

Habituating of News Text Writing Skills in Elementary Schools through the Journalism Extracurricular Program

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Keywords:	Abstract
<p>news text;</p> <p>writing skills;</p> <p>journalism extracurricular</p>	<p><i>This research aims to analyze journalism extracurricular programs that can develop elementary school student's ability to write news texts. The research used descriptive qualitative methods with a case study strategy. The informants for this research were advisors, class teachers, and students. The results of the research showed that in the planning there is a school principal as the program compiler, the journalism extracurricular advisor have to master 5W+1H and create subject designs; the implementation of the journalism extracurricular program was done using the 5W+1H technique, and the observe, imitate, and modifications technique; the impact of implementing extracurricular journalism programs on students' writing skills increases as shown in their paragraph writing; The obstacles experienced were support from parents, learning motivation, student characteristics; and the solution used is to evaluate student progress at the end of the learning process via the WhatsApp group and accommodate learning styles.. The implications of the results of this research include: 1) school principals can make journalism extracurricular programs into mandatory programs and parents are involved in journalistic activities 2) teachers have to have journalistic skills, and 3) students have to write fluently or participate in journalistic activities more enthusiastically.</i></p>

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INTRODUCTION

Background of the Study

Writing skills are one of four language skills that very important, especially in Indonesian subjects. According to the opinion of Lestari & Rahmawati, (2022), stated that writing skills are an active and creative activity to convey ideas in written form so that a relationship occurs between the writer and the reader. A person's thoughts and feelings as well as ideas, knowledge, and life experiences contained in written language can be found during writing activities (Kristiantari et al., 2023). This writing skill has a very important influence on the smooth running of teaching and learning activities. Therefore, writing is not a simple thing to learn but have to be mastered.

The role of schools is very important, especially in providing support and facilities to students, one of which is by holding journalism extracurricular programs. Extracurricular activities are non-academic activities done outside class hours to practice students' abilities or hobbies which are facilitated by the school. Journalism extracurricular activities are non-academic activities outside standard curriculum study hours done by students. The benefits of taking part in this extracurricular are filling free time with positive activities such as writing, increasing knowledge about writing outside class hours, as a forum for developing students' talents and interests, and as a means to achieve achievements and increase experience (Agustina, 2023).

According to the opinion of Andani & Anggraini, (2023) stated that basic skills in writing news texts cannot be separated from learning Indonesian because writing skills are very important. It is hoped that improving language skills will make it easier for students to obtain the information presented in news texts. Educators have an important role in writing news texts because educators have to provide knowledge and guidance on how to write news texts correctly. To write news texts, writers have to continue to learn and practice to give a valuable impression to their readers (Arizal et al., 2021).

In the Indonesian subject, there are assignments related to writing such as writing stories, writing news texts, writing poetry texts, etc. But up to now, students' writing skills are still not optimal. The most difficult thing to master is writing ability (Nurgiyantoro in Purba et al., 2021). Grammar, writing and punctuation, language and expression, text linguistics, and thinking skills are the background factors for writing difficulties. Based on this, if this condition is not immediately followed up it will affect the quality of human resources who will compete in the outside world.

Problem of The Study

Based on the results of interviews with journalism extracurricular advisors at Elementary School of Mentari Ketelan, it was stated that learning to write news texts was still relatively low. Students still have difficulty writing a news text because students are confused about what to write and how to write it. This condition is supported by the results of previous research which stated that students still had difficulty using adjusted spelling and lacked student motivation in writing (Yanti & Utama, 2022). Then it is also in line with the research conducted by Dwi & Somantri, (2019) which stated that the language skills that are most difficult for students to do are writing skills. This main condition is experienced by students when they have difficulty finding and expressing ideas. The writing obstacles experienced by students can influence the results of students' writing (Herlina & Utami, 2019).

Interaction between teachers and students is very important to find out the needs or obstacles experienced by students in writing, such as students being confused about what to write about, students not understanding how to arrange words into sentences, and a lack of interest in reading (Andarini, 2021). Stated that The problem with writing skills faced by elementary school students is that students' initial writing skills are still not neat and students tend to have difficulty expressing and developing ideas (Mustadi et al., 2021). According to the opinion of Alzubi & Nazim, (2024) stated that factors affecting students' writing process such as low motivation, limited vocabulary, lack of knowledge in organizing ideas, and reduced interest in the given topic.

Research's State of the Art

Several studies have been done about news text writing skills through journalism extracurricular programs. According to the opinion of Sabarti in Fadhillah, (2022) stated that the benefits of writing are being able to find out one's abilities and potential as well as knowledge about the chosen topic, the ability to reason will be honed, being able to broaden one's horizons, having the habit of doing things systematically, being able to assess one's writing objectively, being easy to analyze problems and having physical evidence written, always active in thinking so that you can maintain your memory so you don't forget easily, have a planned lifestyle, and have good grammar.

Writing news texts is one of the journalism extracurricular activities. Writing news texts means writing facts that occur in the field without any manipulation by the author (Putri & Ratna, 2020). Strong language skills can realize students' good writing abilities. The ability to write news texts can be honed and developed through experience. Based on the experience gained, it is communicated back through written language into a news text (Fuad & Suyanto, 2021).

According to the opinion of Abidah et al. (2023), stated that journalism extracurricular activities aim to improve language skills, one of which is in the field of writing. This is in line with the opinion of Sahan et al. (2023), which stated that journalism extracurricular activities grow their academic language skills. However, elementary school students still experience difficulties in solving text-based problems (Cahyani et al., 2022). This is reflected when students are confused about the content of the reading so they have difficulty writing a text. This showed that journalistic activities need to be continuously developed so that the quality of students' language skills continues to improve. According to the opinion of Alinssan, (2020) stated that journalism extracurriculars can foster students' writing and critical thinking skills. Meanwhile, Fitriana et al. (2021), stated that critical thinking skills and students' writing abilities have a significant relationship because they will have an impact on improving and even becoming highly skilled in writing.

Gap Study & Objective

This research is also by research conducted by Wahyunengsih et al. (2023), showed that there is an influence of extracurricular journalism with writing skills which are focused on school wall magazine subject starting from things that have to be considered, preparation to practice in compiling wall magazines. This is in line with research conducted by Astuti et al. (2023), state that students can compose news scripts that are by news script writing techniques through journalism extracurriculars. Journalism extracurricular programs can also influence the linguistic-verbal abilities of students who are members. This extracurricular activity includes understanding how to use letters and words correctly, practicing intonation and voice volume, as well as practicing facial expressions and body movements (Sudarsana et al., 2023).

Journalism extracurriculars as stated in the research Agustina, (2023) about the benefits of extracurricular journalism can be a solution for students who are less interested in writing. This is in line with research conducted by Destari & Dafit, (2022) state that writing skills have their own artistic or creative benefits for students. This journalism extracurricular has a positive impact on students' writing abilities. This description illustrates that the program created by the school, that were extracurricular journalism, can improve students' writing skills.

The novelty of this research is analyzing a journalism extracurricular program that can develop elementary school student's ability to write news texts. This journalism extracurricular program can enable students to develop inspiration in writing news texts. This will provide meaningful experiences for students to use as provisions for everyday life. Based on these problems, the researcher raised the title "Habituating of News Text Writing Skills in Elementary Schools through the Journalism Extracurricular Program".

METHOD

Type and Design

This research used qualitative methods, with descriptive type, and tends to use analysis where the researcher participates in the events or conditions being studied. A case study strategy was used in this research to discover elementary school students' writing habits through a journalism extracurricular program.

Data and Data Sources

This research data was about information on familiarizing writing skills at Elementary School of Mentari Ketelan. The data source in this research was the journalism extracurricular program at Elementary School of Mentari Ketelan. The journalism extracurricular advisor, class teacher, and students who take part in the journalism extracurricular are the sources for this research.

Data Collection Technique

Data collection techniques in this research were observation, interviews, and documentation. Observation techniques were used to find out activities during extracurricular journalism by preparing an observation guide which can be seen in Table 1.

Table 1. Observation guide

No	Observed aspects	Indicators
1.	Learning tools	<ol style="list-style-type: none"> 1. Design the Learning Process 2. Using Learning Process Design in Every Learning Activity 3. Has a handbook
2.	Time	Create an implementation schedule
3.	Related parties	<ol style="list-style-type: none"> 1. Have a guidance counsellor 2. There was cooperation with external parties
4.	Facilities and infrastructure	<ol style="list-style-type: none"> 1. Has a comfortable extracurricular room 2. Availability of learning resources 3. Availability of learning media
5.	Impact of activities	Students can write news texts
6.	Obstacles experienced	<ol style="list-style-type: none"> 1. The difficulty of the guidance teacher in teaching 2. The difficulty of students in understanding the subject presented 3. Difficulty with parental permission to participate in extracurricular journalism
7.	Efforts made to overcome obstacles	<ol style="list-style-type: none"> 1. Choose a advisor who was knowledgeable about journalism 2. Follow up via parent's WhatsApp group 3. Selection of the right learning method

Researchers also interview several informant. Data were collected using interviews with journalism extracurricular advisors, grade III C teachers, and students taking part in journalism extracurriculars by preparing an interview guide as in Table 2.

Table 2. Interview guide

Data Sources	Observed aspects	Indicators
(RJ)	Program builder	Extracurricular journalism standing background

Guidance Teacher	Student recruitment	<ol style="list-style-type: none"> 1. There were requirements for prospective members of journalistic extracurricular 2. Fill out the journalism extracurricular registration form 	
	Related parties	<ol style="list-style-type: none"> 1. Have an advisor who has mastered journalism 2. Working with external parties 	
	Time	Do extracurricular journalism according to the schedule	
	Facilities and infrastructure	<ol style="list-style-type: none"> 1. Has a comfortable extracurricular space 2. Availability of learning resources and media 	
	Teaching style	Using learning methods	
	Implementation of learning	Deliver different learning subjects at each meeting	
	Impact	Students can understand how to write news texts	
	Constraints and solutions	<ol style="list-style-type: none"> 1. Difficulties of guidance teachers when teaching 2. Student difficulty in understanding learning subject 3. Difficulty with parental permission to participate in extracurricular journalism 4. Tailored to students' learning styles 5. Choose a advisor who was knowledgeable about journalism 6. Have grub WhatsApp with parents 	
	RM (Teacher of Grade III C)	Impact	<ol style="list-style-type: none"> 1. Students' abilities before participating in extracurricular journalism 2. Student ability after participating in extracurricular journalism 3. Have a distinction between students who follow and who do not take extracurricular journalism
	L (Student of Grade V)	Time Facilities and infrastructure Implementation of learning Impact Constraints	Extracurricular schedule implemented <ol style="list-style-type: none"> 1. Has a comfortable journalistic extracurricular room 2. Have appropriate media and learning resources How teachers teach writing skills Ability to write news texts after participating in extracurricular journalism <ol style="list-style-type: none"> 1. Difficulty in understanding learning subject 2. Difficulty in using media and learning resources

The documents used were student writing results, monitoring cards, archives in journalism extracurriculars such as attendance, and SOP (Standard Operating Procedures). Testing the validity of the data in this research was a credibility test using source triangulation and technical triangulation (Wijaya, 2019).

Data Analysis

Data analysis techniques begin with data collection, data reduction, data presentation, and then conclusions or verification (Miles & Huberman, 1994). At the data collection stage, researchers collect information from data sources. At the data reduction stage, researchers selected data about the habit of writing news texts in journalism extracurricular programs. At the data presentation stage,

researchers entered data related to steps in news text writing skills through journalism extracurricular programs. Finally, at the conclusion drawing stage, the researcher attempted to conclude after information about the habituation of news text writing skills in journalism extracurricular programs had been presented in the data presentation.

RESULTS

Familiarization with writing skills through a journalism extracurricular program in writing news texts at Elementary School of Mentari Ketelan resulted in the journalism extracurricular program strengthening students' news text writing skills. The implementation of the journalism extracurricular program goes through several stages, that were planning, implementation, impact, obstacles, and solutions.

Journalism Extracurricular Program Planning

Data on journalism extracurricular planning from interviews with supervising teachers (DJ) can be seen in Table 3.

Table 3. Journalism extracurricular program planning

Planning	Program Achievements
a. Program builder	a. The principal was then offered the student affairs field
b. Purpose	b. To improve critical reasoning skills
c. Schedule	c. Friday, 12.30 – 14.05 WIB
d. Place of execution	d. Inside the journalism extracurricular room and outside the journalism extracurricular room
e. Qualifications of supervising teachers	e. Mastering the criteria of 5W + 1 H
f. Student recruitment	f. Fill out an interest and aptitude questionnaire for grades 3 to grade 5
g. Subject design	g. Basic introduction to 5W+1H, how to write news, how to cover news, how to interview, shooting practice, and live practice
h. Monitoring card	h. Contains teacher and student rules, extracurricular activity schedules, and student attendance

Based on Table 3, of course, it was also supported by observation activities showing that the planning for the journalism extracurricular program at Elementary School of Mentari Ketelan was prepared by the school principal which was then followed up by the deputy head of student affairs. It was hoped that this journalism extracurricular can improve news text writing skills and critical thinking skills. The implementation of the journalism extracurricular program was done every Friday at 12.30-14.05 WIB after class learning was finished which was done in the journalism extracurricular room. To become a supervising teacher, you have to master the 5W+1H by teaching students the basic introduction to 5W + 1H, how to write news, how to cover news, how to interview, shooting practice, and live practice. At the start of learning, students were given interest and talent questionnaires to fill out what extracurricular activities they will participate in, but this journalism extracurricular was only for students in grades 3 to 5. After that, every time students do learning, they were required to bring a monitoring card as in Figure 1.

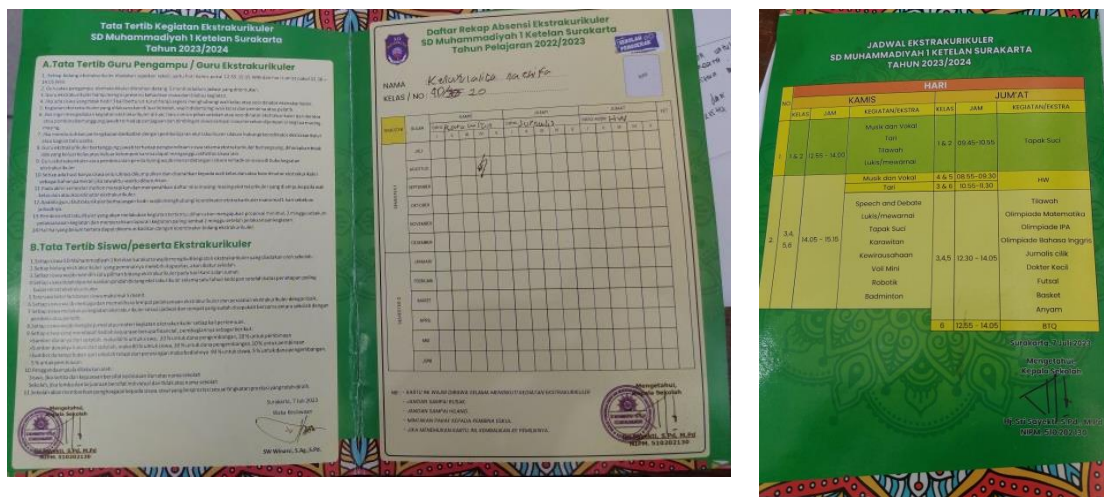


Figure 1. Student monitoring card

Based on Figure 1, the student monitoring card contains the student's identity, teacher, and student rules, student attendance, and extracurricular schedule. Students have to carry this monitoring card when the journalism extracurricular takes place for student attendance.

Implementation of the Journalism Extracurricular Program

This research analyses the implementation of writing skills through journalism extracurricular programs in writing student news texts. This research has obtained the expected results that writing skills in journalism extracurricular programs for writing news texts were influenced. The implementation data comes from interviews with supervising teachers and students who take part in journalism extracurricular programs. The following data from interviews about the implementation of the journalism extracurricular program can be seen in Table 4.

Table 4. Data from interviews about implementation of extracurricular journalism programs

Observed Aspects	Initials of The Informant	Result
Time	DJ	Journalism was held every Friday from 12.30 to 14.05 WIB. Journalistic activities were done indoors and outdoors.
	L	Every Friday at 12.30 WIB.
Parties	DJ	The school also collaborates with external parties, that were Solopos and Indonesian media to help students gain subject and experience.
Media and learning resources	DJ	The learning methods used during PBL (Problem Based Learning) and PjBL (Project Based Learning), for PjBL (Project Based Learning) student narratives, were put into the jurnalistikciliksolo.blogspot.com blog. If the media and learning resources used were books, cellphones, solo learning streaming radio, the internet, and various printed newspapers were used. The learning was done individually and guided.
	L	If in that class, bring a cellphone to write news or take a photo of the text. Keep carrying newspapers or magazines.

Subject design	DJ	Learning activities in extracurricular journalism at the beginning of learning students were introduced to 5W + 1H questions so that they were more honed in critical reasoning, the next lesson students practice writing by imitating news or ATM (Observe Imitate Modification) techniques in newspapers or other print media, and then students practice making news texts, the next learning students practice interviews and covering news, the next lesson students practice live on youtube or Instagram.
	L	Journalistic activities were fun because they were taught how to write at the beginning of the learning taught the 5W + 1H technique.

Based on Table 4, it can be concluded that the implementation of extracurricular journalism begins after class learning was finished every Friday from 12.30 to 14.05 WIB which was done in class and outside of class. To increase insight, and motivation and obtain news information, the school collaborates with Solopos and Indonesian media, the implementation of which was scheduled theoretically. Joint activities with Solopos and Indonesian media were done outside of school.

Impact, Obstacles, and Solutions to the Journalism Extracurricular Program

The journalism extracurricular program on news text writing skills at Elementary School of Mentari Ketelan has had a positive impact. The following data from interviews with advisors, class teachers, and students about the impact of implementation can be seen in Table 5.

Table 5. Data from interviews about impacts, obstacles, and solutions journalism extracurricular program

Observed Aspects	Initials of Informant	Result
The development of writing news texts	DJ	The impact of students' journalistic activities on writing development was very rapid because children were trained to reason critically by being taught with 5W+1H questions.
	RM	There was a comparison for students who take part in extracurricular journalism and students who do not take extracurricular journalism, students who take this extracurricular have good writing skills, especially in writing paragraphs, there were already 5W+1H questions, and can be peer tutors for friends who do not participate in extracurricular journalism.
	L	The impact of me made me more confident speaking in front of many people and became more aware of how to write.
Obstacles	DJ	The obstacle was external factors when parents do not provide opportunities to learn, extracurricular time was done students were invited to go home, students who do not send assignments, and different student characteristics.
Solution	I (Students)	If you don't bring your cellphone, you have to write it using a ballpoint pen when you have to cross it out incorrectly and it's tired.
	DJ	Teachers conduct evaluations after extracurricular activities by checking whether students have sent their assignments, then this was followed up by a service clinic with a parent approach on grub WhatsApp so that parents understand student development so that students were given the opportunity to learn again and teachers

teach extracurriculars according to student learning styles and motivate students.

Based on Table 5, showed that the journalism extracurricular program has an impact on news text writing skills at Elementary School of Mentari Ketelan, that were improving news text writing skills, knowing good text writing techniques, becoming more confident, and being able to become a peer tutor for other friends. Apart from that, obstacles experienced by students include parents who do not provide learning opportunities, students not sending assignments, different student characteristics, and lack of student motivation. The solution was evaluation by checking student assignments, teaching according to student learning styles, and motivating students to learn, then this was followed up in the parents' WhatsApp group.

Documentation about one of the student narratives entitled "Nayra Vello Qisti Achieves Silver Medal 2023" on the journalisticciliksolo.blogspot.com blog can be seen in the Figure.

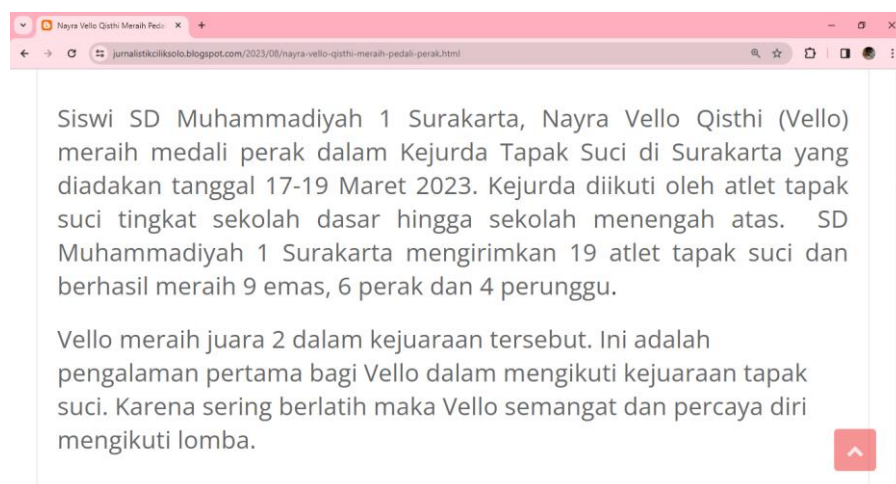


Figure 2. Results of student writing on The Little Solo journalistic blog

Based on Figure 2, showed that learning activities in journalism extracurricular activities were not only the delivery of subject from the supervising teacher, but 60% were practical assignments, one of which was writing activities. The students' writing results as shown in Figure 2 were uploaded to the journalisticciliksolo.blogspot.com blog as a form of student appreciation and documentation of journalism extracurricular activities. This journalism extracurricular activity can be a bridge for students, such as becoming bloggers, which was facilitated by the school. Students apply the ATM (Observe Imitate Modification) technique from news in printed newspapers so that it can make it easier to write news text. In this paragraph, some questions show 5W+1H, so that extracurricular activities in journalism can improve students' writing skills.

DISCUSSIONS

Journalism Extracurricular Program Planning

The journalism extracurricular at Elementary School of Mentari Ketelan has provided many opportunities for students to improve their news writing skills, which was established in 2015 and was planned by the principal to prioritize character education, that were critical reasoning. This was in line with the opinion of Widyastuti, (2018) which stated that critical thinking skills were very important in developing students' language skills. Writing news helps students develop their critical thinking skills in writing because critical thinking skills and writing news texts were interrelated (Linda, 2021). In line with current developments, critical thinking skills were very important because they have long-term

benefits in education to help students solve problems in the learning process and apply them in everyday life (Kadduora in Chusni et al., 2022).

Journalism extracurriculars were provided for high-class students only and were held on Fridays at 12.30 – 14.05 WIB in the junior journalism extracurricular room and outside with a total of 26 students attended by grades 3 to 5. Taqwan (2019) stated that outdoor learning has a positive influence on students' problem solving. In addition, outdoor learning can help students apply their knowledge.

Teachers were a very important element in the world of education to improve student learning which will be useful in the future (Werang et al., 2023). In doing this extracurricular activity, students will be accompanied by a supervising teacher who will help students understand news writing techniques. As a supervising teacher, you have to master the 5W + 1H criteria because this criterion has an important role in the level of student learning success. This was by research conducted by Rusdiyah in Rahmawati, (2023) which stated that mastering 5W+1H can increase students' success in learning, especially in their critical thinking skills. When recruiting students who will take part in extracurricular journalism, students fill out an interest and talent questionnaire distributed by the deputy head of student affairs. Therefore, students can choose extracurriculars without coercion and according to their interests and talents so that students will feel happier when the learning process in these extracurriculars was taking place.

To increase students' knowledge in taking part in this journalism extracurricular, the supervising teacher prepares different subject in each meeting such as a basic introduction to 5W + 1 H, how to write news, how to cover news, how to interview, shooting practice, and live practice. Students were also given monitoring cards containing teacher and student rules, extracurricular activity schedules, and student attendance. So, after completing the learning process, the monitoring card will be signed by the supervising teacher as proof of the student's presence.

Implementation of the Journalism Extracurricular Program

At this stage of implementing extracurricular journalism, which was held every Friday, the school collaborates with external parties to accommodate students' passion for journalism, that were Solopos and Indonesian media. In learning, teachers as the spearhead in the world of education were required to create an effective and communicative learning environment by paying attention to learning components, one of which was learning methods and learning media. Learning methods were techniques used by teachers to achieve learning objectives when delivering learning subject (Darmadi in Lufri et al., 2020). The methods used in implementing extracurricular journalism were Project Learning and Problem-Based Learning which consists of discussions, introduction to 5W + 1 H, writing practice, interview practice, news reporting practice, and live practice. This was by opinion of Abidin, (2020) who stated that the PBL (Problem Based Learning) and PjBL (Project Based Learning) models were very interactive and communicative because students were required to be active and focused on the problems being discussed. The results of students' writing skills were uploaded to the journalisticciliksolo.blogspot.com blog as appreciation. This was by opinion of Rupavijetra et al. (2022) who stated that learning outcomes from creative thinking in individuals or groups in the classroom were supported by project-based learning management where students will learn by doing. The increasingly rapid development of technology also influences the world of education. When choosing learning media, teachers have to also be selective about what they use in the classroom. Learning resource components that contain instructional materials in the student's environment that motivate students to learn are referred to as learning media (Suryadi, 2020). The media used in students' habit of writing news texts were cellphones, laptops, solo learning, radio, and the internet. The digital native character for students in the current era makes a teacher obliged to design technology-based learning, this is because students are born and grow directly side by side with technology so that they are accustomed to information from the internet (Fatira et al., 2021). To make it easier for students to

write news texts, use learning sources such as newspapers, magazines, and books so that students can learn how to write them. Without a learning medium, students will have difficulty developing their imagination in writing (Riska & Rahmawati, 2022). This was by research conducted by Diran, (2023) which stated that learning to write through newspapers and books, paying attention to the substance or content, language style, and presentation style can make writing easier.

In the learning process there were different activities at each meeting, including: at the beginning of the lesson students were introduced to the 5W+1H questions so that they can hone their critical reasoning, the next lesson students practice writing by imitating news or ATM (Observe Imitate Modification) techniques in newspapers or other print media, then students practice making news texts, the next lesson students practice interviewing and covering the news, the next lesson students practice live on YouTube or Instagram. The role of teachers in helping students realize their ability to write news texts was very important. As an educator, a teacher have to have writing learning techniques so that students were more active in writing down ideas and learning becomes more interesting and enjoyable (Jamsari et al., 2020). In the mentoring process, the teacher teaches students using the 5W + 1H and Observe, Imitate, Modification techniques by observing newspapers, magazines, and other printed media. The Observe, Imitate, Modification technique was a technique that provides students with the opportunity to improve their news writing skills easily. Of course, this technique can influence the results of students' news writing. Apart from that, students were also trained with 5W + 1H questions. This was by opinion of Aryani et al. (2023), which stated that in writing news text so that it becomes information that was appropriate to the writing technique, you need 6 conditions, that were 5W+1H. Strengthened by research conducted by Diran (2023) which stated that learning through the Observe, Imitate, Modification technique through magazines, newspapers, and other print media can make it easier to write a text.

Impact, Obstacles, and Solutions to the Journalism Extracurricular Program

This journalism extracurricular has a positive impact on the development of students' news text writing skills. There was a comparison between students who take part in journalism extracurriculars and students who do not take part in journalism extracurriculars, students who take part in this extracurricular have good writing skills, especially in writing paragraphs, they already have 5W+1H questions, were more confident when speaking in public, and can become peer tutors for friends who don't participate in journalism extracurriculars. To increase student activity in the learning process, you can use the peer tutoring method (Ramadani et al., 2023). This was in line with research conducted by Surya et al. (2022), which stated that activities with peers can give students a sense of responsibility through their assignments. Writing helps students grow their self-confidence and communication skills (Susilo & Rahmawati, 2023). This activity can also raise students' learning motivation and train their self-confidence because students get a new atmosphere in learning to write news texts.

Parents who do not provide learning opportunities for their children so that becomes a problem with student attendance was one of the obstacles in getting students into the habit of writing skills in journalism extracurricular programs. This was in line with the opinion of Sekarini, et al. (2023) who stated that the presence of journalism members was also an obstacle to the implementation of extracurricular activities. Even though support and pressure from parents were important variables in optimizing children's education (Torrecilla & Hernández-Castilla, 2020). Lack of student motivation in participating in journalism extracurriculars caused students to be less enthusiastic about learning writing skills, complain more easily, and not submit their assignments.

The solution used to overcome the problem as in Table 6 showed that the supervising teacher evaluated at the end of the lesson by checking the assignments sent by students and conveying follow-up with the service clinic via the parents' Whatspp group and sharing students' progress in the group. This was the opinion of Alabi in Kuntarto et al. (2021), which stated that WhatsApp was used as a

method for sending assignments. During the learning process, the teacher accommodates the different learning styles of each student. This research conducted by Destari & Dafit, (2022) stated that writing skills require assistance from teachers by paying attention to students. This was what can increase students' understanding of learning news text writing skills.

CONCLUSION

The conclusion on the planning of the journalism extracurricular program was prepared by the principal and then followed up by the deputy head of student affairs, recruiting supervising teachers and distributing interest and talent questionnaires to students. Design of subjects by extracurricular programs with different themes at each meeting, and monitoring cards used for student attendance. Conclusion on the implementation of extracurricular activities using the 5W+1H technique and the Observe, Imitate, Modification technique which used the PBL (Problem Based Learning) and PjBl (Project Based Learning) models which were done with guided individuals. The media and learning resources used were digital media and print media. To increase students' knowledge and insight, supervising teachers also collaborate with external parties. Students who take part in journalism extracurricular activities become more aware of how to write as shown in the paragraph containing the 5W+1H questions and were more confident in speaking in public. There was a lack of support from parents for children when taking part in journalism extracurricular activities as well as student motivation to learn. The teacher evaluates each lesson completed by checking the students' assignments which were then followed up in the parents' WhatsApp group. So that learning objectives can be achieved, the supervising teacher accommodates students' learning styles. This research has several limitations. First, it is related to the informants. The informants were only selected from students who participated in extracurricular journalism activities from high grades at Mentari Ketelan Elementary School. Second, related to time. The duration of the study was less than one year, so the data obtained was less comprehensive. For future research, there needs to be a more in-depth study related to extracurricular journalism programs to improve news text writing skills. The implications of the results of this research include: 1) school principals can make journalism extracurricular programs mandatory and parents can be involved in journalistic activities. 2) teachers have to have journalistic skills, and 3) students have to write fluently or participate in journalistic activities more enthusiastically.

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