; c) Iterative refinement of interpretations. This analytical approach ensured rigorous examination of how journalism-based media influenced both teaching practices and student learning outcomes in the social studies context.

The study implemented Miles and Huberman's (1994) framework for qualitative data analysis through three interrelated phases: 1) Data Reduction, conducted selective coding of raw data from: a) Interview transcripts (teacher and student perspectives); b) Classroom observation records; c) Documentary artifacts (lesson plans, student work); applied thematic filtering to: a) Identify recurring patterns; b) Isolate data relevant to research objectives; c) Discard extraneous information; Developed a categorization system aligned with: a) Journalism-based learning implementation; b) Communication skill development; c) Classroom engagement metrics; 2) Data Presentation, Structured findings through: a) Thematic matrices displaying skill progression; b) Narrative summaries of pedagogical observations; c) Comparative tables of pre/post-intervention behaviors; Employed visualization techniques: a) Concept mapping of learning interactions; b) Timeline analysis of skill acquisition; c) Categorical displays of communication patterns; 3) Conclusion Drawing & Verification, Implemented rigorous validation measures: a) Methodological triangulation (cross-checking interview, observation, and documentary evidence); b) Peer debriefing with fellow researchers; c) Member checking with participant informants; Conducted iterative analysis: a) Progressive focusing on emerging themes; b) Negative case analysis; c) Constant comparison with theoretical framework; Established confirmability through: a) Audit trails of analytical decisions; b) Reflexive researcher journals; and c) Thick description of contextual factors

C. Results and Discussion

1. Implementation of Journalism-Based Learning Media at MTsN 1 Medan

The implementation of journalism-based learning media at MTsN 1 Medan demonstrates strategic pedagogical approaches by social studies teachers to enhance student comprehension. Through observational findings, researchers identified that journalistic activities serve as an effective platform for collaborative knowledge sharing and developing interpersonal communication protocols. These activities require students to actively engage in field research, where they must directly interact with various sources to gather information. This experiential learning process not only facilitates content acquisition but also provides practical opportunities for students to develop proper communication etiquette and social skills in real-world contexts. The methodology effectively bridges classroom learning with practical communication competencies, fostering both academic understanding and social development.

Journalism activities serve as an effective platform for Class VIII-D students to cultivate and showcase their talents. Beyond talent development, these activities significantly enhance student creativity while aligning with contemporary technological advancements and the rapid growth of information exchange. In today's interconnected digital era, journalism exercises foster multiple competencies including logical reasoning, critical thinking, and social awareness as students engage with current events. Through various journalistic tasks, whether writing, reporting, or multimedia production, students systematically develop their communication abilities. The implementation strategy for journalism-based learning media in Social Studies at MTsN 1 Medan focuses on three key aspects: (1) integrating practical journalism projects into the curriculum, (2) utilizing technology for information dissemination, and (3) creating authentic opportunities for students to practice and refine their communication skills through real-world applications.

Implementation of Wall Newspaper/Magazine (Mading) as a Journalism-Based Learning Strategy: This pedagogical approach engages Grade VIII-D students in creating wall newspapers featuring Social Studies-related content, requiring them to research, process, and present information creatively. The implementation follows six structured phases: First, teachers establish thematic guidelines, organizational teams, task allocations, and project timelines. Subsequently, students conduct research to gather current information while collecting supporting visual materials (images, photographs, illustrations) and composing written content (articles, poetry, short stories). The design phase involves collaborative decision-making regarding layout, typography, and visual presentation elements. Teams then progress to content refinement, ensuring textual clarity, thematic relevance, grammatical accuracy, and reader engagement. The production stage emphasizes creative execution and strategic placement of the finished display in high-visibility locations.

Finally, teachers conduct comprehensive evaluations assessing both the final product and the developmental process, providing constructive feedback for improvement. This multi-stage project cultivates research skills, collaborative work habits, creative expression, and subject matter mastery while developing essential communication competencies.

Interviews with Mrs. F, the Social Studies teacher, revealed significant pedagogical benefits from the journalism-based learning implementation. The teacher reported measurable improvements in students' written communication competencies, particularly in crafting coherent sentences and developing engaging article structures. Notably, the activity enhanced students' ability to organize information effectively and employ attention, gaining techniques in their writing. Beyond skill development, Mrs. Fatimah observed increased student motivation and classroom engagement, attributing this positive change to the authentic audience component of the project. As students saw their work displayed and valued by peers, they demonstrated greater investment in the learning process and produced higher quality outputs. These findings suggest that journalism-based approaches can simultaneously develop both technical writing skills and intrinsic motivation in Social Studies education.

The wall newspaper/magazine strategy required students to produce journalistic content aligned with their Social Studies curriculum. Research findings demonstrated that this project-based activity significantly enhanced students' written communication competencies through its multi-stage process of information gathering, processing, and presentation. Under teacher guidance, students worked collaboratively in assigned groups to: (1) identify relevant thematic content, (2) compose well-structured articles, and (3) design visually engaging layouts. Post-implementation evaluations conducted by the teacher provided constructive feedback that enabled students to refine their writing mechanics, including grammatical accuracy and textual organization. Beyond writing development, the activity fostered students' creative expression through visual presentation techniques while simultaneously cultivating basic graphic design skills. This multifaceted approach effectively integrated subject matter mastery with essential 21st-century communication skills.

Implementation of Radio Broadcast/Podcast as a Learning Strategy: This pedagogical approach engages Grade VIII-D students in creating radio broadcasts or podcasts on Social Studies topics, enhancing their verbal communication skills and vocabulary development. The implementation follows a structured six-phase process: First, teachers establish the broadcast's thematic focus, format (interview, discussion, or narrative), team roles, and logistical arrangements. Subsequently, students collaboratively develop engaging scripts, ensuring coherent structure (introduction, content, and conclusion) and well-formulated discussion points. Teams then select appropriate recording equipment and optimal locations to

minimize auditory interference. During production, participants refine their vocal delivery by modulating tone, pace, and volume in alignment with the script's demands. Post-recording, students engage in audio editing to eliminate errors, enhance sound quality, and sequence segments logically. Finally, the completed broadcast is published on podcast platforms or school radio channels, accompanied by strategic dissemination through social media to reach broader audiences. This multi-stage project cultivates technical proficiency in media production, teamwork, and articulate verbal expression while deepening subject-matter comprehension.

According to Mr. Garin Akbar, the journalism extracurricular advisor, podcast production serves as an effective pedagogical tool for developing students' systematic and articulate verbal communication skills. He emphasized that the project provides hands-on experience in professional media production, encompassing both technical aspects (audio editing techniques and recording equipment operation) and performance skills (structured speech delivery and effective vocal modulation). These dual competencies, technical media literacy and refined oral communication, work synergistically to prepare students for contemporary digital communication demands. The advisor noted that such practical learning opportunities significantly enhance students' confidence in public speaking while cultivating valuable technological proficiencies relevant to 21st-century media landscapes.

The integration of journalistic media through radio broadcasts and podcasts has proven effective in enhancing students' verbal communication and public speaking competencies. In this pedagogical intervention, students engaged in creating audio content focused on Social Studies topics, which required them to: (1) develop coherent scripts, (2) organize broadcast structures, and (3) refine vocal delivery through proper intonation and pacing. Additionally, the project provided hands-on training in technical production skills, including audio recording and digital sound editing. Empirical findings from participant interviews revealed significant improvements in students' confidence when addressing audiences, along with marked development in their ability to articulate ideas effectively. The activity also cultivated students' capacity to employ appropriate vocabulary and construct compelling narratives, thereby enabling them to present academic content in more dynamic and engaging ways. These outcomes demonstrate how journalism-based media can transform traditional learning materials into vibrant, student-centered communication experiences.

Implementation of Documentary Film Production as a Learning Strategy: This pedagogical approach engages Grade VIII-D students in creating documentary films focused on historical, cultural, or social issues, fostering their visual communication and storytelling abilities. The implementation follows a structured seven-phase process: First, teachers establish the documentary's thematic framework, conceptual direction, production teams, and logistical parameters. Students then conduct in-

depth research to develop compelling narratives, selecting appropriate documentary styles (expository, observational, or participatory) and crafting detailed scripts. The production phase emphasizes technical proficiency, as students master cinematography fundamentals including shot composition, lighting techniques, and perspective selection, while conducting structured interviews with relevant sources. Post-production involves sophisticated editing skills: sequencing footage, balancing audio elements, and incorporating multimedia enhancements to create polished narratives. The final stage focuses on digital publication, requiring students to optimize their documentaries for platforms like YouTube through strategic metadata inclusion and targeted social media dissemination. This comprehensive project cultivates critical 21st-century skills, merging subject-matter expertise with digital literacy, collaborative problem-solving, and multimodal communication competencies.

The study revealed that documentary filmmaking serves as a multifaceted pedagogical approach, significantly enhancing students' oral and written communication skills while simultaneously fostering critical and analytical thinking. By transforming raw data into compelling visual narratives, students develop the ability to synthesize complex information and present it through logical, engaging, and audience-accessible formats. Additionally, the technical aspects of film production including visual composition, lighting techniques, and strategic camera work, equip students with valuable media literacy skills that contribute to effective multimodal communication. Mrs. F, the participating Social Studies teacher, emphasized the project's unique capacity to facilitate in-depth exploration of social phenomena, noting that it enables students to articulate educational messages through creative and meaningful storytelling. These findings collectively demonstrate how documentary production bridges academic learning with 21st-century communication competencies, offering students both cognitive and technical skill development within an authentic, project-based framework.

Implementation of Blog/Website Creation as a Learning Strategy: This pedagogical approach engages Grade VIII-D students in developing blogs or websites focused on Social Studies content, fostering digital literacy and written communication skills through hands-on practice. The implementation follows a structured six-phase framework: First, teachers establish the project's learning objectives, thematic focus, content parameters, target audience, and publishing platform. Students then progress to the design phase, making strategic decisions about layout, visual themes, and color schemes aligned with their content focus. The core content development stage requires students to craft engaging articles supplemented with multimedia elements while implementing proper information architecture through categorization. Subsequently, students enhance interactivity by integrating audience engagement features (comment sections, like buttons) and configuring appropriate privacy settings. Following technical completion, students publish their digital products for public access, culminating in the ongoing maintenance phase where

they practice content updates, security management, and audience interaction monitoring. This comprehensive project cultivates essential 21st-century competencies including web design fundamentals, digital content creation, online safety awareness, and sustained audience engagement strategies.

The study demonstrates that blog and website development significantly enhance students' written communication competencies, particularly in crafting formal, well-structured content while fostering creativity in digital information presentation. Findings reveal that participants acquire practical skills in content optimization, including the strategic implementation of interactive features (comment sections) and privacy controls to enhance audience engagement and data security. Notably, the requirement for regular content updates cultivates sustained communication practice, enabling students to refine their ability to maintain reader interest over time. These outcomes highlight how web-based projects effectively merge technical digital literacy with core language arts skills, preparing students for contemporary communication demands where written expression intersects with digital platform management. The pedagogical approach not only improves immediate writing proficiency but also instills habits of consistent content creation and audience awareness essential competencies in today's information-driven society.

Implementation of Infographic Design as a Learning Strategy: This pedagogical approach engages Grade VIII-D students in creating data visualization projects to develop their visual communication competencies in Social Studies. The implementation follows a systematic seven-stage process: First, teachers establish the infographic's thematic framework, learning objectives, data parameters, target audience, and presentation format. Students then progress through research and data literacy phases, requiring them to collect, verify, and organize statistical information into digestible formats. The design phase emphasizes visual rhetoric principles as students make strategic decisions about layout, color theory, typography, and information hierarchy. Technical execution involves using graphic design software to create accurate charts, diagrams, and illustrations while maintaining proper scale and spatial relationships. Students refine textual components by crafting concise explanatory content with appropriate typographic treatments. The final production stage focuses on achieving visual balance and harmony before digital publication. The project culminates with students disseminating their infographics through social media platforms, accompanied by metadata-rich descriptions to enhance accessibility and engagement. This comprehensive activity cultivates multiple 21st-century skills including data literacy, visual storytelling, digital design proficiency, and online communication strategies.

The study demonstrates that designing infographics significantly enhances students' ability to visualize data and distill complex information into accessible formats. Findings reveal that participants developed stronger analytical skills in evaluating how to present information effectively, while simultaneously cultivating design

literacy through strategic use of visual elements including color theory, typography, and layout composition to maximize engagement and retention. This dual focus on information simplification and visual storytelling not only improved students' technical design capabilities but also fostered critical thinking about audience perception and cognitive processing. The pedagogical approach proved particularly effective in bridging quantitative data interpretation with creative communication strategies, equipping students with valuable skills for academic and professional contexts where data-driven storytelling is essential. These outcomes highlight infographic creation as a powerful interdisciplinary tool that merges analytical reasoning with visual communication competencies in social studies education.

To effectively integrate journalism-based learning strategies, educators should adopt a structured five-phase approach that cultivates both communication skills and subject mastery. The implementation begins with curricular planning, where teachers align social studies topics with specific communication competencies to be developed. Subsequently, collaborative team formation enables students to engage in project-based learning through small groups. The research phase follows, requiring students to conduct in-depth data collection and analysis to develop comprehensive topic understanding. During the production stage, students apply their knowledge by creating diverse journalistic media (wall newspapers, podcasts, documentaries, blogs, or infographics), which simultaneously enhances their technical media production skills and multimodal communication abilities. The presentation and evaluation components serve as critical reflective practices students demonstrate their learning through formal showcases that develop public speaking proficiency, while structured peer and teacher feedback provides measurable assessment of learning outcomes and opportunities for growth. This comprehensive framework not only strengthens core communication competencies (written, oral, visual, and digital) but also fosters higher-order thinking skills, collaborative learning, and deeper social studies content engagement through authentic, student-centered projects.

2. Enhancing Student Communication Skills Through Journalism-Based Learning Media: A Classroom Implementation in Social Studies at MTsN 1 Medan

The implementation of journalism-based learning media in Social Studies for Class VIII-D at MTsN 1 Medan represents an innovative pedagogical approach aimed at holistically enhancing students' communication skills. Through structured journalism activities including wall newspapers, radio/podcast production, documentary filmmaking, blog creation, and infographic design, students develop multimodal competencies in verbal, written, and visual communication while gaining proficiency in digital media technologies. This methodology not only cultivates effective information delivery but also fosters deeper analytical thinking, collaborative teamwork, and critical engagement with social studies content. By integrating practical journalism tasks into the curriculum, students learn to process

complex information, articulate ideas clearly, and adapt their communication for diverse audiences. This discussion further examines the measurable impact of journalism-based media on student skill development and its significance in preparing learners to meet future global communication challenges.

The implementation of journalism-based learning media in Social Studies for Class VIII-D at MTsN 1 Medan has demonstrated significant positive impacts on students' communication competencies. Empirical findings reveal that structured journalistic activities—including wall newspaper production, radio/podcast broadcasting, documentary filmmaking, blog/website development, and infographic design—have substantially enhanced students' oral, written, visual, and digital communication skills. Beyond improving message conveyance effectiveness, these multimodal activities cultivate critical higher-order thinking skills, analytical reasoning, and collaborative capacities essential for navigating an increasingly interconnected digital world. This study contributes novel insights by specifically examining journalism-based media integration within subject-specific pedagogy, utilizing Bigbook as an innovative instructional tool a distinct focus from prior research by Damayanti et al. (2018) on extracurricular journalism groups at SMPIT Istana Mulia. While their work valuably explored general writing skill development through journalism clubs, the present research advances the field by demonstrating how discipline-embedded journalistic methods can transform conventional social studies instruction into an experiential, competency-based learning paradigm.

This study distinguishes itself from the work of (Damayanti et al., 2018) through its innovative use of Bigbook as the primary instructional medium. Unlike the individualized, task-based journalism group approach in the previous research which emphasized general writing and oral communication development the current investigation employs Bigbook's interactive features to simultaneously enhance two critical competencies: (1) journalism-based communication skills and (2) subject-specific reading comprehension in Social Studies. This dual focus addresses a significant gap in journalism education research by demonstrating how integrated media can serve both disciplinary learning and transversal skill development. The Bigbook platform provides universal classroom accessibility, enabling all students to engage with curated social studies content while practicing journalistic techniques, thereby creating synergies between literacy development and communication skill acquisition that were not explored in earlier extracurricular models.

The wall newspaper/magazine (mading) activity serves as an effective pedagogical method for developing students' writing competencies. This multifaceted exercise requires learners to: (1) conduct information research, (2) compose structured articles, and (3) design visually engaging layouts. As demonstrated by (Rahayu, 2019) study on journalism-based learning in narrative writing development at SMP Negeri 6 Jambi, such activities foster critical thinking as students must evaluate

source credibility, assess content relevance to social studies topics, and craft accurate yet compelling narratives. The collaborative nature of the project where teams jointly curate content, select visuals, and design magazine layouts further enhances cooperative learning skills. This process transforms individual writing practice into a collective knowledge production endeavor, simultaneously improving both technical writing abilities and teamwork competencies essential for 21st-century learning.

The implementation of radio broadcasts and podcasts offers students valuable opportunities to develop oral communication and public speaking competencies. Through this pedagogical activity, students engage in multiple skill-building processes: scripting broadcast content, modulating vocal delivery, and performing with confidence for audiences. As evidenced by (Maghfiroh, 2022) research on podcast-based Arabic language learning, audio media production significantly enhances students' verbal fluency while simultaneously developing their technical proficiency in digital media creation. The broadcast creation process further cultivates structured thinking as students learn to organize coherent narratives and operate audio equipment professionally. These combined competencies verbal communication, technical production skills, and logical organization provide essential preparation for digital-age professional environments where multimedia communication is increasingly paramount. The activity's dual focus on both communication arts and technological literacy makes it particularly relevant for contemporary educational needs.

The creation of documentary films serves as an exceptionally effective method for enhancing students' visual communication skills and critical thinking abilities. This multifaceted activity requires students to analyze social or historical phenomena while developing competencies in constructing coherent narratives, selecting credible sources, and applying proper cinematographic techniques. As demonstrated by (Pebriansah, Andika idul Syam, 2016) study on documentary film media in essay writing instruction, this process significantly strengthens students' analytical skills by engaging them in thorough research and data interpretation. Furthermore, documentary filmmaking fosters essential collaborative and technical skills students learn to work effectively in teams, communicate professionally with interviewees, and master video editing software, all of which are indispensable competencies in today's digital landscape. By integrating research, storytelling, and technical production, this activity provides a comprehensive learning experience that bridges academic knowledge with real-world communication demands.

The implementation of journalism-based learning media in Social Studies (IPS) for Class VIII-D at MTsN 1 Medan has demonstrated significant improvements in students' communication competencies. This pedagogical approach not only enhances fundamental skills in oral expression, written communication, and data visualization but also cultivates essential digital literacy and collaborative abilities

crucial for modern professional environments. Findings indicate that such journalism-integrated instruction serves a dual purpose: it simultaneously deepens students' understanding of social studies content while equipping them with the communication proficiencies and technological adaptability required to navigate an increasingly interconnected global society. The study underscores how journalism-based media can transform traditional classroom learning into an experiential platform that prepares students to meet contemporary challenges through effective multimodal communication strategies.

This study acknowledges several methodological constraints that warrant consideration when interpreting its findings. The primary limitation stems from the restricted sample size, comprising only 30 Class VIII-D students and two educators from MTsN 1 Medan. This constrained participant pool potentially impacts the external validity of the results, as the data reflect a singular educational context without representation from diverse institutional settings or demographic backgrounds. Consequently, while the findings offer valuable preliminary evidence regarding journalism-based pedagogy's effectiveness, their generalizability to broader student populations remains circumscribed. These limitations highlight the necessity for subsequent research employing expanded sample sizes across multiple educational institutions to validate and extend the current findings. Future investigations incorporating comparative analyses across different school types and geographical regions would significantly enhance the robustness and applicability of these pedagogical insights.

D. Conclusions

The implementation of journalism-based learning media in Social Studies for Class VIII-D at MTsN 1 Medan has demonstrated significant effectiveness in enhancing students' communication competencies. Research findings indicate that this pedagogical approach, particularly through the use of Bigbooks, successfully improves both written and oral communication skills while simultaneously increasing student engagement with reading materials. These innovative learning tools create an interactive and stimulating educational environment that facilitates deeper comprehension of social studies content. By transforming traditional lessons into more dynamic, student-centered experiences, the journalism-based media not only makes learning more enjoyable but also more effectively develops essential 21st-century communication skills. The results suggest that such multimedia approaches can substantially contribute to making complex social studies concepts more accessible and engaging for students.

The implementation of journalism-based learning media, particularly Bigbooks, encountered several notable challenges. Time constraints frequently limited the optimal utilization of these instructional materials, while some students experienced difficulties engaging with the more complex content. Additionally, this study's

methodological limitations including its restricted sample size and single-school context, constrain the generalizability of findings to broader educational settings. These constraints underscore the need for more extensive future research involving larger, more diverse participant groups across multiple institutions to thoroughly evaluate the scalability and effectiveness of Bigbook-based pedagogy in social studies education. Such expanded investigations would provide more robust evidence regarding the media's potential benefits and implementation requirements across varied learning environments.

E. Acknowledgement

We thank to all lecturers and friends from Universitas Islam Negeri Sumatera Utara Medan, who helped us in this valuable project.

References

- Afni, N., & Jumahir. (2020). The Role of Parents in Improving Children's Learning Achievement. *Musawa*, 12, 108–139. <https://doi.org/10.24239/msw.v12i1.591>
- Ahsin, M. N., & Irfai Fathurohman. (2021). Implementation of Blended Learning with Moodle and Website Media in Online Journalism Learning. *Sasando: Jurnal Bahasa, Sastra Indonesia, Dan Pengajarannya*, 3(2), 44–50.
- Aisyah, S., Sholeh, M., Lestari, I. B., Yanti, L. D., Nuraini, N., Mayangsari, P., & Mukti, R. A. (2024). The Role of Using Technology in Social Studies Learning in the Digital Era. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, 4(1), 44–52. <https://doi.org/10.54371/jiepp.v4i1.382>
- Andi Faisal Bakti, V. E. M. (2018). Communication Trendsetters in the Digital Era: Challenges and Opportunities for Islamic Communication and Broadcasting Education. *Prosiding Seminar Nasional Dharma Acarya*, 1(1), 188–199. <https://doi.org/10.15642/jki.2014.4.1.20-44>
- Anggun laili Istiqamah, Angelica Maydiana Simbolon, N. A. L. (2024). Development of Audiovisual-Based Indonesian Language and Literature Teaching Media. *JHPP: Jurnal Hasil Penelitian Dan Pengembangan*, 101–109. <https://doi.org/10.61116/jhpp.v2i3.373>
- Asta Jaya, I. K. M. (2021). The Role of Social Sciences Teachers in Improving Students' Critical Thinking Skills Through Inquiry Learning Methods. *Sang Acharya : Jurnal Profesi Guru*, 2(1), 22. <https://doi.org/10.25078/sa.v2i1.3235>
- Damanik, M. H., Rangkuti, A. R., Bilqish, A., & Delaila, H. (2024). Strategies to Overcome the Challenges of Humanistic Literacy in Elementary Schools for Positive Character Formation. *Edu Society: Jurnal Pendidikan*, 4(3), 2012–2021. <https://doi.org/10.56832/edu.v4i3.757>
- Damayanti, D., Azwar, A., & Priliantini, A. (2018). Student Journalism Group of SMPIT Istana Mulia. *Jurnal PkM Pengabdian Kepada Masyarakat*, 1(02), 101. <http://dx.doi.org/10.30998/jurnalpkm.v1i02.2062>
- Hidayati, N., Farida Nugrahani, & Suwarto. (2024). The Influence of Critical

- Thinking Skills and Reading Interests on Digital Literacy Skills. *Didaktika: Jurnal Kependidikan*, 13(3 SE-Articles), 3201–3212.
<https://doi.org/10.58230/27454312.760>
- Lanani, K. (2013). Learning to Communicate and Communication for Learning in Mathematics Learning. *Infinity Journal*, 2(1), 13.
<https://doi.org/10.22460/infinity.v2i1.p13-25>
- Lestari, R. Y. (2016). The Role of Extracurricular Activities in Developing Students' Civic Character. *Untirta Civic Education Journal*, 1(2), 136–152.
<http://dx.doi.org/10.30870/ucej.v1i2.1887>
- Maghfiroh, Z. L. (2022). Students' Perceptions of the Implementation of Podcasts as Audio-Based Arabic Language Learning Media. *TA'LIM: Jurnal Multidisiplin Ilmu*, 1(1), 37–50.
- Moleong, L. J. (2014). *Qualitative Research Methods*. Remaja Rosdakarya.
- Muhardi. (2004). Contribution of Education in Improving the Quality of the Indonesian Nation. *Jurnal Sosial Dan Pembangunan*, XX(4), 478–492.
- Nunzairina. Mohd. Norma Sampoerno, Muhd. Hayyanul Damanik, W. I. (2021). Integration Of Religious Values In Learning At Mi Bustanul Ulum Batu City. In *Al-Madrasah* (Vol. 8, Issue 1). <https://doi.org/10.35931/am.v6i1.669>
- Pebriansah, Andika idul Syam, A. H. (2016). Learning to write essay texts using documentary films for class XII students. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10, 1–23. <https://doi.org/10.23969/jp.v10i02.24547>
- Rahayu. (2019). *The Influence of Literary Journalism Learning on the Narrative Text Writing Ability of Grade VII Students of SMP Negeri 6, Jambi City* [Universitas Jambi]. <https://repository.unja.ac.id/id/eprint/9198%0A>
- Rengganis, A. R., Sitika, A. J., & Fauziah, D. N. (2022). Implementation of Student Management in Improving Non-Academic Achievement at SMP Negeri 2 Rengasdengklok Karawang. *Fondatia*, 6(2), 314–329.
<https://doi.org/10.36088/fondatia.v6i2.1839>
- Rosadi, A., Qomaruzzaman, B., & Zaqiah, Q. Y. (2023). Educational Video Media Learning Innovation as an Effort to Increase Self-Efficacy in Islamic Religious Education Subjects. *Jurnal Educatio FKIP UNMA*, 9(4), 1876–1883.
<https://doi.org/10.31949/educatio.v9i4.6222>
- Rosidah, L., Humaeroh, I., & Setiabudi, D. I. (2024). Implementation of the Picture and Picture Model to Improve the Activeness of Speaking Skills in Indonesian Language Subjects for Class III of Lutfia Elementary Madrasah. *Jurnal Basicedu*, 8(2), 1046–1054.
- Sayyidati, R. (2018). Solving Social Problems Through Integrated and Holistic Social Sciences (IPS) Education Learning. *Jurnal Humaniora Teknologi*, 3(1), 40–47.
<https://doi.org/10.34128/jht.v3i1.33>
- Supriadi, H. (2016). The Role of Education in Self-Development in the Challenges of the Globalization Era. *Jurnal Ilmiah Prodi Manajemen Universitas Pamulang*, 3(2), 92–119.