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Learning News Writing for Elementary School Children Through Text-Based Learning

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Abstract

This study investigates the implementation of Text-Based Learning (TBL) integrated with Artificial Intelligence (AI) tools in teaching news writing to elementary school students at SDIU Al Maslachah Sidoarjo, Indonesia. The study employed a qualitative descriptive research design involving 36 fifth-grade students who participated in six learning sessions over a three-month internship program. Data were collected through classroom observations, student news manuscripts, documentation, questionnaires, and publication records on Kompasiana. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data reduction, data display, and conclusion drawing. The learning process was conducted through four stages: introduction to news structure, observation of school events, drafting news texts using the 5W+1H framework, and AI-assisted revision using ChatGPT, Gemini, and Grok. Findings indicate that 82.9% of students successfully identified the main elements of news writing, while 71.4% were able to produce complete news texts following the 5W+1H structure. Furthermore, 65.7% of students demonstrated improved coherence after receiving AI-assisted feedback. However, only 8.6% of students were able to independently formulate effective prompts and critically revise AI-generated content. The study concludes that TBL combined with AI can enhance elementary students' media literacy, news-writing competence, and digital literacy skills. Nevertheless, teacher guidance remains essential to ensure critical thinking and ethical use of AI in writing activities.

Keywords: Press Writing, Elementary School, Text-Based Learning

Abstrak

Penelitian ini mengkaji implementasi Pembelajaran Berbasis Teks (Text-Based Learning/TBL) yang terintegrasi dengan alat Kecerdasan Buatan (Artificial Intelligence/AI) dalam pengajaran penulisan berita kepada siswa sekolah dasar di SDIU Al Maslachah Sidoarjo, Indonesia. Penelitian ini menggunakan desain penelitian deskriptif kualitatif yang melibatkan 36 siswa kelas lima yang berpartisipasi dalam enam sesi pembelajaran selama program magang tiga bulan. Data dikumpulkan melalui observasi kelas, manuskrip berita siswa, dokumentasi, kuesioner, dan catatan publikasi di Kompasiana. Data dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña, yang terdiri dari reduksi data, tampilan data, dan penarikan kesimpulan. Proses pembelajaran dilakukan melalui empat tahapan: pengenalan struktur berita, observasi kegiatan sekolah, penyusunan teks berita menggunakan kerangka 5W+1H, dan revisi dengan bantuan AI menggunakan ChatGPT, Gemini, dan Grok. Hasil penelitian menunjukkan bahwa 82,9% siswa berhasil mengidentifikasi unsur-unsur utama penulisan berita, sedangkan 71,4% mampu menghasilkan teks berita lengkap mengikuti struktur 5W+1H. Selanjutnya, 65,7% siswa menunjukkan peningkatan koherensi setelah menerima umpan balik yang dibantu AI. Namun, hanya 8,6% siswa yang mampu secara mandiri merumuskan pertanyaan yang efektif dan merevisi secara kritis konten yang dihasilkan AI. Studi ini menyimpulkan bahwa TBL yang dikombinasikan dengan AI dapat meningkatkan literasi media, kompetensi penulisan

berita, dan keterampilan literasi digital siswa sekolah dasar. Meskipun demikian, bimbingan guru tetap penting untuk memastikan pemikiran kritis dan penggunaan AI yang etis dalam kegiatan menulis.

Kata Kunci: Penulisan Pers, Sekolah Dasar, Pembelajaran Berbasis Teks



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Introduction

The development of information and communication technology in the 21st century has brought significant changes to various aspects of human life, including education. Advances in digital technology have transformed the way society obtains, processes, and disseminates information. In today's era of information transparency, literacy skills are no longer limited to conventional reading and writing skills, but have evolved into the ability to understand, analyze, evaluate, and produce information in various media. Therefore, the world of education is required to adapt to current developments by providing learning that is not only oriented towards mastering academic material but also focuses on developing literacy skills relevant to the needs of modern society (Ananiadou & Claro, 2009).

Indonesia, with its large population and increasing digital media usage, faces both challenges and opportunities in developing a culture of literacy. Various social media platforms, online news portals, blogs, and other digital media have become an integral part of daily life. This situation has led to people, including elementary school-aged children, increasingly interacting with various forms of information disseminated through digital media. However, this easy access to information is not always accompanied by adequate literacy skills. Much of the information circulating is not necessarily valid and credible, requiring critical thinking skills to filter and manage the information received (Coiro, 2021).

In the context of basic education, strengthening literacy is a key focus, continually developed by both the government and educational institutions. Literacy at the elementary school level plays a crucial role as it lays the foundation for the development of thinking, communication, and lifelong learning skills. Children with strong literacy skills tend to more easily understand various subjects, develop creativity, and develop analytical skills regarding the phenomena around them. Therefore, literacy learning needs to be designed innovatively and contextually to enhance students' interest and

skills in processing information (Fitriyani et al., 2020).

15 One form of literacy that is beginning to receive attention in education is media literacy. Media literacy is an individual's ability to access, understand, evaluate, and create messages through various media. Media literacy is crucial in the digital age because people are no longer just consumers of information, but also producers. In this context, students need to be equipped with the skills to produce accurate, objective, and responsible information. Through media literacy learning, students can learn to understand the information production process while developing effective communication skills (Fraillon et al., 2018).

One concrete implementation of media literacy is learning to write for the press. Writing for the press involves observation, data collection, information compilation, and the delivery of facts in a systematic news format. This activity not only trains students' writing skills but also develops critical thinking, observation, communication, and creativity. Through news writing, students are encouraged to understand various events occurring in their environment and learn to convey information objectively and responsibly (Oktavia & Suseno, 2024).

29 Teaching press writing to elementary school children has great potential for developing various 21st-century competencies. Critical thinking, communication, collaboration, and creativity skills can be developed through simple journalistic activities tailored to the child's developmental level. When students observe an event, they learn to identify facts, differentiate between opinion and information, and compile reports based on the data obtained. This process indirectly trains analytical and problem-solving skills, which are essential in modern life.

11 Furthermore, teaching press writing also provides a space for students to express their ideas and experiences constructively. Children have a strong curiosity about various phenomena in their environment. Through journalistic activities, this curiosity can be channeled into productive learning activities. Students can learn to write about various school activities, friends' achievements, social activities, and other events that occur in their environment. Thus, learning takes place not only in the classroom but also involves direct interaction with the social environment (Antoninis et al., 2023).

The importance of learning about press media at the elementary school level is also related to efforts to build a culture of literacy from an early age. Various studies have shown that reading and writing habits developed from childhood have a long-term

impact on an individual's academic development. Children who are accustomed to writing will have better communication skills than those who rarely engage in literacy activities. Therefore, introducing simple journalistic practices can be an effective strategy to increase students' interest in writing while strengthening a culture of literacy in the school environment.

In its implementation, learning press media writing requires an approach that is appropriate to the characteristics of elementary school students. One approach that can be used is Text-Based Learning. This approach places text at the center of learning activities so that students can learn the structure, function, and use of language through various types of relevant texts. In text-based learning, students not only read and understand texts but are also trained to produce texts according to specific communicative purposes. This approach is considered effective because it provides students with direct experience in using language as a means of communication.

This research is necessary due to the limited number of studies integrating news writing instruction, text-based learning approaches, and the use of artificial intelligence (AI) for elementary school students. Amidst the rapid development of AI in education, learning models capable of developing media literacy, critical thinking skills, and responsible writing skills are needed. Therefore, this study seeks to fill the gap in previous research while providing theoretical and practical contributions to the development of 21st-century literacy in elementary schools.

Text-based learning in the context of press media writing allows students to understand the characteristics of news texts more deeply. Students can learn news elements such as what, who, when, where, why, and how, known as the 5W+1H concept. Furthermore, students can learn about news structure, the use of journalistic language, and techniques for conveying information clearly and systematically. Through this process, students gain not only theoretical knowledge but also practical skills in producing simple journalistic work.

Second, this study contributes to the field of children's journalism education by proposing a practical learning model that integrates observation, information gathering, news writing, editing, and digital publication. The model provides evidence that elementary school students are capable of understanding fundamental journalistic principles such as factual reporting, objectivity, and the 5W+1H framework when guided through structured learning activities.

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Third, this study contributes to the growing discourse on Artificial Intelligence (AI) integration in primary education. The findings suggest that AI functions most effectively as a supporting tool for idea generation, language improvement, and writing assistance, while students remain the primary agents in observation, critical thinking, and content creation. This study therefore offers a conceptual framework for responsible AI-assisted literacy learning that balances technological innovation with the development of students' cognitive and creative abilities.

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The development of artificial intelligence (AI) also opens up new opportunities in education, including in literacy and writing lessons. AI technology can be used as a tool to enhance student creativity, provide feedback on writing, and assist with the editing process. The use of AI in learning must be done wisely, while maintaining the student's primary focus in the learning process. AI is not a substitute for human thinking, but rather a tool that can support the development of literacy skills more effectively and efficiently.

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In the context of learning press writing, the use of AI can help students understand news structure, improve grammar, and develop writing ideas. However, critical and ethical aspects of technology use still need to be considered. Students must be taught to use AI responsibly and not rely entirely on technology to produce written work. Therefore, the integration of AI into literacy learning must be accompanied by strengthening critical thinking skills and digital ethics (Lim et al., 2023).

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This research is based on the experience of a three-month internship for students in the Religious Studies Program at Sunan Ampel State Islamic University Surabaya at SDIU Al Maslachah Sidoarjo. During the internship, students were given the opportunity to develop various educational innovations that could support the improvement of human resource quality and student literacy. One such innovation was a media writing course for elementary school students as a means of strengthening literacy and introducing them to the world of journalism from an early age (Wang et al., 2024).

The program involves students in observation, news writing, editing, and publishing their work on digital platforms. Through these activities, students gain real-world experience in the news production process and understand the importance of conveying accurate and responsible information. Furthermore, these activities provide a platform for students to improve their self-confidence, communication skills, and

writing skills, which have long been essential components of literacy competency.

SDIU Al Maslachah Sidoarjo was chosen as the research location because the school has a strong commitment to developing a culture of literacy and is open to various learning innovations. A supportive school environment and student enthusiasm for participating in literacy activities are crucial factors in the successful implementation of the press media learning program. This research aims to obtain a comprehensive overview of the process, methods, and outcomes of Text-Based Learning-based press media writing for elementary school students.

Studies on press media learning for elementary school children are relatively limited compared to research on reading and writing literacy in general. Most previous research has focused on developing reading skills, narrative writing skills, or the use of digital media in learning. Therefore, this research has novelty value because it specifically examines learning to write press media combined with a Text-Based Learning approach and the use of AI technology as part of the development of 21st-century literacy (Kim & Graham, 2022).

Based on this description, this research is crucial for providing both theoretical and practical contributions to the development of media literacy in elementary schools. Theoretically, this study contributes to the growing body of literature on Text-Based Learning (TBL), media literacy, children's journalism education, and the integration of Artificial Intelligence (AI) in elementary education. Practically, the findings are expected to serve as a reference for teachers, schools, and educational policymakers in designing innovative and relevant literacy programs that address the needs of students in the digital era. Thus, press-writing instruction can function not only as a means of developing writing skills but also as a medium for fostering critical, creative, communicative, and responsible young learners in navigating the increasingly complex flow of information.

Therefore, this study aimed to examine the implementation of Text-Based Learning (TBL) integrated with Artificial Intelligence (AI) in elementary school news-writing activities and to explore its contribution to the development of students' media literacy skills. Specifically, the study sought to: (1) describe the learning process of AI-assisted news writing within the TBL framework, (2) analyze students' experiences and responses toward the use of AI in news-writing activities, and (3) investigate the extent to which AI-assisted learning supported the development of students' journalistic

writing and media literacy competencies.

Research Method

This study employed a qualitative descriptive research design. Qualitative data served as the primary source of analysis and were collected through classroom observations, documentation, interviews, and analysis of students' news texts produced during the Text-Based Learning (TBL) activities. These data were used to explore the learning process, students' experiences, and the development of media literacy skills. To complement the qualitative findings, descriptive statistics from questionnaire responses were utilized to provide supporting information regarding students' perceptions of AI-assisted news writing activities. However, the main focus of the study remained the qualitative interpretation of learning processes and student outcomes.

To complement the qualitative findings, quantitative descriptive data were collected through questionnaires administered to 36 fifth-grade students. The questionnaire was designed to identify students' experiences and preferences regarding the use of Artificial Intelligence (AI) tools such as ChatGPT, Gemini, and Grok during the news-writing activities. The quantitative data were analyzed descriptively and used to support the interpretation of the qualitative findings rather than to test hypotheses.

Therefore, this research combines qualitative and quantitative evidence to provide a more comprehensive understanding of the implementation of Text-Based Learning and AI-assisted journalism education in elementary schools. Through this approach, researchers can obtain a comprehensive picture of how students understand, produce, and develop news texts as part of media literacy learning. This study involved 36 fifth-grade students at SDIU Al Maslachah Sidoarjo. The study was conducted for 90 minutes per week, with approximately two classes meeting each month for six sessions. This schedule was flexible due to the UAS (final exam) and UNAS (national exam) holidays, as well as the long holiday.



Figure 1 UINSA Students Creating Kompasiana Blogs During the First Session of News Writing Learning

The research location was Al Maslachah Elementary School (SDIU) in Sidoarjo, East Java, Indonesia. The location was chosen based on the school's literacy development program, which provides space for media and technology-based learning innovation. This research was conducted during a three-month internship for students at Sunan Ampel State Islamic University, Surabaya. The research subjects consisted of elementary school students actively involved in media writing activities, their accompanying teachers, and student interns who acted as learning facilitators.

This study employed four research instruments to ensure comprehensive data collection and analysis: (1) an Observation Sheet, (2) Interview Guidelines, (3) a News Writing Assessment Rubric, and (4) Documentation Records. These instruments were used to gather data from multiple sources and support the triangulation process.

Observation Sheet

The observation sheet was used to record students' participation during the implementation of Text-Based Learning (TBL)-based news writing activities. The observation focused on four indicators: (1) student engagement in classroom activities, (2) the ability to identify newsworthy events, (3) participation in group discussions and feedback sessions, and (4) the ability to utilize Artificial Intelligence (AI) tools responsibly during the writing process. Observations were conducted throughout all six learning sessions and documented through field notes.

Interview Guidelines

Semi-structured interview guidelines were used to explore students' experiences, perceptions, and challenges related to AI-assisted news writing activities. Interviews were also conducted with teachers to obtain additional insights regarding students' participation, learning progress, and responses to the implementation of Text-Based Learning supported by AI tools.

News Writing Assessment Rubric

Students' news texts were evaluated using an analytic rubric adapted from elementary journalism writing standards. The rubric assessed the completeness of the 5W+1H elements, organization and coherence of the news structure, accuracy and relevance of information, use of journalistic language, and grammatical accuracy. Each criterion was scored using a four-point scale ranging from 1 (poor) to 4 (excellent).

Documentation Records

Documentation was used to collect supporting evidence related to the implementation of the learning program. These documents included lesson plans, students' news-writing drafts, final news articles, photographs of classroom activities, AI-generated outputs used during the writing process, and publication records from the school's Kompasiana platform. The documentation data were utilized to support the findings obtained from observations, interviews, and writing assessments.

Interview Guidelines

Semi-structured interviews were conducted with classroom teachers, student facilitators, and selected students. The interview guidelines consisted of four themes: (1) students' experiences during news-writing activities, (2) perceptions of Text-Based Learning implementation, (3) benefits and challenges of AI integration in writing instruction, and (4) perceived improvements in literacy and communication skills. Interviews were conducted at the end of the learning program to obtain reflective insights regarding the learning process.

News Writing Assessment Rubric

Students' news writing was evaluated using an analytic rubric drawn from elementary journalism writing standards, encompassing five interconnected criteria: the completeness of the 5W+1H elements (What, Who, When, Where, Why, and How), the organization and coherence of the news structure, the accuracy and relevance of the

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information conveyed, the appropriate use of journalistic language, and the correctness of grammar, spelling, and punctuation; each of these components was scored on a four-point scale from 1 to 4, with 1 representing poor performance, 2 representing fair performance, 3 representing good performance, and 4 representing excellent performance. In addition to rubric-based assessment, students' overall writing ability was evaluated using several indicators. These indicators included the ability to identify and accurately report factual events, organize information systematically and logically, apply the 5W+1H framework appropriately, construct coherent and well-structured paragraphs, use clear and effective language, and revise texts based on feedback from both teachers and AI-assisted tools.

Together, these assessment criteria were used to examine the development of students' journalistic writing skills throughout the implementation of the Text-Based Learning (TBL) program.

In addition to observation, this study also utilized documentation techniques. Documentation data included student writing, activity photos, learning notes, and archives of news publications published on digital platforms such as Kompasiana. This documentation serves as empirical evidence that can be used to analyze the development of students' writing skills during the press media learning program. All documents were collected and classified based on theme, writing structure, and the quality of the news content produced.

AI Integration in Learning

The learning process began with an individual reflection activity in which students identified a topic and formulated the main idea for their news article. The selected topics were not limited to school-related events and could include issues observed in students' daily environments, such as the benefits of biopore systems for environmental sustainability. After determining a topic, students developed an initial news title and then used AI applications, including ChatGPT, Gemini, and Grok, to support the drafting process. Students entered prompts requesting the generation of a news text based on the selected title, typically specifying that the text should be organized systematically and consist of at least three paragraphs.

The AI-generated drafts were not used as final products. Instead, students were required to reread, evaluate, and revise the generated content to ensure coherence,

accuracy, and compliance with journalistic principles, particularly the 5W+1H elements (What, Who, When, Where, Why, and How). Teachers and researchers provided guidance throughout this process to help students critically assess the AI-generated suggestions and adapt them to their own writing objectives. After the revision stage, selected news articles were reviewed by the school before being published on the school's Kompasiana platform.

One challenge identified during the implementation was the tendency of some students to rely heavily on AI-generated content without sufficient critical evaluation. This observation highlights the importance of ethical and responsible AI use in education. Therefore, teacher supervision remained essential to ensure that AI functioned as a learning support tool rather than a replacement for students' creativity, critical thinking, and independent writing skills. language that needs to be reread for coherence and flow. The solution requires a willingness to read from students to improve the news text. Ethical considerations are that AI sometimes provides language and application considerations beyond the capabilities of writing complex editorial news.



Figure 2 Basic Science Learning Activities in Grade 5 as the Initial Stage of Introducing Press Media Writing to Elementary Students

The primary method used in this research is Text-Based Learning. This approach positions text as the primary object of learning and the source of research data. In practice, students are given examples of simple news texts appropriate to their developmental level. Next, students are taught to understand news structure, the 5W+1H elements (what, who, when, where, why, and how), the use of simple journalistic language, and systematic information compilation techniques. After understanding the basic concepts, students are asked to observe school activities and

write about them in the form of news reports.

This research also utilized Artificial Intelligence (AI) technology as a learning tool. AI was used to a limited extent to help students understand the structure of news writing, improve grammar, and develop writing ideas. However, the entire observation, data collection, and initial writing process were still carried out by the students, so AI served only as a supporting tool to improve the quality of the writing (Syafriani et al., 2025).

In this study, Artificial Intelligence (AI) served as a pedagogical support tool within the Text-Based Learning (TBL) framework. AI applications, including ChatGPT, Gemini, and Grok, were used to facilitate students' news-writing activities by supporting idea development, text organization, and language improvement. The detailed workflow and stages of AI implementation are presented in the "AI Integration in Learning" subsection. Therefore, AI was positioned as a supplementary learning resource designed to enhance students' writing performance while maintaining the central role of students' critical thinking and creativity throughout the learning process.

AI was introduced after students completed their initial news drafts based on direct observation of events in the school environment. Students first identified newsworthy events, collected information, and produced an original draft independently. Afterward, AI tools were used to provide suggestions regarding news structure, sentence construction, grammar, vocabulary, and the completeness of the 5W+1H elements. Students were then required to revise and refine their texts based on both AI-generated feedback and teacher guidance.

The effectiveness of AI integration was evaluated using four indicators: (1) completeness of news elements (5W+1H), (2) coherence and organization of the news text, (3) linguistic accuracy and readability, and (4) development of ideas and supporting information. These indicators were assessed using an analytic writing rubric.

To examine the contribution of AI to students' writing development, the study compared students' initial drafts (before AI assistance) and revised drafts (after AI assistance). Changes in writing quality were analyzed qualitatively through text comparison and quantitatively through rubric scores. This comparison enabled the researchers to identify how AI-supported revision contributed to the improvement of students' journalistic writing skills.

Data analysis was conducted using an interactive analysis model consisting of

6 three stages: data reduction, data presentation, and conclusion drawing. The qualitative
5 data obtained from classroom observations, interviews, field notes, and students' news
texts were analyzed through a systematic coding process. The first stage involved open
coding, in which meaningful statements, behaviors, and textual evidence related to
students' literacy development, journalistic writing skills, and AI-assisted learning were
identified and labeled.

22 In the second stage, similar codes were grouped into broader categories. For
example, codes related to students' ability to identify facts, apply 5W+1H elements, and
organize information were categorized under "news writing competence." Codes
concerning the use of AI for idea generation, grammar improvement, and text revision
were categorized under "AI-assisted writing practices."

21 The third stage involved theme development. Categories were compared and
synthesized to generate overarching themes that reflected the implementation of Text-
Based Learning, students' experiences in journalism education, and the role of AI in
supporting writing development. These themes became the basis for interpreting the
findings and drawing conclusions.

Data Validation

1 To ensure the trustworthiness of the findings, this study employed
methodological triangulation and source triangulation. Data obtained from observations
were compared with interview results, students' written products, and documentation
records. In addition, peer debriefing was conducted with supervising teachers and
internship facilitators to review data interpretations and minimize researcher bias.

40 Furthermore, prolonged engagement during the three-month internship period
enabled the researchers to gain a deeper understanding of students' learning experiences
1 and classroom interactions, thereby strengthening the credibility of the findings. To
enhance trustworthiness, the study employed data triangulation by comparing
information obtained from classroom observations, student news texts, documentation,
44 and questionnaire responses. In addition, continuous observation and cross-checking of
data sources were conducted to ensure consistency and accuracy in the interpretation of
findings. These validation procedures helped establish the reliability of the results and
provided a comprehensive understanding of how AI-assisted media learning influenced
students' writing development and literacy skills.

Results and Discussion

3 As shown in Figure 3, classroom observations indicated that most elementary school students were familiar with the use of AI tools for learning purposes. However, their use of AI was generally limited to basic tasks, and many students had difficulty applying a structured process when using AI to support news writing activities. Analysis of students' drafts further revealed that AI-assisted revision contributed to improvements in language quality and text organization. Students primarily used AI to refine sentence structures, improve grammar, and expand supporting information. 26 Nevertheless, only a small number of students demonstrated the ability to critically evaluate, revise, and integrate AI-generated suggestions into a coherent news text. These findings suggest that while students are increasingly familiar with AI technologies, they still require guidance to use these tools effectively and critically in the writing process.

For instance, several students who initially wrote short and fragmented sentences were able, after receiving AI-generated suggestions, to compose more coherent paragraphs and offer fuller explanations of the events they observed, as illustrated in the article "From Class to News: AI Maslachah Islamic Elementary School Students Sharpen Journalism Skills Through ICT Learning," which applies the 5W+1H framework by identifying the event (an Interfaith Tolerance Seminar intended to foster appreciation for diversity and differences from an early age), the parties involved (students of Al Maslachah Islamic Elementary School, seminar speakers, accompanying teachers, and students from Sunan Ampel State Islamic University (UIN) Surabaya), the timing (during the implementation of the tolerance seminar program), the location (Al Maslachah Islamic Elementary School, Sidoarjo, East Java), the purpose (instilling the values of tolerance, mutual respect, and peaceful coexistence in a pluralistic society), and the method (seminars, presentations, interactive discussions, question-and-answer sessions, and reflective activities encouraging students to understand and practice tolerance in daily life), thereby showing that AI-assisted learning helped students organize information more systematically and incorporate essential journalistic elements into their news writing.

How The program was implemented through seminars, instructional sessions, interactive discussions, and reflective activities on the importance of responsible technology use in learning. Classroom observations revealed that some students tended to copy AI-generated text directly without critically reviewing or revising the content.

This finding suggests that teacher supervision remains essential to ensure that AI serves as a learning aid rather than a substitute for students' own thinking and writing processes. Furthermore, observations conducted in a fifth-grade class consisting of 36 students showed that only two to three students were able to use AI strategically to develop and refine their news articles. These students effectively employed AI tools such as Gemini, ChatGPT, and Grok to generate ideas, organize information, and improve the structure of their news texts. In contrast, most students relied primarily on AI-generated outputs without substantial modification, indicating the need for further guidance in developing critical evaluation and editing skills when using AI-assisted writing tools.

Observation data indicated that students showed high enthusiasm during news-writing activities. During classroom observations, most students actively participated in identifying newsworthy events within the school environment, discussing story ideas, and drafting news reports. Field Note Excerpt:

"Students enthusiastically discussed school activities that could be transformed into news stories. Several students proposed topics related to environmental programs, classroom activities, and school events. Students appeared motivated when informed that their work would be published on a digital platform."

These findings suggest that Text-Based Learning encouraged active participation and strengthened students' interest in literacy-related activities.

Table 1 Descriptive Statistics of Student Responses to AI-Assisted News Writing Activities

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Students' responses to AI-assisted news writing.	36	2.00	4.00	3.2500	.732
Valid N (listwise)	36				

Based on descriptive analysis of questionnaire data from 36 students (Table 1), the average score was 3.25 on a scale of 1 to 4, with a standard deviation of 0.73. These results indicate that students generally responded positively to the implementation of AI-assisted news writing learning. A more detailed analysis revealed that 82.9% of students reported that AI helped them generate ideas for news writing, 71.4% stated that AI improved their understanding of news structure, and 65.7% felt that AI assisted them in improving grammar and language use. However, 8.6% of students expressed concerns about becoming overly dependent on AI during the writing process. These

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findings suggest that while AI provides substantial support for writing development, educators should also encourage independent thinking and creativity to prevent excessive reliance on technology.

Bahasa AI apa yang Sering anda gunakan dalam menulis berita ?
35 jawaban

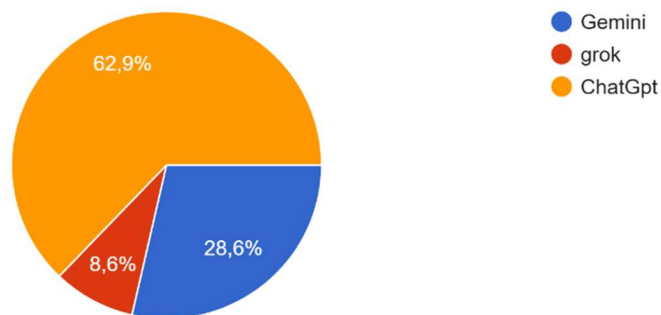


Figure 3 Distribution of AI Tools Used by Students in News Writing Activities ChatGPT was the most frequently used tool, followed by Gemini and Grok

Notably, our sample revealed a clear dominance of ChatGPT over its competitors, Gemini and Grok, in students' AI usage patterns.

Table 2 Descriptive Statistics of AI Tools Used by Students in News Writing (ChatGPT, Gemini, and Grok)

	N	Descriptive Statistics			
		Minimum	Maximum	Mean	Std. Deviation
ChatGPT	1	629.00	629.00	629.0000	.
Grok	1	86	86	86.00	.
Gemini	1	286.00	286.00	286.0000	.
Valid N (listwise)	1				

These numerical findings, presented in Table 2, reinforce this trend: ChatGPT (n = 629) was used more than twice as frequently as Gemini (n = 286) and over seven times as often as Grok (n = 86), underscoring its dominant position among the AI tools students relied on.

These findings underscore the transformative potential of integrating Artificial Intelligence into elementary school writing instruction. AI-assisted writing significantly enhances learning efficiency, empowering students to generate ideas, structure information, and produce written texts more rapidly, a benefit that proves especially

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valuable for young learners still mastering foundational writing skills and news structures. Yet this advantage comes with an inherent tension: over-dependence on AI-generated suggestions risks narrowing students' opportunities to cultivate their own creativity, critical thinking, and authentic voice. AI's educational value is therefore real but conditional, it must be deliberately balanced with activities that nurture independent idea generation and creative expression, ensuring that students' writing abilities develop holistically rather than being outsourced to technology.

Research Limitations

The student works from AI Maslachah Elementary School presented below are also visualized in Figures 4 and 5.

Almash Voice

30 April 2026 | 1 bulan lalu

Dari Kelas ke Berita: Siswa SDIU Al Maslachah Asah Skill Jurnalistik Lewat Pembelajaran TIK

Belajar jadi "wartawan cilik", siswa SDIU Al Maslachah asah kemampuan menulis berita lewat pembelajaran TIK yang seru.

EDU

6 0 0

Figure 4 Published news articles by SDIU Al Maslachah students on the Kompasiana digital platform https://www.kompasiana.com/search_artikel?q=sdiu+al+maslachah

As shown in Figure 4, the article is concrete evidence of our ongoing commitment to elementary-level journalism education. It is the work of SDIU Al Maslachah students, whose skills have evolved substantially and continue to thrive today.

Almash Voice

23 April 2026 | 1 bulan lalu

SDIU Al Maslachah: Wujudkan Siswa Ramah Lingkungan, Hidup Rukun, dengan Fasilitas Memadai

SDIU Al Maslachah membentuk siswa ramah lingkungan dan rukun dengan fasilitas lengkap

EDU

44 0 0

Figure 5 Example of a Student's News Article Published on Kompasiana After AI-Assisted Revision

<https://www.kompasiana.com/sdislamunggulanalmaslachah8197/69e9ac3834777c3d9a4f0f72/sdiu-al-maslachah-wujudkan-siswah-ramah-lingkungan-hidup-rukun-dengan-fasilitas-mewadai>

As shown in Figure 5, one of the students at SDIU Al Maslachah wrote a follow-up text using AI. The application of the 5W 1H principle in ICT classes has become more engaging. However, only a few students were able to write coherently and with sufficient flow to be published on the school's official blog. News-related studies will be reviewed by the teachers there and published appropriately. The findings indicate that students demonstrated a better understanding of news structure and the 5W+1H framework after participating in Text-Based Learning activities. This finding is consistent with [Kim & Graham \(2022\)](#) who argue that structured text-based instruction supports the development of writing skills by helping learners understand the organization and communicative purposes of texts. Similarly, the present study found that students were better able to organize information systematically and produce more coherent news reports after being exposed to model texts and guided writing activities.

However, unlike previous studies that primarily focused on narrative and expository writing, this study extends the application of Text-Based Learning to journalism education for elementary school students. Therefore, the findings contribute new evidence regarding the effectiveness of TBL in developing journalistic literacy at the primary education level.

The publication of students' news articles on digital platforms increased their motivation and engagement in literacy activities. This finding supports the argument of [Fraillon et al. \(2018\)](#), who emphasize that digital literacy develops more effectively when learners are positioned not only as consumers but also as producers of information. Students in this study reported greater enthusiasm because their writing had an authentic audience and could be accessed publicly.

This result also aligns with [Antoninis et al. \(2023\)](#), which highlights the importance of meaningful digital participation in strengthening literacy competencies. The opportunity to publish news articles encouraged students to perceive themselves as young journalists rather than merely completing classroom assignments.

The findings show that Artificial Intelligence assisted students in generating ideas, improving grammar, and understanding news structures. These findings are consistent, who found that AI can serve as an effective educational tool for writing development and personalized feedback, while also arguing that generative AI has significant potential to improve learning efficiency when appropriately integrated into educational environments.

A notable finding of this study concerns the challenges associated with AI integration in elementary news-writing instruction. While AI-assisted tools such as ChatGPT, Gemini, and Grok helped students improve grammar, text organization, and idea development, several students experienced difficulties in formulating effective prompts and critically evaluating AI-generated suggestions. Many participants tended to accept AI outputs without sufficient reflection or revision, indicating a risk of overreliance on technology. Furthermore, younger learners often struggled to distinguish between their own ideas and AI-generated content, which may hinder the development of independent writing skills and critical thinking. These findings suggest that the successful implementation of AI in elementary education requires continuous teacher guidance, explicit instruction in digital literacy, and opportunities for students to critically assess AI-generated information rather than using it passively

Nevertheless, this study also found that several students struggled to formulate effective prompts and occasionally relied excessively on AI-generated text. This finding differs from the optimistic assumptions of some AI-in-education studies because it highlights the continued importance of teacher guidance in elementary education. Therefore, AI should be positioned as a supporting tool rather than a replacement for students' critical thinking and creativity.

Conclusion

This study aimed to examine the implementation of Text-Based Learning (TBL) in elementary journalism education, explore its contribution to students' literacy development, and analyze the role of Artificial Intelligence (AI) in supporting news-writing activities at SDIU Al Maslachah Sidoarjo.

The findings demonstrate that Text-Based Learning provides an effective pedagogical framework for introducing journalistic writing to elementary school students. Through structured activities involving text modeling, observation, drafting, revision, and publication, students were able to understand the fundamental principles of news writing, particularly the application of the 5W+1H framework and the organization of factual information into coherent news texts.

The study further reveals that journalism-based literacy learning contributes not only to writing competence but also to the development of critical thinking, observation, communication, and digital literacy skills. The opportunity to publish students' work on

digital platforms encouraged authentic participation in literacy practices and increased students' motivation to write.

Regarding AI integration, the findings indicate that Artificial Intelligence can function as a supportive learning tool for idea generation, language improvement, and text revision. However, its effectiveness depends on students' ability to use AI critically and on the guidance provided by teachers. Therefore, AI should be positioned as a complementary educational tool that enhances, rather than replaces, students' cognitive and creative engagement in the writing process.

Theoretically, this study extends the application of Text-Based Learning to the context of children's journalism education and contributes to the emerging discourse on responsible AI integration in primary education. Practically, the findings offer an alternative model for integrating writing instruction, media literacy, and digital technology in elementary schools. Future research is recommended to involve larger participant groups, employ more systematic mixed-methods designs, and examine the long-term impact of AI-assisted journalism learning on students' literacy development.

References