



The Influence of Using Pinterest Application Media in Learning News Text Writing Skills

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ABSTRACT

Pinterest is a free photo and video sharing application where inspiration grows and creativity thrives. This application offers a visually rich and idea-oriented experience to its users. Its focus is on discovery, creativity, and organization, making it an attractive learning medium. This study aims to describe: 1) the results of the pre-test of news text writing skills; 2) the results of the post-test of news text writing skills in learning using the Pinterest application media. This study uses a descriptive quantitative method with a quasi-experimental type through a one group pretest-posttest design in the 2025/2026 academic year at SMA Swasta Hosana, Medan. The population of this study was all students of grade XI.A of SMA Swasta Hosana, Medan who took the pre-test, learning news text writing skills using the Pinterest application media, and took the post-test of news text writing skills, totaling 31 students. The sample was determined at 31 students based on a statistical formula. The research instruments were news text writing tests and lesson plans as well as Pinterest application media. Quantitative data were analyzed using parametric inferential statistics, namely one-sample t-test for the first and second objectives and paired sample t-test for the third objective because the requirements of normality and homogeneity were met. The results of the study showed: 1) the mean pre-test of the ability to write news texts of class XI.A students of SMA Swasta Hosana, Medan was 16.84 or 52.63 percent (categorized as low); 2) the mean post-test of the ability to write news texts of class XI.A students of SMA Swasta Hosana, Medan was 26.00 or 81.25 (categorized as high); 3) the Pinterest application media was proven to be effective in learning the ability to write news texts. The t-value of the paired sample test was -19.363 with a sig. 0.00 < 0.05 so that Ho was rejected.

Keywords: influence, pinterest application media, learning, news texts, writing skills

Pengaruh Penggunaan Media Aplikasi Pinterest dalam Pembelajaran Kemampuan Menulis Teks Berita

ABSTRAK

Pinterest adalah aplikasi berbagi foto dan video gratis tempat inspirasi berkembang dan kreativitas tumbuh subur. Aplikasi ini menawarkan pengalaman yang kaya secara visual dan berorientasi pada ide kepada penggunanya. Fokusnya adalah pada penemuan, kreativitas, dan pengorganisasian sehingga menarik dijadikan media pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan: 1) hasil pretes kemampuan menulis teks berita; 2) hasil postes kemampuan menulis teks berita dalam pembelajaran yang menggunakan media aplikasi Pinterest; 3) pengaruh penggunaan media aplikasi pinterest dalam pembelajaran kemampuan menulis teks berita. Penelitian ini menggunakan metode kuantitatif deskriptif dengan jenis quasi-eksperimen melalui One Group Pretest-Posttest Design pada tahun ajaran 2025/2026 di SMA Swasta Hosana, Medan. Populasi penelitian ini adalah seluruh siswa kelas XI.A SMA Swasta Hosana, Medan yang mengikuti pretes, pembelajaran kemampuan menulis teks berita menggunakan media aplikasi Pinterest, dan mengikuti postes kemampuan menulis teks berita yang berjumlah 31 siswa. Sampel ditetapkan sebanyak 31 siswa berdasarkan formula statistik. Instrumen penelitian adalah tes menulis teks berita dan rencana pembelajaran serta media aplikasi Pinterest. Data kuantitatif dianalisis menggunakan statistik inferensial parametrik yakni uji t satu sampel untuk tujuan pertama dan kedua dan uji t sampel berpasangan untuk tujuan ketiga karena syarat normalitas dan homogenitas terpenuhi. Hasil penelitian menunjukkan: 1) mean pretes kemampuan menulis teks berita siswa kelas XI.A SMA Swasta Hosana adalah 16,84 atau 52,63 persen (berkategori rendah); 2) mean postes kemampuan menulis teks berita siswa kelas XI.A SMA Swasta Hosana adalah 26,00 atau 81,25 (berkategori tinggi); 3) media aplikasi Pinterest terbukti berpengaruh signifikan terhadap kemampuan menulis teks berita. Nilai t uji sampel berpasangan -19,363 memiliki sig. 0,00 < 0,05 sehingga Ho ditolak.

Kata kunci : pengaruh, media aplikasi pinterest, kemampuan menulis, teks berita

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INTRODUCTION

Learning media that are in line with learning objectives and student character are believed to be able to achieve optimal learning outcomes. This situation occurs because learning media truly mediate teachers' expressions to students (Wulandari et al., 2023; Supriyono, 2018; Wahidah 2023). Therefore, media is crucial in learning (Daniyati et al., 2023; Sudirman et al., 2023; Kasim & Razak, 2023).

Pinterest is a free photo and video sharing app where inspiration flourishes and creativity thrives. This app offers its users a visually rich and idea-oriented experience. Its focus is on discovery, creativity, and organization, making it an attractive learning medium (Zhai et al., 2017; Sri et al., 2013; Bangun et al., 2019).

For the teaching of news writing skills in 11th grade high school students, the use of Pinterest as a learning medium is believed to create a conducive learning environment and, in turn, achieve optimal learning outcomes. Therefore, this article is entitled "The Effectiveness of Using Pinterest Application Media in Learning." News Writing Skills.

In accordance with the description above, this article addresses three research questions. First, what are the categories of mean pre-test scores for news writing skills? Second, what are the categories of mean post-test scores for news writing skills? Third, what is the influence of using the Pinterest media application in learning the ability to write news texts??

In line with the research questions, this article addresses three objectives. First, to describe the categories of mean pre-test scores for news writing skills. Second, to describe the categories of mean post-test scores for news writing skills. Third, to describe the influence of the use of the Pinterest application in teaching news writing skills.

This article is expected to be beneficial from several perspectives: supervision, academics, and Indonesian language teachers.

First, from a supervisory perspective, this article is useful because it can serve as alternative supervision material for both principals and school supervisors.

Second, from an academic perspective, this article is also useful because it has the potential to serve as a reference for students when writing relevant scientific papers.

Third, this article is also beneficial for Indonesian language teachers. This article can serve as discussion material on both online media applications and news writing skills.

Article Relevant articles were found in various online journals. Three selected relevant articles are described below.

First, Fatmawati et al. (2020) concluded that the Pinterest application influenced the creativity of designing party dresses for class XI Fashion 3 students at SMK Negeri 8 Surabaya.

Second, Fandiya et al. (2021) concluded that the online platform Pinterest significantly influenced the learning process, idea development, and design style of visual communication design students in creating works.

Fourth, Azizah et al. (2025) wrote an article entitled "Logbook: An Alternative Learning Media for Writing News Texts." This study aimed to investigate the effectiveness of using logbook media in teaching news text writing. The research was conducted at the beginning of the odd semester in the 2024/2025 academic year. The population consisted of seventh-grade students at SMP Nurul Hadina, and the sample involved 21 students from class VII Al Muqtadir. This study employed a quasi-experimental method. The research instrument used was an essay test on news text writing. The Wilcoxon Signed Rank Test showed a significance value of $0.001 < 0.05$. This result indicates a significant difference between students' scores before and after using logbook media in the news text writing learning process. Based on these findings, it can be concluded that the use of logbook media is an effective alternative tool in teaching news text writing.



LITERATURE REVIEW

Pinterest is a visual search engine and image-based social media platform that allows users to discover, save, and share aesthetic ideas, such as recipes, interior design, and fashion styles. As an inspiration platform, users "pin" images or videos to virtual boards to plan projects or design life-styles.

The main feature of the Pinterest app is Pins & Boards. This feature serves as a place to store ideas found visually (Shiau et al., 2020; Pandasari et al., 2024).

Another key feature in the Pinterest app is the Visual Search Engine. This feature functions more like a search engine for inspiration than social interaction.

The third key feature in the Pinterest app is the Collab Board. This feature allows users to create inspiration boards with other users.

Another key feature is Visual Focus. This feature serves as a place to present high-quality image and video content.

This app can be downloaded on mobile devices or accessed through a web browser to find daily inspiration or plan large projects.

METHOD

This research employed a quantitative method using a one-group pretest-posttest design. This method describes news writing skills numerically from a single sample group. Creswell (2013), Razak (2017), Abubakar (2021), and Ridwan & Slamet (2020) stated that experimental methods are commonly used in various studies, including those in education.

This research took place at SMA Swasta Hosana, Medan, with the NPSN 69888712, located at Jalan Metal No. 7, Tanjung Mulia Village, Medan Deli District, Medan City, North Sumatra Province.

The research, conducted in the odd semester of the 2025/2026 academic year, involved three main activities. First, preparatory activities included preparing learning media, developing

lesson plans, developing news writing test instruments, and preparing scoring rubrics. Second, data collection activities included conducting a news writing pretest and learning to write using printer-test media. Third, reporting activities include data analysis and writing a research report in the form of a scientific article in an online journal.

The population of this study was 33 11th-grade students at SMA Swasta Hosana, Medan who participated in a pre-test and post-test on news writing and participated in a news writing learning activity using Pinterest. There were 33 students.

The sample size was determined at 31 students based on Slavin's formula (Santoso, 2023; Amin et al., 2023; Razak, 2005; Manson, 2010). Each sample member was selected randomly from the population.

The pre-test and post-test data for news writing were collected using a test instrument. To produce a valid test, according to (Azwar, 2013; Safi'i et al., 2021; Fulcher & Davidson, 2007), the steps for developing a news writing test are outlined below.

First, determine the number of news texts to be written by the sample members. This article uses two news texts.

Second, determine the testing system. This article uses a direct test system, where the sample members work in class.

Third, determine the topics of the news texts. This article uses two topics, consistent with the number of news texts being tested. The topics are social media and one topic is free, according to the sample members' preferences.

Fourth, determine the length of each news text. This article uses news texts with a length of 100-150 words.

Fifth, develop the specifications for the news writing skills test. The specifications for the news writing skills test are outlined in the following table.

Table 1
News Writing Skills Test Specifications

No.	Topics	Word Count	Test Item
1	Online social media	100-150	1
2	Free topic	100-150	2

Sixth, writing news text writing test items. Based on the specifications above, two news text writing test items are presented below:

- 1) Write a news text on the topic of electronic social media, with a length of between 100-150 words!
- 2) Write a news text on any topic, with a length of between 100-150 words!

Pre-test and post-test data for news text writing skills were obtained from the scoring results of each sample member's answer sheets. Each news text received a minimum score of 4 and a maximum score of 16. Therefore, all news texts received a minimum score of 8 and a maximum score of 32. Scoring was done using the rubric as shown in the table below.

Table 2
News Text Writing Skill Test Data Scoring Rubric

Indicator	Scoring Description			
	Score-1	Score-2	Score-3	Score-4
Headline	The title is very uninteresting, concise, and does not describe the essence of the news at all	Titles that are not interesting, not concise, and do not describe the essence of the news	An interesting, concise title that describes the essence of the news	A very interesting, concise title that really describes the essence of the news
Lead	The first paragraph which contains information does not cover some of the 5W+H elements	The first paragraph contains less important information and includes a small part of the 5W+H elements	The first paragraph contains the most important information and covers most of the 5W+H elements	The first paragraph contains the most important information and includes all the 5W+H elements
Body	Supporting paragraphs that outline facts, quotes, and background in great detail from most important to least important	Supporting paragraphs that outline facts, quotes, and background in detail from most important to least important	Supporting paragraphs that outline facts, quotes, and background in detail from most important to least important	Supporting paragraphs that outline facts, quotes, and background in great detail from most important to least important.
Tail	Additional information containing very incomplete supporting context	Additional information containing incomplete supporting context	Additional information containing complete supporting context	Additional information containing very complete supporting context



The pretest and posttest data were analyzed using a one-sample t-test because all testing requirements were met. The pretest data for news writing used a relatively low expected mean of 20.80, equivalent to a standard mean score of 65.00. The posttest data for news writing skills used a relatively high expected mean of 25.60, equivalent to a standard mean score of 80.00.

The observed mean, i.e., the pretest mean and posttest mean, are considered equal to the expected mean if they meet certain criteria. This criterion is a t-value with a significance level of >0.05 . If this is not the case, the two mean values are considered different.

To determine the effectiveness of Pinterest on learning news writing, a parametric inferential statistical analysis procedure was used. The parametric inferential statistical measure used is a paired-sample t-test. A t-value with a significance level of >0.05 indicates that the Pinterest media is ineffective for learning news writing. A t-value with a significance level of <0.05 indicates that the Pinterest media is effective for learning news writing.

Scientific articles using paired-sample t-tests are relatively widely used in research. Paired-sample t-test procedures are found in articles such as (Dewi & Nurhasanah, 2022; Subandiyono & Ristiani, 2026).

RESULTS

1. News Text Writing Skills Pre-test Results

First, descriptive statistics of the news text writing skills pre-test data for 11th-grade students at Hasona Senior High School (SMA Hasona) include the mean, percentage, standard deviation, variance, minimum score, maximum score, median, mode, and sum. The descriptive statistics of the news text writing skills pre-test results for 11th-grade students at Hosana Senior High School are presented in a frequency distribution table, which is a screenshot from SPSS.

Table 3
 Frequency Distribution of News Text Writing Skills Pre-test Results

	Frequency	Percent	Cumulative Percent	Values
12	5	16,13	16,13	
13	3	9,68	25,81	
14	3	9,68	35,48	
15	3	9,68	45,16	
16	3	9,68	54,84	
17	3	9,68	64,52	
18	2	6,45	70,97	
19	1	3,23	74,19	
21	2	6,45	80,65	
22	1	3,23	83,87	
23	2	6,45	90,32	
24	3	9,68	100,00	
Total	31	100,00		
Mean				16,84
Percent				52,63
Median				16,00
Mode				12,00
Stdev				4,07
Minimum				12
Maximum				24
Sum				522

Second, the Levene's value for the homogeneity test statistic was 5.335 at a significance level of 0.084 (Figure 1). The significance level of 0.084 is > 0.05 . Thus, H_0 is accepted. This means that the pre-test data for news writing skills are homogeneous.

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
pretest	Based on Mean	5,335	5	18	0,084

Figure 1
 SPSS Screenshot of One-Sample t-Test Calculation Results for Pre-test Data

Third, the Shapiro-Wil statistical value of the pretest data normality test is 0.898 at a sig. 0.053 (Figure 2). The sig. 0.053 value is > 0.05 . Thus, H_0 is accepted. This means that the pretest data on news writing skills comes from members of a normally distributed population.

Tests of Normality					
Pretest					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,130	31	0,195	0,898	31	0,053

a. Lilliefors Significance Correction

Figure 2
 SPSS Screenshot of Pre-Test Data Normality Test Calculation Results

Fourth, a one-sample t-test of the pre-test news writing ability data using an expected mean of 17.60, equivalent to a standard mean of 55.00 percent (Figure 3), was conducted at -1.042. This value has a significance value of 0.306, indicating that sig. $0.306 > 0.05$. Thus, H_0 is accepted, meaning that the observed mean of 16.84 (Figure 4) is equal to the expected mean of 17.60.

One-Sample Test				
Test Value = 17.60				
	t	df	Sig. (2-tailed)	Mean Difference
pretest	-1,042	30	0,306	-0,761

Figure 3
 SPSS Screenshot of One-Sample t-Test Calculation Results for Pre-Test Data

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
pretest	31	16,84	4,067	0,730

Figure 4
 SPSS Screenshot of One-Sample t-Test Statistics for Pre-Test Data

2. News Text Writing Ability Post-Test Results

First, the descriptive statistics of the news text writing ability post-test data for 11th-grade students at Hasona Senior High School include the mean, percentage, standard deviation, variance, minimum score, maximum score, and mode. The descriptive statistics of the news text writing ability post-test results are presented in a frequency distribution table, which is a screenshot from SPSS.

Table 4
 Frequency Distribution of News Text Writing Ability Post-Test Results

	Frequency	Percent	Cumulative Percent	Values
18	3	9,68	9,68	
19	3	9,68	19,35	
20	2	6,45	25,81	
21	2	6,45	32,26	
22	1	3,23	35,48	
24	1	3,23	38,71	
25	1	3,23	41,94	
26	1	3,23	45,16	
27	1	3,23	48,39	
28	1	3,23	51,61	
29	1	3,23	54,84	
30	2	6,45	61,29	
31	12	38,71	100,00	
Total	31	100,0		
Mean				26,00
Percent				81,25
Median				28,00
Mode				31,00
Stdev				5,25
Minimum				18
Maximum				31
Sum				806

Second, the Levene value of the homogeneity test statistic is 2.458 at a sig. 0.057 (Figure 5). The sig. 0.057 value > 0.05 . Thus, H_0 is accepted. This

means that the post-test data on news writing skills are homogeneous.

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
posttest	Based on Mean	2,458	9	19	0,057

Figure 5
 SPSS Screenshot of One-Sample t-Test Calculation Results for Post-Test Data

Third, the Shapiro-Wil statistic for the post-test data normality test was 0.801 at a significance level of 0.051 (Figure 6). The significance level of 0.051 is > 0.05 . Thus, H_0 is accepted. This means that the post-test data on news writing skills came from a normally distributed population.

Tests of Normality					
Post-test					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
0,228	31	0,061	0,801	31	0,051

Figure 6
 SPSS Screenshot of Post-Test Data Normality Test Results

Fourth, a one-sample t-test of the post-test data for news writing skills using the expected mean of 27.20, which is equivalent to the standard mean of 85.00 percent (Figure 7), is -1.272. This value has a significance value of 0.213, indicating that $\text{sig. } 0.213 > 0.05$. Thus, H_0 is accepted, meaning that the observed mean of 26.00 (Figure 8) is equal to the expected mean of 27.20.

One-Sample Test				
Test Value = 27.20				
	t	df	Sig. (2-tailed)	Mean Difference
posttest	-1,272	30	0,213	-1,200

Figure 7
 SPSS Screenshot of One-Sample t-Test Calculation Results for Post-Test Data

This value has a sig. 0.306, indicating that $\text{sig. } 0.306 > 0.05$. Thus, H_0 is accepted, meaning that the observed mean of 16.84 (Figure 4) is equal to the expected mean of 17.60.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
posttest	31	26,00	5,254	0,944

Figure 8
 Screenshot of SPSS One-Sample t-Test Statistics for Post-Test Data

3. Influence of Pinterest on Learning Outcomes

The paired-sample t-test value was -19.363 with a significance value of 0.000 (Figure 9). Therefore, $\text{significance } 0.000 < 0.05$, thus rejecting H_0 . This means that the two pre-test and post-test means (Figure 10) differ significantly. Given that the post-test mean is higher than the pre-test mean, it is interpreted that the Pinterest application is influence in teaching news writing skills.

Paired Samples Test					
pretest - posttest					
Paired Differences			t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean			
-9,161	2,634	0,473	-19,363	30	0,000

Figure 9
 SPSS Screenshot of Paired Samples t-Test Calculation Results

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
pretest	16,84	31	4,067	0,730
posttest	26,00	31	5,254	0,944

SPSS Screenshot of Paired Samples Statistics Paired Samples t-Test

DISCUSSION

The significant improvement in news writing skills in learning using the Pinterest app is believed to be due to several factors. These factors are discussed below.

First, teaching preparation. Preparing various learning tools, such as lesson plans and teaching materials, is key to successful learning. Thoroughly prepared learning tools are believed to result in high learning processes and outcomes (Simanjuntak, 2025; Qomariyah, 2020; Alika & Radia, 2021).

Second, the Pinterest app displays a relatively systematic learning process based on deductive learning, starting with activities.

Third, learning innovation. The use of electronic applications has a domino effect, namely learning innovation that influences learning outcomes (Firmadani, 2020; Cahyani, 2025; Rahayu & Mentari, 2025). This activity occurs during the media exploration procedure (Pinterest). Students are asked to search for and observe images or infographics on Pinterest related to specific events (e.g., disasters, school activities, or social events). The goal is to spark ideas and imagination.

Fourth, learning motivation. The use of Pinterest applications creates a domino effect, namely, student learning motivation. Student learning motivation is believed to increase when teachers display electronic media. Application videos displayed on the infocus screen are believed to significantly increase students' achievement motivation. Scientific articles highlighting the importance of learning motivation can be found in various online journals, including those written by (Zalukhu et al., 2026; Arianti, 2000; Jamhar & Budiamin, 2025; Wulandesember & Kurniati, 2026).

Referring to the lesson plan, the teaching activities are quite detailed. However, this article only presents a summary, as outlined below.

First, Introduction. The teacher explains the basic concepts of news text (the 5Ws + 1H elements, structure, journalistic language). Students are given an overview that they will use Pinterest as a source of visual ideas.

Second, Media Exploration (Pinterest). Students are asked to search for and observe images or infographics on Pinterest related to specific events (e.g., disasters, school activities, or social events), facilitated by the teacher. The goal is to spark ideas and imagination.

Third, Content Analysis. Students analyze the selected image by answering the 5W+1H questions based on the visual. The teacher guides students to identify possible facts.

Fourth, News Outline Development. Students create a news text outline based on the analysis. The outline includes the title, lead, and content, facilitated by the teacher.

Fifth, News Text Writing. Students develop the outline into a complete news text, paying attention to effective, concise, and clear language rules. This development is facilitated by the teacher.

Sixth, Presentation and Feedback. Students present their writing. The teacher and peers provide feedback on content, structure, and language. Seventh, Reflection. The teacher and students conclude the lesson and evaluate the use of Pinterest as a tool for writing news texts.



Figure-11
Pinterest Google Play Store



Figure-12
Instal *Pinterest*



Figure-13
Continue Using Email

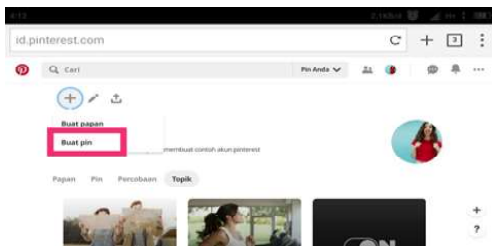


Figure-14
Creat PIN

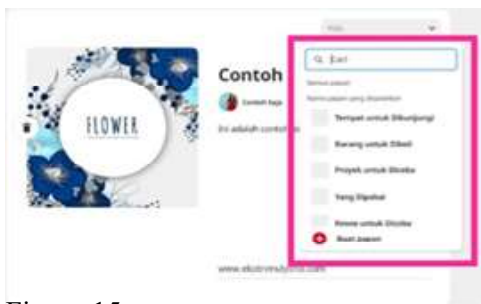


Figure-15
Select a Board or Create a New One

CONCLUSION

This final section presents several research conclusions. These conclusions are presented below.

First, the mean pre-test score for the news writing skills of 11th-grade students at SMA Swasta Hosana, Medan was low category.

Second, the mean post-test score for the news writing skills of 11th-grade students at SMA Swasta Hosana, Medan was high category.

Third, the Printerest application was influence in teaching news writing skills to 11th-grade students at SMA Swasta Hosana, Medan.

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