




## Improving Journalistic Literacy Through Mading Training At State Middle School 24 Makassar

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| ARTICLE INFO  | ABSTRACT  |
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| <p><b>Keywords:</b></p> <p>Journalism Training<br/>Journalistic Literacy<br/>Junior High School Students<br/>Literacy Culture<br/>Wall Magazine</p>   | <p>This community service program aimed to improve students' journalistic literacy through wall magazine training at SMP Negeri 24 Makassar. The program employed a participatory approach with a practice-based learning model (<i>learning by doing</i>). The participants consisted of 65 people, including 50 student council members, 5 teacher supervisors, and 10 student teachers from the teaching practice program. The activities were carried out through several stages: preparation, training, mentoring, and evaluation. The training materials covered the basics of journalism, techniques for writing simple news reports and articles, editing, and wall magazine design. The results showed an improvement in students' understanding of journalistic concepts, their ability to write simple journalistic works, creativity in presenting information, and participation and teamwork in groups. Based on the evaluation, 85% of students were able to write simple news reports using the 5W+1H elements, 80% were able to write articles systematically, and the average score of the wall magazine products reached 84, which was categorized as good. Thus, wall magazine training proved to be effective as a contextual learning medium for improving students' journalistic literacy and strengthening the literacy culture in the school environment</p> |
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### INTRODUCTION

The development of information in the digital era requires students to possess literacy skills that extend beyond reading and writing, but also encompass the ability to understand, analyze, evaluate, and convey information critically and responsibly. In this context, journalistic literacy is a crucial competency that needs to be developed from an early age. Journalistic literacy is not only related to writing skills but also encompasses the ability to access information, assess the credibility of sources, process data, and produce factual, systematic, communicative, and ethical information. These skills align with the concepts of media literacy and digital literacy, which emphasize the importance of students' abilities to analyze, evaluate, and create media messages responsibly (Hobbs, 2017; Potter, 2021; Ashley, 2019).

However, the reality on the ground shows that students' journalistic literacy skills, particularly at the junior high school level, still need improvement. This condition is partly due to the lack of applied learning and limited opportunities for students to express their writing skills in real-life situations. The learning process, which tends to be theory-oriented, makes students less actively involved in journalistic practices, such as searching for information, conducting interviews, writing

news, compiling articles, editing manuscripts, and publishing work. Effective literacy learning should provide space for students to be directly involved as information producers, not just as information recipients (Cannon, 2018; Kupiainen, 2012).

One medium that can be utilized to address these issues is a wall magazine (mading). A wall magazine is a school communication medium that can be used as a means of expression, creativity, publication of work, and dissemination of information within the school environment. Through wall magazine creation, students can develop writing skills, compile information, organize layouts, and present content in an engaging and informative manner. The use of school publication media, both printed and digital, has been shown to support increased literacy, reading interest, creativity, and student participation in school literacy activities (Mushtofa et al., 2023; Bonde et al., 2023; Nurini, 2024).

Several previous studies and community service activities have shown that journalism training has a positive contribution to improving student literacy. Structured training can help students understand basic journalistic techniques, from information retrieval and interviewing to news writing, editing, and publication. For example, Fatimah and Nurhadi (2025) demonstrated that news writing training can improve students' understanding and skills in objective and structured writing. Similarly, Tias and Nurhadi (2024) demonstrated that school magazine-based journalism training can enhance students' creativity, initiative, and involvement in producing information. Furthermore, journalistic mentoring activities have also been shown to improve students' literacy insights, writing skills, interview skills, and understanding of journalistic ethics (Nuary, 2023; Rindiani & Nurhadi, 2025).

However, previous studies have generally focused on improving news writing skills, establishing student press organizations, or developing school magazines in general. Few studies have specifically integrated practice-based journalism training in wall magazine creation as a systematic literacy learning medium at the junior high school level. Furthermore, some previous studies still position wall magazines as a medium for school publication or information, without in-depth consideration of them as contextual learning tools that involve the entire journalistic process, from observation and interviews to writing, editing, design, and publication of student work. Thus, there is a research gap regarding the development of wall magazine-based journalism training that is applicable, participatory, and oriented towards strengthening critical literacy in junior high school students.

In addition, the activity of creating a wall magazine also plays a role in shaping students' character, particularly in terms of responsibility, cooperation, creativity, and sensitivity to the surrounding environment. In the process of compiling it, students are not only required to write, but also conduct observations, discussions, conduct simple interviews, verify information, edit the manuscript, and design the appearance of the wall magazine before publication. This process is in line with the principles of critical media literacy which emphasize the importance of the ability to understand, evaluate, and produce information consciously, reflectively, and responsibly (Kellner & Share, 2019; Panuayan & Baguio, 2025). Therefore, the wall magazine is not only a medium of information, but also a contextual learning tool relevant to students' lives.

Furthermore, integrating journalism training into school activities supports strengthening a culture of literacy, which is currently a priority in education. Practice-based learning, such as creating a bulletin board, allows students to learn actively through hands-on experience. This approach makes the learning process more meaningful because students experience the stages of information production, from idea generation to publication. This aligns with the view that media and digital literacy need to be developed through creative and productive activities so that students can become critical, creative, and responsible readers and creators of information (Hobbs, 2017; Potter, 2021; Cannon, 2018).

SMP Negeri 24 Makassar, as an educational institution, has significant potential for developing students' journalistic literacy. However, the school's use of wall magazines as a literacy medium is

still suboptimal and lacks systematic training. Therefore, a targeted, applicable, and participatory wall magazine training program is needed to improve students' journalistic literacy skills.

Based on the description, the program "Improving Student Journalism Literacy through Wall Magazine Making Training at SMP Negeri 24 Makassar" is expected to be a solution in improving students' literacy skills, especially in the field of journalism. The novelty of this program lies in the integration of journalism training with direct practice of making a wall magazine as a literacy learning medium that is not only oriented towards writing skills, but also on the development of critical thinking skills, creativity, cooperation, responsibility, and students' publication skills. In addition, this program positions the wall magazine not only as a school information medium, but as a means of learning journalistic literacy that is sustainable and contextual in the SMP environment. Thus, this program is expected to be able to encourage creativity and active participation of students in building a culture of literacy in the school environment.

## METHOD

This community service activity was carried out at SMP Negeri 24 Makassar with the aim of improving students' journalistic literacy through wall magazine (making) production training. The method used in this activity was a participatory approach with a practice-based learning model (learning by doing), where students were actively involved in the entire series of activities, from the planning stage to evaluation. This approach was chosen because it was considered capable of providing direct learning experiences so that students not only understand journalistic concepts theoretically, but also are able to apply them in real practice.

The event was attended by 65 participants, comprising 50 members of the Student Council of SMP Negeri 24 Makassar, 5 accompanying teachers, and 10 Field Experience Program (PPL) students who assisted the students during the training and wall magazine production process. The event was held over three days, with the stages of activity divided into preparation, training, mentoring, and evaluation.

The activity began with a preparatory phase on the first day. This phase included initial observations to identify students' literacy levels and the use of wall magazines at school. Furthermore, coordination with the school administration was conducted to determine the implementation time, participants, and supporting facilities and infrastructure. Training materials were also developed during this phase, covering the basics of journalism, techniques for writing simple news and articles, and the concept and design of an engaging and communicative wall magazine.

The training continued on the second day for approximately 4–5 hours. During this stage, students were given an understanding of basic journalistic concepts, including the definition of journalism, types of writing, and techniques for writing good and correct news. The material was then developed into writing practice, where students were trained to create simple journalistic works such as news, articles, and opinion pieces. In addition, students were introduced to the concept of wall magazines as a communication medium in the school environment, including techniques for compiling content and layout to make the wall magazine look attractive and informative. Methods used in this stage included interactive lectures, discussions, questions and answers, and hands-on practice.

After the training, the activity continued with a mentoring phase held on the third day. At this stage, students were intensively guided in the process of creating a wall magazine, starting from determining the theme, gathering information through observation and simple interviews, to writing and editing the content. In addition, students were also guided in the process of designing and arranging the wall magazine so that the resulting results had good aesthetic value and readability. PPL students acted as facilitators who helped students in compiling the wall magazine content

collaboratively. This mentoring aimed to ensure that students were able to optimally apply the material they had learned.

The final stage of this activity is evaluation, which is conducted to measure the success of the program's implementation. Evaluation is conducted through direct observation, assessment of wall magazine work, and documentation of activities. Assessment of work is conducted using a rubric that includes several indicators, including news writing skills, language accuracy, creativity in information presentation, wall magazine design and layout, and teamwork. Furthermore, increased student participation and skills during the activities are also indicators of program success.

The data from the activity were analyzed descriptively qualitatively by comparing the students' conditions before and after the training based on the observation results and the results of the wall magazines produced. The success of the program was marked by the increase in students' ability to write simple journalistic works, increased student involvement in school literacy activities, and the creation of an informative and creative wall magazine as a literacy medium in SMP Negeri 24 Makassar. The results of the evaluation and joint reflection between the implementation team, teachers, and participants were then used as material for improvements for the implementation of similar programs in the future.

## RESULTS AND DISCUSSION

The implementation of wall magazine (mading) training activities at SMP Negeri 24 Makassar showed positive results in improving students' journalistic literacy. This activity was attended by 65 participants consisting of 50 student members of the Student Council (OSIS), 5 accompanying teachers, and 10 PPL students who were actively involved in the entire series of activities, from training to wall magazine production. The involvement of various school elements shows that journalistic literacy activities can be more effective when implemented collaboratively and supported by the school environment.

In the initial stages of implementation, most students still struggled to grasp basic journalistic concepts, particularly in distinguishing between types of writing, such as news, articles, and opinion pieces. Furthermore, their ability to construct effective and systematic sentences was also limited. Based on initial observations, approximately 70% of students did not understand the 5W+1H elements of news writing accurately, and only 30% were able to write simple news stories with a coherent structure. This situation indicates that students require literacy learning that is not only theoretical but also provides hands-on experience in accessing, analyzing, evaluating, and producing information responsibly. This aligns with the views of Hobbs (2017) and Potter (2021) that media and digital literacy requires the ability to understand media messages while creating information critically and ethically.



**Figure 1.** Implementation of Wall Magazine Making Training at SMP Negeri 24 Makassar

After receiving gradual training and mentoring, students' understanding of basic journalistic principles improved. Based on the final evaluation, 85% of students were able to compose simple news stories by considering the 5W+1H elements, while 80% of students were able to write simple articles with a more systematic and communicative structure. This improvement indicates that the practice-based training approach (learning by doing) is effective in helping students understand the material more deeply. This finding aligns with Fatimah and Nurhadi (2025) who demonstrated that news writing training through the stages of material, practice, and evaluation can improve students' understanding and skills in writing news objectively and structured. Furthermore, Nuary (2023) also emphasized that journalistic mentoring can improve students' literacy insights, writing skills, interview skills, and understanding of journalistic ethics.



**Figure 2.** Delivery of Training Materials Related to Journalism

Furthermore, student involvement in the wall magazine creation process also increased their creativity and participation. Students not only acted as writers but also as editors and designers responsible for the wall magazine's appearance. Based on observations during the activity, approximately 90% of students demonstrated active participation in group discussions, content development, and wall magazine design. Furthermore, students appeared more confident in expressing ideas and providing feedback on the work of their group mates. This condition indicates that wall magazine activities can be an effective collaborative learning medium. This is in line with Tias and Nurhadi (2024), who stated that school magazine-based journalism training can increase student creativity, initiative, and involvement in producing information. Furthermore, Mushthofa et al. (2023) also showed that wall magazine creation practices can help students learn about journalism, understand interview techniques, compile news, and develop layout and editing skills.



**Figure 3.** Students practicing making a wall magazine layout

Furthermore, the students' wall magazines demonstrated an improvement in both content and appearance. Assessments were conducted using a rubric covering content, language use, creativity,

design, and teamwork, with a score range of 1–100. The assessment results showed that the average score for students' wall magazines reached 84, which is considered good. The content presented became more varied, including school news, opinion articles, poetry, and other educational information. In terms of appearance, students began to pay attention to aesthetic aspects, such as color selection, layout, and neatness of writing. This indicates that students are developing not only in journalistic literacy but also in visual creativity. These findings support the research of Bonde et al. (2023), which showed that training in creating digital school magazines can increase students' interest in reading, literacy skills, and ability to understand and apply publication design materials. Nurini (2024) also stated that the use of digital wall magazines in school literacy movements can increase students' enthusiasm for reading and writing.



**Figure 4.** Students show significant differences before and after the wall magazine layout creation training.

On the other hand, this activity also had a positive impact on students' critical thinking skills. During the information gathering process, students were trained to conduct simple observations and interviews, so they learned to sort out relevant and accurate information before putting it into writing. Based on the results of the activity's reflection, 78% of students reported a better understanding of how to obtain and convey information responsibly after participating in the training. This process reflects the application of critical media literacy, namely the ability to understand, evaluate, and produce information consciously and responsibly. Kellner and Share (2019) emphasized that critical media literacy plays a crucial role in shaping students' ability to understand media messages, assess information, and actively participate in society. Similarly, Panuayan and Baguio (2025) demonstrated that news media literacy is closely related to students' ability to fact-check and evaluate the credibility of information.



**Figure 5.** Students demonstrate critical thinking skills during the activity by asking questions related to journalism and making appropriate wall magazines.

However, the implementation of this activity also faced several obstacles. One of these was the relatively short timeframe, which meant that not all students were able to develop their skills optimally. Furthermore, differences in students' initial ability levels also posed a challenge in the mentoring process. These obstacles suggest that journalism training should not be implemented as a one-time activity but rather should be designed sustainably through school literacy programs, journalism extracurricular activities, or regular management of a bulletin board. Rindiani and Nurhadi (2025) demonstrated that establishing a student press institution could be a sustainable platform for increasing students' interest in reading, writing skills, critical thinking skills, and participation in journalism activities.



**Figure 6.** The devotees and participants held a group photo session after the training was carried out.

Overall, the results of this activity indicate that wall magazine training is an effective strategy for improving students' journalistic literacy. This activity not only improves technical journalistic skills but also contributes to building a more active, creative, critical, and collaborative literacy culture within the school environment. By using the wall magazine as a contextual learning medium, students gain real-world experience as information seekers, processors, editors, and presenters. This aligns with Ashley's (2019) view that news literacy is essential for developing learners who understand the role of information in social life, as well as with Cannon (2018) and Kupiainen (2012) who emphasize the importance of media production as part of the literacy experience within the school environment.

## CONCLUSIONS

Based on the results of community service activities conducted at SMP Negeri 24 Makassar, it can be concluded that the wall magazine (mading) training was effective in improving students' journalistic literacy. This was demonstrated by students' increased understanding of basic journalistic concepts, their ability to write simple journalistic pieces, and their skills in compiling and presenting information systematically and engagingly. Furthermore, students demonstrated improved abilities in understanding news elements, composing simple articles, and presenting information creatively through the wall magazine.

This activity also enhanced students' creativity, participation, and collaboration skills in the learning process. Through direct involvement in wall magazine production, students not only learned to write but also developed critical thinking skills in processing, sorting, and conveying information responsibly. Thus, the wall magazine proved to be a contextual, applicable, and effective learning medium in supporting the strengthening of literacy culture in schools.

Scientifically, this activity contributed to the development of a practice-based journalistic literacy learning model (learning by doing) through wall magazines at the junior high school level.

This program demonstrates that integrating journalism training with school literacy media can create a more active, collaborative learning process, and one that is oriented toward students' real-life experiences. Furthermore, this activity strengthens the use of the wall magazine not only as a school information medium but also as a means of critical literacy learning and developing student creativity.

However, this activity still has several limitations, such as the relatively short duration and differences in students' initial abilities, which influence the mentoring process and learning outcomes. Furthermore, the evaluation of the activity is still descriptive, requiring the development of more measurable assessment instruments, such as the use of pre- and post-tests, more detailed assessment rubrics, and quantitative analysis to more objectively measure student improvement.

Therefore, it is recommended that similar activities be implemented sustainably and further developed as part of the school literacy program. Schools are also expected to provide dedicated platforms, such as journalism extracurricular activities or regular wall magazine management programs, to ensure students' skills continue to develop. Furthermore, further research or community service can develop digital-based literacy media and expand the scope of participants to optimize and sustain the program's impact on improving students' journalism literacy.

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