



Digital Publishing as a Transformative Medium for Writing Instruction: Enhancing Students' Writing Competence and Digital Literacy through the Kompasiana Platform

Irma Arifah¹, Bangkit Adi Swasomo^{1*}, Gerry Ironika¹, Rohmat Febrianto¹, Suprapti¹

¹STKIP PGRI Trenggalek, Indonesia

*Corresponding author: bangkit.adi.swasono@gmail.com

Received: May 20, 2026; Revised: June 12, 2026; Accepted: August 25, 2026; Published: August 31, 2026

Abstract. Digital technology transformation has encouraged changes in writing instruction practices in higher education from conventional models focused on submitting assignments to lecturers toward publishing written works in digital spaces accessible to wider audiences. This study aims to describe the utilization of the Kompasiana platform as a medium for writing instruction and to analyze its contribution to strengthening students' writing competence and digital literacy. The study employed a qualitative descriptive approach involving students of the Indonesian Language and Literature Education Program who enrolled in the Indonesian Language and Literature Writing course during the 2024/2025 and 2025/2026 academic years. Data were collected through document analysis of students' opinion articles published on the Kompasiana platform, classroom observations, and interviews. The findings indicate that digital publication functions not only as a medium for submitting assignments but also transforms students' orientation from writing for assessment to writing for public audience. This transformation encourages improvements in argument quality, language accuracy, awareness of digital publication ethics, and students' motivation to produce works suitable for public readership. The novelty of this study lies in the conceptualization of digital publication as a form of authentic writing instruction that connects academic activities with the digital public sphere. The findings suggest that the involvement of real audiences is an important factor in strengthening students' writing competence and digital literacy. Theoretically, this study proposes an authentic writing instruction model based on digital publication that positions publication as a means of transforming writing instruction from an assignment-oriented practice into an audience-oriented practice.

Keywords: digital publication; writing instruction; *Kompasiana*; writing competence; digital literacy



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

1. Introduction

Digital transformation has significantly influenced various aspects of contemporary life, including higher education. The rapid development of internet technology, social media, and digital platforms has changed how individuals' access, produce, and disseminate information. In higher education contexts, students are no longer expected merely to consume information but are also required to create, evaluate, and communicate knowledge through digital media. Consequently, digital literacy has become one of the essential competencies that students must possess in order to participate effectively in today's knowledge-based and digitally connected society. Digital literacy extends beyond the technical ability to operate digital devices and

applications. It encompasses the capacity to access, evaluate, create, and communicate information effectively, critically, and ethically within digital environments.

Ng argues that digital literacy integrates technical, cognitive, and socio-emotional dimensions that enable individuals to function successfully in digital societies. In educational settings, digital literacy is closely associated with students' academic competencies because it supports reading comprehension, information evaluation, critical thinking, and written communication. Therefore, strengthening digital literacy has become a strategic objective in higher education learning practices. One academic competency that can be enhanced through digital literacy development is writing. Writing is a productive language skill that plays a crucial role in knowledge construction, critical thinking, academic communication, and self-expression. Despite its importance, writing instruction in higher education often remains centered on assignment completion and lecturer evaluation.

Students frequently perceive writing as an academic obligation that ends once an assignment has been submitted and graded. As a result, writing activities tend to lack authentic communicative purposes, reducing students' motivation to produce meaningful and high-quality texts. The emergence of digital publishing platforms provides opportunities to transform conventional writing instruction into more authentic learning experiences. Blogs, social networking sites, and community-based publishing platforms allow students to publish their work and interact with broader audiences beyond the classroom. Previous studies have demonstrated that digital media can increase students' motivation, engagement, participation, and autonomy in writing activities because learners write not only for assessment purposes but also for real communication with readers.

Within the framework of participatory culture, students are positioned not merely as consumers of information but also as active producers of digital content who contribute to public discourse. One platform with considerable potential for supporting writing instruction in Indonesia is Kompasiana. As a citizen-media platform, Kompasiana enables users to publish opinions, reflections, and popular articles that can be accessed by the public. Such characteristics make Kompasiana more than a publishing medium; it also functions as a digital public space where students can engage in authentic communication practices. Through digital publication, students are encouraged to develop writing competence, establish digital identities, and assume responsibility for the information they share with wider audiences.

In addition to digital publishing platforms, recent developments in Artificial Intelligence (AI) have begun to influence language and writing instruction. AI technologies can support students in generating ideas, identifying relevant topics, organizing outlines, and exploring alternative perspectives during the writing process. Arifah et al. highlight that the integration of AI into Indonesian language instruction offers innovative opportunities for enhancing learning experiences in the digital era. In the present study, AI was utilized in a limited manner during the pre-writing stage to facilitate idea generation and outline development, while the drafting, argument construction, and article development processes remained entirely the responsibility of the students.

A growing body of research has explored the use of digital technologies in writing instruction. Hall and Davison, Sun, and Noytim reported that blogs and digital publishing environments positively influence students' engagement and participation in writing activities. Other studies have emphasized the contribution of digital literacy to academic achievement, particularly in relation to reading, writing, and critical thinking skills. Furthermore, Putra et al. developed the JURNAL method based on the Kompasiana platform to support observation report writing in secondary education and found that digital publication improved students' writing performance and learning engagement. Despite these contributions, most previous studies have focused primarily on digital media as instructional tools or on digital literacy development.

Research examining digital publication as a public communication space that enables university students to interact with authentic audiences remains limited. Furthermore, few studies have investigated the integration of AI-assisted idea generation with digital publication as a strategy for strengthening both writing competence and digital literacy in higher education

contexts. The present study addresses this gap by conceptualizing digital publication through the Kompasiana platform as an authentic writing instruction model that connects academic activities with the digital public sphere. Unlike previous studies that primarily position technology as a learning medium, this study positions digital publication as a transformative approach that shifts writing instruction from writing for assessment to writing for public audience.

Moreover, the study incorporates limited AI utilization during the pre-writing stage to support students' creative processes while maintaining their responsibility as independent authors. Therefore, this study aims to describe the implementation of digital publication through the Kompasiana platform in the Indonesian Language and Literature Writing course, analyze its contribution to strengthening students' writing competence and digital literacy, and formulate digital publication as an authentic writing instruction model that is relevant to the demands of higher education in the era of digital transformation.

2. Methodology

This study employed a qualitative descriptive approach to explore the implementation of digital publication through the Kompasiana platform in writing instruction and its contribution to strengthening students' writing competence and digital literacy. The qualitative approach was selected because the study aimed to obtain an in-depth understanding of learning experiences, student participation, and the educational impacts of digital publication within a natural classroom setting. The participants consisted of 22 students enrolled in the Indonesian Language and Literature Education Program at STKIP PGRI Trenggalek. The participants were drawn from two academic cohorts taking the Indonesian Language and Literature Writing course during the 2024/2025 and 2025/2026 academic years. Fourteen students participated in the 2024/2025 cohort, while eight students participated in the 2025/2026 cohort.

All participants completed writing assignments that required them to compose and publish opinion articles through their personal Kompasiana accounts. Data were collected through observation, interviews, and documentation. Classroom observations were conducted throughout the learning process to examine students' activities during topic selection, idea development, outline preparation, article writing, revision, and publication. Semi-structured interviews were conducted to explore students' perceptions and experiences regarding digital-publication-based writing instruction. The interview process focused on students' writing motivation, experiences with digital publication, awareness of digital literacy, and perceptions of public readership. Documentation served as the primary data source and consisted of students' opinion articles published on the Kompasiana platform.

The published articles were analyzed to identify indicators of writing competence, including topic development, organization of ideas, argumentation, language use, and audience awareness. Documentation data were also used to verify publication outcomes and students' participation in digital publishing activities. During the instructional process, students were allowed to utilize Artificial Intelligence (AI) tools in a limited manner during the pre-writing stage. AI was used to support idea generation, topic exploration, and outline development. However, the drafting process, argument construction, article development, and final writing remained entirely the responsibility of the students. This approach was implemented to ensure that the published articles genuinely reflected students' writing abilities while still enabling them to benefit from technological assistance.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña, which consists of three interconnected stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting, organizing, and categorizing relevant information obtained from observations, interviews, and documentation. Subsequently, the data were presented in descriptive narratives and tables to facilitate interpretation. Finally, conclusions were drawn based on recurring patterns, themes, and relationships identified throughout the analysis process. To enhance the trustworthiness of the findings, methodological triangulation was employed by comparing information obtained from different data sources.

The integration of observation, interview, and documentation data enabled a comprehensive understanding of how digital publication through Kompasiana contributed to the development of students' writing competence and digital literacy. This triangulation process also strengthened the credibility and validity of the research findings.

3. Results and Discussions

Provide a concise and precise description of the experimental results, their interpretation as well as the experimental conclusions that can be drawn.

3.1 Implementation of Digital Publication in Writing Instruction

Digital publication was implemented as an integral component of the Indonesian Language and Literature Writing course. The instructional process consisted of several stages, including topic selection, idea exploration, outline development, article writing, revision, and publication through the Kompasiana platform. This learning model was designed to provide students with authentic writing experiences by enabling them to publish their work for public readership rather than limiting it to classroom assessment. At the beginning of the course, students were encouraged to identify relevant themes based on current social and cultural issues.

During the 2024/2025 academic year, the assigned themes focused on digital literacy and social phenomena closely related to students' daily lives, including Fear of Missing Out (FOMO), digital communication ethics, and the use of slang language in social interactions. In contrast, students in the 2025/2026 academic year explored themes related to Eid traditions, local culture, family values, and personal reflections associated with Indonesian cultural practices. Students were allowed to utilize Artificial Intelligence (AI) tools during the pre-writing stage to support topic exploration and outline preparation. After developing their outlines, students independently composed opinion articles, revised their drafts based on feedback, and published the final versions through their personal Kompasiana accounts. This process enabled students to experience the complete cycle of digital publication, from idea generation to public dissemination.

The analysis of publication outcomes revealed that 21 out of 22 students successfully published their articles on schedule. Only one student experienced a delay in publication due to difficulties in developing arguments and organizing ideas within an opinion article. This result indicates a high level of participation and successful implementation of digital-publication-based writing instruction.

Table 1. Presents the characteristics of the research participants and the general themes of the published articles.

Academic Year	Number of Students	General Themes
2024/2025	14	Digital literacy, FOMO, social media communication, slang language, digital ethics
2025/2026	8	Eid traditions, local culture, family values, nostalgia, cultural experiences
Total	22	Various social and cultural issues

3.2 Strengthening Students' Writing Competence

The findings indicate that digital publication contributed significantly to the development of students' writing competence. Analysis of the published articles demonstrated that students were capable of selecting relevant topics, organizing ideas coherently, developing arguments, and adapting their writing to a broader audience. Interview results further revealed that most students perceived digital publication as a motivating factor in the writing process. Students reported that publishing their articles on Kompasiana encouraged them to pay greater attention to language accuracy, content quality, and argument development because their work could be accessed by the public rather than solely evaluated by the lecturer.

Most participants stated that knowing their articles would be read by wider audiences motivated them to become more responsible writers. They revised their articles more carefully, checked language usage more thoroughly, and paid closer attention to the credibility of the information presented. The presence of real audiences therefore contributed to improving students' awareness of writing quality and communicative effectiveness. These findings suggest that digital publication transformed writing activities from routine academic assignments into meaningful communication practices. Students were encouraged not only to complete tasks but also to produce articles that were relevant, informative, and appropriate for public consumption.

3.3 Strengthening Students' Digital Literacy

The findings also indicate that digital publication contributed to the development of students' digital literacy. Interview data revealed that most students had never published written work on a digital platform before enrolling in the Indonesian Language and Literature Writing course. For many participants, Kompasiana represented their first experience with digital publishing. Students reported that publishing articles through Kompasiana provided new insights into digital publication processes, author account management, digital communication ethics, and the responsibilities associated with disseminating information to the public. Through this experience, students became more aware of digital footprints and the potential impact of published content on wider audiences.

Furthermore, students developed practical digital skills, including account creation, content uploading, article editing, and online publication management. These experiences enabled them to understand digital platforms not merely as tools for information consumption but also as spaces for knowledge production and public participation. The findings suggest that digital publication serves as an effective learning strategy for integrating writing instruction with digital literacy development. By engaging directly in digital publishing activities, students gained authentic experiences that strengthened both their technical and critical competencies within digital environments.

Table 2. Students' Publication Outcomes

Description	Number
Total students	22
Published on schedule	21
Delayed publication	1
Publication success rate	95.45%

Discussions

Digital Publication as Authentic Writing Practice

The findings demonstrate that digital publication through Kompasiana provides students with authentic writing experiences that extend beyond conventional classroom assignments. Unlike traditional writing tasks that are typically submitted solely for lecturer evaluation, digital publication exposes students' work to real audiences and broader public readership. This condition encourages students to pay greater attention to content quality, language accuracy, and argument development. Interview findings revealed that most students felt more motivated to produce high-quality writing because their articles could be accessed and read by the public. The awareness of potential readership encouraged students to revise their work more carefully and assume greater responsibility for the information they presented. These findings support Hyland's argument that audience awareness plays a fundamental role in the writing process.

The presence of authentic audiences encourages writers to consider communicative effectiveness, coherence, and rhetorical appropriateness. The results are also consistent with previous studies by Hall and Davison, Sun, and Noytim, which reported that digital publishing environments positively influence students' engagement and motivation in writing activities. In the present study, Kompasiana functioned

not only as a publication platform but also as an authentic learning environment that connected academic writing with public communication practices.

Digital Literacy Development Through Public Participation

The findings indicate that digital publication contributes significantly to the development of students' digital literacy. Most participants reported that they had never published written work on digital platforms prior to taking the Indonesian Language and Literature Writing course. Consequently, publishing articles through Kompasiana provided valuable experiences related to content creation, online publication, digital communication ethics, and digital identity management. These findings support Belshaw's perspective that digital literacy extends beyond technical skills and includes the ability to participate responsibly in digital environments. Similarly, Ng emphasizes that digital literacy involves technical, cognitive, and socio-emotional dimensions that enable effective participation in digital societies. Through the publication process, students developed competencies in all three dimensions.

From a technical perspective, students learned how to create and manage digital accounts, upload articles, and utilize digital publishing features. From a cognitive perspective, they learned to evaluate information, organize arguments, and communicate ideas effectively. From a socio-emotional perspective, students became more aware of the consequences of public communication and the importance of responsible information sharing. The findings also support previous studies highlighting the relationship between digital literacy and academic competencies. By integrating publication activities into writing instruction, students simultaneously developed writing competence and digital literacy, demonstrating the interconnected nature of these two competencies in contemporary higher education.

From Writing for Assessment to Writing for Public Audience

One of the most significant findings of this study is the transformation of students' writing orientation from writing for assessment to writing for public audience. Traditionally, writing assignments in higher education are often completed primarily to satisfy course requirements and obtain grades. Such practices may limit students' motivation and reduce the perceived relevance of writing activities beyond academic contexts. In contrast, digital publication through Kompasiana encouraged students to perceive writing as a form of public communication. Students became aware that their articles could reach readers outside the classroom and potentially contribute to broader discussions regarding social and cultural issues. This transformation reflects the concept of participatory culture proposed by Jenkins et al., in which individuals actively create and share content rather than merely consume information. The findings also align with Bruns' concept of produsage, which highlights the evolving role of individuals as both content producers and users in digital environments.

Through Kompasiana, students became active contributors to digital public discourse, sharing perspectives and experiences that could be accessed by wider audiences. Furthermore, the platform reflects the principles of citizen media described by Allan and Thorsen, where ordinary individuals participate in knowledge production and public communication. Compared with the study conducted by Putra et al., which focused on secondary education, the present study extends the application of digital publication to higher education and emphasizes its role in developing both writing competence and digital literacy. This broader perspective contributes to understanding how digital publication can support learning in university contexts.

AI-Assisted Pre-Writing and Contemporary Writing Instruction

Another important aspect of this study is the integration of Artificial Intelligence (AI) during the pre-writing stage. Students were allowed to use AI tools to generate ideas, identify potential topics, and develop writing outlines. However, the responsibility for drafting, argumentation, and article development remained entirely with the students. This approach is consistent with the findings of Arifah et al., who argue that AI can function as an innovative learning support tool in language education. Rather than replacing students' creativity, AI was utilized as a scaffold that facilitated idea exploration and topic development. Consequently, students were able to overcome initial difficulties in generating

writing ideas while maintaining ownership of the final product. The findings suggest that limited and guided AI integration can complement digital-publication-based writing instruction.

When used responsibly, AI may support students' creative processes without diminishing their role as independent writers. This integration represents an emerging direction for writing instruction in the era of digital transformation. Overall, the novelty of this study lies in the conceptualization of digital publication through Kompasiana as an authentic writing instruction model that integrates writing competence, digital literacy, public participation, and limited AI-assisted learning. The study demonstrates that digital publication is not merely a dissemination tool but a transformative educational practice that bridges academic writing and public communication. This transformation shifts students' orientation from writing for assessment toward writing for public audience, thereby creating more meaningful and relevant learning experiences in higher education.

4. Conclusions

This study demonstrates that digital publication through the Kompasiana platform can be effectively implemented in Indonesian Language and Literature Writing courses in higher education. The integration of digital publication into writing instruction provides students with authentic writing experiences by enabling them to communicate with real audiences beyond the classroom. As a result, writing activities become more meaningful and relevant than conventional assignment-based practices. The findings indicate that digital publication contributes significantly to the strengthening of students' writing competence. The presence of authentic readers encourages students to pay greater attention to topic development, argument quality, language accuracy, and overall writing effectiveness.

Furthermore, students become more responsible for the content they produce because their work is publicly accessible through digital platforms. The study also reveals that digital publication enhances students' digital literacy. Through the process of creating accounts, publishing articles, managing digital content, and interacting within online environments, students develop practical and critical competencies necessary for participation in contemporary digital society. These experiences help students understand not only the technical aspects of digital platforms but also the ethical responsibilities associated with public communication and information dissemination. Another important finding concerns the integration of Artificial Intelligence (AI) during the pre-writing stage. The limited use of AI for idea generation and outline development supports students' creative processes without replacing their roles as independent writers.

This finding suggests that AI can function as a complementary tool in writing instruction when used appropriately and responsibly. Theoretically, this study proposes a digital-publication-based authentic writing instruction model that connects academic writing with public participation in digital spaces. The novelty of the study lies in its conceptualization of digital publication as a transformative educational practice that shifts students' orientation from writing for assessment to writing for public audience.

This model integrates writing competence, digital literacy, public participation, and technology-assisted learning into a single instructional framework that is relevant to the demands of higher education in the era of digital transformation. Future studies may involve larger participant groups, multiple institutions, and quantitative measurements of writing improvement to further examine the effectiveness of digital-publication-based writing instruction. Additional research may also explore the long-term impact of AI-assisted writing practices on students' academic and professional communication skills.

Author Contributions

Conceptualization, I.A.; methodology, I.A.; investigation, I.A.; data curation, I.A.; formal analysis, I.A.; writing—original draft preparation, I.A.; writing—review and editing, B.A.S., G.I., R.F., and S.; supervision, B.A.S. All authors have read and agreed to the published version of the manuscript.

Funding

This research received no external funding.

Institutional Review Board Statement

Not applicable.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data presented in this study are available from the corresponding author upon reasonable request.

Acknowledgments

The authors would like to thank the students of the Indonesian Language and Literature Education Program, STKIP PGRI Trenggalek, for their participation and contribution to this study.

Conflicts of Interest

The authors declare no conflict of interest.

References

- Allan, S.; Thorsen, E., Eds. *Citizen Journalism: Global Perspectives*; Peter Lang: New York, NY, USA, 2009.
- Arifah, I.; et al. *Integration of Artificial Intelligence Technology in Indonesian Language Teaching: Innovative Solutions in the Digital Era*. 2025.
- Belshaw, D. *The Essential Elements of Digital Literacies*; Self-Published: Durham, UK, 2014.
- Bruns, A. *Blogs, Wikipedia, Second Life, and Beyond: From Production to Produsage*; Peter Lang: New York, NY, USA, 2008.
- Buwono, S.; Dewantara, J.A. Hubungan media internet, membaca, dan menulis dalam konteks literasi digital mahasiswa. *Jurnal Basicedu* 2020, 4, 1186–1193.
- Dewita, D.A.; Sari, M.; Nugroho, A. Pemanfaatan media digital sebagai sumber referensi dalam penulisan teks akademik dan karya ilmiah mahasiswa. *Jurnal Pendidikan Tambusai* 2026, 10, 1123–1134.
- Dinata, K.B. Evaluasi kemampuan literasi digital pada mahasiswa. *Jurnal Pendidikan Teknologi dan Kejuruan* 2021, 18, 150–160.
- Godwin-Jones, R. Using Mobile Technology to Develop Language Skills and Literacy. *Language Learning & Technology* 2018, 22, 1–17.
- Hall, H.; Davison, B. Social Software as Support in Hybrid Learning Environments: The Value of the Blog as a Tool for Reflective Learning and Peer Support. *Journal of Information Technology Education* 2007, 6, 163–187.
- Hendaryan, R.; Hidayat, T.; Herliani, S. Pelaksanaan literasi digital untuk meningkatkan kemampuan membaca dan menulis peserta didik. *Jurnal Literasi* 2022, 6, 45–57.
- Hyland, K. *Teaching and Researching Writing*, 3rd ed.; Routledge: London, UK, 2016.
- Jenkins, H.; Purushotma, R.; Weigel, M.; Clinton, K.; Robison, A.J. *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*; MIT Press: Cambridge, MA, USA, 2009.

- Ng, W. Can We Teach Digital Natives Digital Literacy? *Computers & Education* 2012, 59, 1065–1078.
- Noytim, U. Weblogs Enhancing EFL Students' English Language Learning. *Procedia - Social and Behavioral Sciences* 2010, 2, 1127–1132.
- Nurhayati, E.; Suryani, I.; Rahmawati, D. Literasi digital dalam penulisan karya tulis ilmiah mahasiswa. *Bahtera Bahasa* 2024, 9, 145–156.
- Putra, N.R.; Saryono, D.; Karkono; Rofiuddin, A.; Widyartono, D. Metode JURNAL Berbasis Platform Digital Kompasiana dalam Pembelajaran Menulis Teks Laporan Hasil Observasi di SMA. *JRIP: Jurnal Riset dan Inovasi Pembelajaran* 2025, 5, 92–102.
- Richardson, W. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*, 3rd ed.; Corwin Press: Thousand Oaks, CA, USA, 2010.
- Sudianto, R. Analisis literasi digital dan berpikir kritis mahasiswa pada era media sosial. *Leksikon: Jurnal Pendidikan Bahasa dan Sastra* 2025, 7, 25–37.
- Sun, Y.C. Extensive Writing in Foreign-Language Classrooms: A Blogging Approach. *Innovations in Education and Teaching International* 2010, 47, 327–339.
- Warschauer, M. New Tools for Teaching Writing. *Language Learning & Technology* 2010, 14, 3–8.