



English Learning Material for Journalism Courses: What are Students' Needs?

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Abstract

This study aims to analyze student needs for learning materials for journalism courses at Indonesian Language and Literature Education, Toraja Indonesian Christian University. Using a qualitative approach, the study collected data through a series of in-depth interviews, surveys, and focus groups with students enrolled in journalism courses. The main objective of the study was to identify specific aspects of the learning material that students consider important, areas they find challenging, and suggestions for curriculum improvement. The results show that students value a combination of theoretical and practical learning, with particular emphasis on real-life case studies, multimedia skills, and the use of social media in journalism. Students also highlight the need for greater interaction with professional journalistic practitioners and field practice opportunities such as internships. Key difficulties students face include understanding journalistic investigative concepts, ethics, and legal aspects, as well as the development of technical skills such as writing, editing, and media analysis. This research suggests the need for a flexible and responsive curriculum that integrates the latest technology, provides teaching materials relevant to industry developments, and strengthens students' practical skills. These findings contribute to the development of more effective journalism teaching practices, which focus on preparing students for real challenges in the journalism industry.

Keywords: *Student Needs, Learning Material, Journalism Courses*

Introduction

Journalism is one of the compulsory courses in the curriculum of Indonesian Language and Literature Education UKI Toraja. The purpose of including this course as a compulsory course is to improve their mastery of Indonesian, both formally and informally, by deepening their understanding of grammar, vocabulary, and writing style in accordance with journalistic norms (Suherdiana, 2020). In addition, this course aims to train students in writing news, features, editorials, and other types of journalistic writing so that they can present information accurately, clearly, and interestingly (Nuryanti & Arfiyanti, 2015).

This course also aims to teach the basic principles of journalism, such as truth, justice, balance, and accountability. This is so that students not only master the technical aspects of writing, but also understand the importance of ethics in carrying out journalistic tasks (Salniwati et al., 2022). In addition, students will also be introduced to new media and technology that play an important role in today's world of journalism (Mila Roysa, 2020).

Another objective is the development of practical skills, such as conducting interviews with sources and engaging in media newsrooms, to give students hands-on experience in a journalistic work environment (Suherdiana, 2020). This course will also focus on developing journalistic text editing skills, choosing the right words, and structuring layouts to improve their ability to present information effectively to readers (Asy Syifa Dhewi, 2021). In addition, students will be encouraged to understand contemporary issues and involve themselves in presenting news orally, whether in the form of radio or television broadcasts (Restendy, 2016). Overall, this course is designed to create media professionals who are able to combine language and literacy skills with journalistic principles in conveying information to the public (Pamungkas, 2021).

Based on these presentations, it can be concluded that the Journalism course is important for students of the Department of Indonesian Language and literature. Unfortunately, the interest and motivation of Indonesian literature students so far in learning Journalism is very low. Based on initial observations that have been made, the cause of low student interest in learning journalism is learning material that does not attract student interest (Ainul Yaqin M.S, 2023; Yusandra et al., 2022).

The results of these initial observations became the background of this study. This research was conducted to determine student needs for Journalism learning

materials in order to attract students' interest. This study aims to gain an in-depth understanding of students' preferences, interests, and needs for journalistic learning materials, with the main aim of determining the most effective learning methods to attract students' interests (Saputra, 2015; Suharsono, 2020).

In the process, this study also aims to identify difficulties and obstacles that students may experience in understanding journalistic material and designing learning materials that are not only relevant but also able to attract students' interest. With a focus on improving the quality of learning and teaching in the field of journalism, the research results are expected to contribute to the development of a curriculum that is more effective and responsive to student needs (Rosidah & Wulandari, 2019; Wismanto et al., 2022; Yusandra et al., 2022). In addition, this study aims to increase student motivation and participation in journalism courses, by ensuring that the learning materials presented are in accordance with the needs of the journalism industry. By achieving these goals, this research is expected to provide valuable insights to improve the quality of journalistic learning and ensure student interest is maintained in understanding and applying the learning material (Dewi et al., 2022; Dewi & Baan, 2021).

Academically and practically, research on students' needs for journalistic learning materials has significant importance. From an academic perspective, an in-depth understanding of students' needs contributes to the development of journalism learning theories and methodologies (Rosida, 2021; Yanis & Albab, 2022). The results of the research can be the basis for compiling a curriculum that is more responsive to student demands, covering topics and learning methods that suit their interests and needs (Augustin, 2019; Pamungkas, 2021; Suciati et al., 2019). This research can pave the way for innovation in teaching and learning approaches, forming a strong academic foundation to prepare students to become competent journalistic professionals.

From a practical point of view, this research has a direct impact on the quality of teaching and learning in the classroom. By knowing students' preferences, challenges, and needs, teachers can develop more effective and engaging teaching strategies. This can increase student engagement in learning and motivate them to better develop journalistic skills. The results of the study can also provide practical guidance for educational institutions to improve facilities and resources that support journalistic learning.

Moreover, from the perspective of the journalism industry, this research has a significant impact (Askurifai, 2016; Suherdiana, 2020). By understanding the needs of students, educational institutions can produce graduates who are better prepared to face the challenges of the world of work. This research can help bridge the gap between academia and industry, ensuring that curricula include the skills and knowledge needed by future journalists (Ainul Yaqin M.S, 2023; Rosidah & Wulandari, 2019; Salmawati et al., 2022). Thus, this research can make a real contribution to the formation of a generation of competent and relevant journalists.

There is previous research relevant to this study. The first research on *Needs Analysis: Learning Tools in the Television Media Journalism Practice Course in 2022* (Yusandra et al., 2022). The study, like this one, emphasizes a focus on journalistic learning, with the aim of improving the quality of teaching and learning. The research, which was carried out in 2022, reflects the relationship with the world of the journalism industry, seeks to understand the extent to which learning tools or learning materials are in accordance with industry needs.

However, the difference between these two studies appears in the focus of research and the methods used. Research on learning devices is more focused on analyzing and evaluating devices used in television media journalistic practice courses, perhaps involving exploration of the effectiveness and adequacy of these devices. Meanwhile, research on student needs for journalism learning is more holistic, exploring student preferences and needs related to journalism learning materials thoroughly with survey methods, interviews, or literature studies.

The next research relevant to this research is *Digital Learning Innovation with POE Model in Journalism Courses at PBSI Study Program, Muria Kudus University* (Mila Roysa, 2020). Both studies bring attention together to the context of journalistic learning, but differences emerge in the depth of focus. The similarity lies in the primary focus of both on journalistic learning. Digital learning innovation research explores and develops digital learning models using the POE model in journalism courses at the PBSI Study Program, Muria Kudus University. On the other hand, research on student needs for journalism learning materials seeks a deep understanding of student preferences, interests, and needs related to journalism learning materials in general.

The main difference lies in the focus and methodology of the study. Digital learning innovation research is more focused on exploring digital learning models

and technology in journalism courses, involving experimentation or development of certain models. On the other hand, research on student needs for journalism learning materials is more thorough, involving interview methods to comprehensively understand student preferences and needs in journalism learning.

In addition, the learning context is also a significant difference. Digital learning innovation research is limited to the use of digital technology in journalism courses at PBSI Study Program, Muria Kudus University. Meanwhile, this student needs research covers a broader picture without restrictions on the use of specific technologies, involving aspects of student needs holistically.

Another research relevant to this research is *Development of Feature Writing Teaching Materials based on the Results of Learning Needs Analysis of Journalism Program Students at State University of Malang* (Suharsono, 2020). Both of these studies focus on understanding student needs in the context of journalistic learning with the aim of improving the quality of learning. The similarity lies in the main focus of both on the needs of students and the goal of improving the quality of journalism learning. The development of feature writing teaching materials tries to respond specifically to the results of the analysis of student learning needs in the journalism program at State University of Malang. Meanwhile, research on student needs for journalism learning materials includes a broader picture of student needs in various aspects of journalism learning.

Differences arise in the focus of research and development methods. The development of feature writing teaching materials is more focused on preparing specific learning materials, namely feature writing, by adjusting to the results of the analysis of student learning needs in certain journalism programs. On the other hand, research on student needs for journalistic learning materials may be more thorough and not limited to certain types of writing. Another difference lies in the scale of research, where the development of feature writing teaching materials can have a more limited scope, while student needs research can include students of different levels and courses in a journalistic context.

Based on the explanations above, the research question in this study is 'how are the needs of students in journalism learning at the Indonesian Language and Literature Education of Indonesian Christian University of Toraja?.'

Research Methodology

This research is qualitative research. Qualitative research is a research method that focuses on collecting and analyzing nonnumerical data to understand concepts, opinions, or experiences (Ulfa, 2022; Ulpa, 2022). Qualitative research methods are research that uses ways, steps, and procedures that involve more data and information obtained through respondents as subjects who can pour out their own answers and feelings to get a holistic general picture of a matter under study (Fiantika, 2022; Rukin, 2022; Yusanto, 2020). Qualitative research is an approach or tracing to explore and understand a central phenomenon that treats participants truly as subjects and not objects. This means that this study provides the widest possible opportunity for participants to express their thoughts and opinions without the limitations commonly found in quantitative research (Admin, 2022; Fadli, 2021; Solihin, 2021).

This research was carried out in the Indonesian language and literature education study program of Toraja Indonesian Christian University in 2023, namely 5th semester students totaling 17 students. Data in this study were collected through interview techniques and recording techniques (Aditya, 2021; Maulida, 2020; Pintek, 2021). Interview technique is an approach used by researchers or interviewers to collect qualitative data from respondents or participants (Djaelani et al., 2013; Pujaastawa, 2016). Interviews are a very effective method to gain in-depth information, understand perceptions, and explore individual experiences (Pujaastawa, 2016). Note-taking techniques are methods used to record important information efficiently and effectively in a variety of situations, such as during interviews, observations, meetings, or research activities (Aditya, 2021). This technique is essential to ensure that important details and nuances of the discussion or observation are not missed.

The data in this study were analyzed using the theory of Miles and Huberman. According to Miles and Huberman (Harahap, 2021; Lisabella, 2013; Miles & Huberman, 2014), data analysis in qualitative research consists of three simultaneous streams of activity: data reduction, data display, and conclusion drawing or verification. Data reduction involves sorting, organizing, and simplifying the collected data, allowing researchers to focus on the most relevant information. The data display process transforms the reduced data into an easily understandable format, such as tables, charts, or matrices, facilitating the identification of important

patterns, relationships, and themes within the data. Lastly, conclusion drawing or verification is the stage where researchers interpret the displayed data, develop theoretical understandings, and verify findings by seeking additional or contradictory evidence. This process is iterative, with researchers often returning to the data reduction or display stages as their understanding of the data evolves, ensuring a thorough and in-depth analysis.

Findings and Discussion

Findings

To obtain data on student needs for learning materials for journalism courses, interviews were conducted. The results of the interview are:

Question 1. *What do you consider to be your primary need in understanding and learning journalism teaching materials?*

Student 1:

"I think it's important to have a strong understanding of the basics of journalism. Teaching materials should provide a solid foundation, from journalistic ethics to news writing techniques."

Student 2:

"Multimedia skills and mastery of technology are my main needs. I hope the teaching materials can include training in the use of modern software and tools required in this industry."

Student 3:

"Teaching materials should emphasize research and interview skills. I want to be able to gather information efficiently and in depth to create weighty news."

Student 4:

"The practical aspect is very important. Teaching materials should provide projects or case simulations that allow us to apply theory in a real context."

Student 5:

"Teaching materials should include social media analysis. In this digitally connected world, an understanding of how news and information evolves on social media platforms is indispensable."

Student 6:

"I want the teaching materials to provide insight into different types of journalism, including investigative journalism and data journalism. That way, we can explore various career paths."

Student 7:

"Critical and analytical thinking skills are essential. The teaching materials should help us develop these skills in order to assess information wisely."

Student 8:

"In teaching materials, the integration of theory with direct practice will make learning more meaningful. I want to know how the concepts taught can be applied in real situations."

Student 9

"The understanding of the role of the media in society also needs to be deepened. Teaching materials should include discussions about social responsibility and the impact of the media on public opinion."

Student 10:

"I think it's important to get input and feedback from experienced journalistic practitioners. Guest sessions or field trips can be valuable additions to teaching materials."

Based on the question above, journalism students stress the need for holistic and comprehensive learning that spans from theoretical foundations to practical applications. Students value the importance of journalism basics, including ethics and news writing techniques, as a foundation to build a strong understanding of the profession. Additionally, they identify multimedia skills and technology mastery as crucial aspects, highlighting the need for training in using modern software and tools relevant to the current journalism industry. Furthermore, research and interview skills are emphasized, indicating the necessity to efficiently and deeply gather information. Practical experience through projects or case simulations is also deemed essential, enabling students to apply theory in real-world contexts and understand the integration of theory with direct practice.

Moreover, social media analysis is seen as a separate necessity, given its crucial role in information dissemination in the digital era. Students also expect the curriculum to cover various types of journalism, such as investigative and data journalism, to open up multiple career paths. Critical thinking and analytical skills are stressed as essential for wisely assessing information. Understanding the role of media in society and its impact on public opinion is also considered important, showing a need to comprehend the inherent social responsibilities of journalism. Lastly, interactions with experienced practitioners through guest sessions or field visits are viewed as valuable additions, providing direct insights and enriching the learning process. Overall, students desire a comprehensive approach to learning journalism,

combining theory, practice, and social understanding to effectively prepare them for careers in the journalism field.

Question 2: *Are there certain aspects of journalism learning that you find difficult to understand?*

Student 1:

"I find it difficult to understand the concept of journalistic investigation. How to collect evidence, analyze data, and compile investigative reports is still a challenge for me."

Student 2:

"Journalistic ethics are often complex and full of nuances. How to balance public information needs with ethical considerations is still difficult to fully understand."

Student 3:

"Editing techniques and choosing the right words in news writing are sometimes difficult for me. I want the teaching materials to focus more on developing effective writing skills."

Student 4:

"Understanding statistics and data in data journalism is a challenge. I want the teaching materials to provide more guidance on how to interpret and use data in news reports."

Student 5:

"The research process is often confusing. How to find accurate and relevant sources and compile information into a coherent story is still a bottleneck."

Student 6:

"I faced difficulties in understanding the dynamics of social media and how to leverage them in engaging audiences. The teaching materials should provide a deeper understanding of the use of social platforms in journalism."

Student 7:

"Being able to present news visually and multimedia was difficult for me. How to integrate images, audio, and video with journalistic storytelling remains a challenge."

Student 8:

"Managing time efficiently in journalism is crucial. I want to understand good time management strategies to cope with the pressures of journalistic work."

Student 9:

"The legal aspects of journalism are sometimes confusing. How to avoid potential legal disputes and understand the limits of press freedom is a difficult focus to understand."

Student 10:

"I had a hard time understanding how to identify trustworthy news sources. Teaching materials should provide better strategies and skills in assessing the authenticity of sources."

Based on the question, journalism students have revealed various challenges they face in studying this discipline. One student highlighted their difficulty in understanding investigative journalism, including evidence gathering and data analysis, indicating the complexity in composing investigative reports. Meanwhile, journalism ethics, with its complexity and nuances, became a difficult area for another student, emphasizing the dilemma in balancing public information needs with ethical considerations. Some students also struggled with writing and editing techniques, including choosing the right words and developing effective writing skills, as well as challenges in conducting efficient research and organizing information into a coherent narrative.

Additionally, understanding statistics and utilizing data in data journalism is seen as challenging, indicating the need for more in-depth guidance in interpreting and using data. The dynamics of social media and the best ways to engage audiences also present challenges, requiring a broader understanding of social platform utilization. Other difficulties include presenting news visually and in multimedia, integrating images, audio, and video with journalistic stories, highlighting the complexity in multimedia storytelling. Efficient time management in the fast-paced world of journalism, the confusing aspects of journalism law, and the ability to identify reliable news sources all highlight critical areas that need to be addressed in journalism learning. Overall, student responses indicate the need for a more focused and comprehensive learning approach, covering not only theoretical aspects but also the practical aspects of journalism, thus preparing them more effectively for challenges in the professional world.

Question 3. How do you think the learning material could be improved to better assist you in understanding the world of journalism?

Student 1

"More real case studies from the world of journalism, so we can learn how to deal with situations that actually happen on the ground."

Student 2

"I think there needs to be interactive sessions with professional journalists, so we can get first-hand insights from those who have experience in the industry."

Student 3

"Learning materials must be more up-to-date with the latest developments, such as digital journalism and the use of social media in journalism."

Student 4

"We need more opportunities for field practice, such as creating news projects or internships in local media."

Student 5

"A deeper introduction to the legal and ethical aspects of journalism would be helpful, especially in terms of protecting sources and avoiding litigation."

Student 6

"Increasing class discussion and debate on controversial issues in journalism can improve our critical thinking skills."

Student 7

"More modules or online learning resources are accessible to help us learn outside of class hours."

Student 8

"Learning materials should include training in more practical and focused writing and editing techniques."

Student 9

"I want there to be more learning about interview techniques and gathering information from diverse sources."

Student 10

"Learning materials should integrate the latest technology in journalism, such as the use of data analysis software or multimedia production."

Based on the question, Journalism students have expressed a desire for a more dynamic and interactive approach to their education, highlighting several key areas for improvement in learning materials. They advocate for the inclusion of real-world case studies, allowing them to understand and navigate actual situations encountered in the field. The importance of interactive sessions with professional journalists is emphasized, providing students with valuable insights from experienced industry practitioners. Updating learning materials to reflect the latest developments in digital journalism and social media usage is also seen as crucial.

Additionally, students call for increased opportunities for field practice, such as news projects or internships, to gain practical experience. A deeper exploration of the legal and ethical aspects of journalism, particularly in relation to source protection and litigation avoidance, is deemed important for a comprehensive

understanding of the field. Enhancing learning through class discussions and debates on controversial issues is suggested to foster critical thinking skills. The availability of online modules and resources for extra-curricular learning is desired to support and extend classroom teachings. Practical training in writing and editing, as well as interview techniques and information gathering from diverse sources, are identified as essential skills needing more focus. Lastly, the integration of the latest technology in journalism, including data analysis software and multimedia production tools, is recommended to keep pace with industry advancements. Overall, these suggestions reflect a consensus among journalism students for a learning experience that combines theoretical knowledge with practical applications, legal and ethical comprehension, and the latest technological tools, to better prepare them for the challenges of the journalism profession.

Question 4. *How you want to be tested in understanding and applying journalistic teaching materials?*

Student 1:

"Challenging practical exams such as creating live news coverage from the scene will provide hands-on experience and test practical skills."

Student 2:

"A long-term project that includes compiling news from start to finish will help me apply the concepts I've learned to real-world situations."

Student 3:

"Constructive critique sessions from faculty and classmates after project presentations or live coverage can provide valuable insights to improve my skills."

Student 4:

"Structured exams that test understanding of journalistic concepts along with practical exams, such as simulated interviews or event coverage, will create a balanced learning experience."

Student 5:

"Project-based assignments involving investigation and feature article writing provide an opportunity to dig deeply into topics and hone narrative writing skills."

Student 6:

"A written exam that tests the understanding of theoretical journalistic concepts, supported by practical assessments such as editing and layout design, will provide a holistic view."

Student 7:

"Participation in collaborative projects that simulate the newsrooms of newspapers or television stations can help me learn to work in teams and coordinate well in a press environment."

Student 8:

"Formative exams that include improving work outcomes through feedback will help me continually improve my skills and understand where improvements are needed."

Student 9:

"Assignments that test analytical and interpretive skills of different types of media, including social media, can create a better understanding of how media evolves."

Student 10:

"Project-based assignments that simulate crisis or controversial situations can provide hands-on experience in managing and reporting news under pressure."

Based on the question, Journalism students have proposed a variety of assessment methods to evaluate their understanding and application of journalistic teaching materials, emphasizing a mix of theoretical knowledge and practical skills. One student suggests challenging practical exams, such as creating live news coverage on-site, to gain hands-on experience and test their practical abilities in real-time. Another student prefers a long-term project approach, compiling news from inception to publication, to apply learned concepts to real-world scenarios. Constructive critique sessions following project presentations or live coverage are also favored for the valuable feedback and insights they provide for skill improvement.

Moreover, some students advocate for structured exams that not only test theoretical understanding of journalistic concepts but also include practical components like simulated interviews or event coverage, aiming for a balanced assessment of both knowledge and application. Project-based assignments are highlighted for their potential to delve into investigative reporting and feature article writing, allowing students to explore topics in depth and refine their narrative skills. A combination of written exams on theoretical concepts and practical assessments, such as editing and layout design, is suggested to offer a comprehensive evaluation of a student's journalistic proficiency.

Collaborative projects that mimic real newsroom environments are seen as beneficial for learning teamwork and coordination within a press setting. Formative exams that focus on iterative improvement through feedback are desired to help students continuously refine their skills. Testing analytical and interpretive skills across various media types, including social media, is recommended to foster a deeper understanding of media evolution. Lastly, project-based assignments that simulate

crisis or controversial situations are valued for providing practical experience in managing and reporting news under pressure, preparing students for the dynamic challenges of journalism.

Discussion

The purpose of giving students the question "What do you consider to be your primary need in understanding and learning journalism teaching material?" is to gain a deeper and specific understanding of what students feel are important areas of their learning (Yusandra et al., 2022). This question aims to identify individual learning needs that may not be immediately apparent in the standard curriculum. By understanding these needs, lecturers can adjust teaching approaches, materials, and resources to more effectively meet student expectations and learning needs. A special emphasis on "core needs" allows students to reflect on and express the areas they consider most critical for their success in journalism. This not only helps in optimizing the learning experience in the classroom, but also ensures that the journalism education provided is relevant and has a direct impact on the development of students' skills and career readiness in the journalism industry. As such, this question is a vital tool for making journalism education more responsive to individual needs and supporting student-centered learning.

College students' answers to this question vary widely. Students first highlight the importance of understanding basic journalism, pointing out that a strong theoretical foundation in aspects such as journalistic ethics and news writing techniques is key to an effective journalistic education. This reflects the need for a holistic approach in education that not only focuses on practical skills but also a deep understanding of the fundamental principles of journalism.

Meanwhile, the second student emphasized on the importance of multimedia skills and mastery of technology, reflecting modern journalistic trends that increasingly rely on advanced tools and software. This shows that the journalism curriculum needs to accommodate the latest technological developments in order for students to remain relevant in the industry. In the same context, the fifth student highlighted the need for social media analysis, given the important role of digital platforms in the dissemination of news and information today. These two perspectives demonstrate the importance of incorporating aspects of digital

technology and social media into the curriculum to prepare students for the dynamic media environment.

The third and seventh students highlighted the importance of research, interviewing, critical thinking, and analytical skills. This suggests that the ability to gather and assess information effectively is at the core of journalistic education. They recognize the importance of the ability to conduct in-depth investigations and critical analysis, which are essential skills for journalists in creating informative and trustworthy content. The fourth, eighth, and tenth students underscore the importance of practical aspects in learning. They emphasize the need for projects, case simulation, and integration of theory with direct practice as a way to apply theoretical concepts in real contexts. This reflects students' desire to have practical experience that will prepare them for the real world of work, as well as the opportunity to learn directly from experienced practitioners through guest sessions or field trips.

Finally, the sixth and ninth students bring a broader perspective on specialist journalism and the role of the media in society. They demonstrate a desire to explore different career paths in journalism and understand social responsibility and the impact of media on public opinion. This indicates that journalism students are also seeking a deeper understanding of the social and ethical impact of their work.

Based on these students' answers, it is clear that journalistic materials must be designed to accommodate various aspects of learning, ranging from strong theoretical foundations, technical skills, to practical application and ethical understanding. The curriculum must be flexible and adapt to the latest developments in the journalism industry, ensuring that students receive an education that is comprehensive and relevant to their needs and industry demands (Ainul Yaqin M.S, 2023; Rosidah & Wulandari, 2019).

The second question is *Are there certain aspects of journalism learning that you find difficult to understand?*. The purpose of this question is to identify specific areas in the journalism curriculum that students find challenging. This question is designed to understand specifically elements in journalism learning that may require further explanation, different teaching approaches, or additional resources (Wismanto et al., 2022). By knowing which aspects students find difficult, educators can adapt their teaching methods, enrich teaching materials with additional learning resources, or even revise parts of the curriculum to ensure that learning

becomes more effective and accessible to all students. In addition, this question also helps in assessing the effectiveness of current teaching methods and offers insight into how the student learning experience can be improved (Saputra, 2015; Suharsono, 2020). This is important not only to respond to individual learning needs but also to continuously improve the overall quality of journalism education.

Based on the results of the interview on the second question, students gave quite diverse responses to the question. The first students had difficulty understanding the concepts of journalistic investigation, including the steps in evidence gathering, data analysis, and preparation of investigative reports, indicating the need for deeper learning in investigative techniques. Meanwhile, the second student highlighted the complexity of journalistic ethics and how to balance public information needs with ethical considerations, signaling the need for a more nuanced approach in teaching journalistic ethics. A third student faces challenges in editing techniques and proper word selection, underscoring the need for a greater focus on developing news writing skills. On the other hand, the fourth student emphasized the difficulty in understanding statistics and data in journalism, indicating the need for more extensive guidance in interpreting and using data in news reports.

The fifth student expressed confusion in the research process, particularly in finding accurate sources and structuring information into a coherent narrative, indicating the need for more structured teaching materials in journalistic research. The sixth student faces challenges in understanding and utilizing social media in journalism, reflecting the need for a deeper understanding of the use of social platforms. The seventh student highlighted the difficulty of presenting news visually and multimedia, pointing to the need for more guidance in integrating visual and multimedia elements in journalistic storytelling. In addition, the eighth student emphasized the importance of efficient time management, which is important in overcoming the pressures of journalistic work, while the ninth student highlighted difficulties in understanding the legal aspects of journalism, including avoiding legal disputes and understanding the limits of press freedom. Finally, the tenth student expressed his need to understand how to identify reliable news sources, indicating the need for strategies and skills in assessing the authenticity of sources.

Taken together, these answers underscore the diverse challenges students face in studying journalism and emphasize the importance of a comprehensive and

responsive curriculum. It is important for educational institutions to consider these challenges in designing and customising teaching materials, so that students can develop relevant and comprehensive skills and knowledge, preparing them for various aspects of a journalistic career.

The third question is "*How do you think the learning material can be improved to better assist you in understanding the world of journalism?*" The purpose of this question is to gain a deeper understanding of students' learning needs and preferences in a journalistic context. This question aims to identify specific areas where students feel learning material is less effective or less relevant, allowing educators to adjust and improve the curriculum according to student needs. By asking this, educators can assess whether the material presented is aligned with the latest developments in the field of journalism and the extent to which it equips students with the skills and knowledge needed for a career in journalism. This question also encourages students' active participation in their learning process, giving them the opportunity to voice their opinions and suggestions. This not only helps in ensuring that the learning material is relevant and engaging, but also increases student engagement and motivation in the learning process. Overall, this question is an important tool to continuously evaluate and improve the quality of journalism education, focusing on the needs, interests, and aspirations of students.

Students first emphasize the importance of real case studies, which allows them to gain a more practical and contextual understanding of the world of journalism. Through case studies, students can learn how theory is applied in real situations, helping them prepare for challenges they may face in the field. The second student proposes an interactive session with professional journalists, which will provide first-hand and practical insights from those already experienced in the industry. This kind of session is not only valuable for learning from practitioners' experiences, but also for building professional networks.

Meanwhile, the third student underlined the importance of up-to-date learning materials, especially in aspects of digital journalism and social media (Restendy, 2016; Yanis & Albab, 2022). This shows the need for a curriculum that adapts to the latest developments and ever-changing technology in the world of journalism. The fourth student highlighted the need for more field practice opportunities, such as news projects or internships, that give them hands-on experience in applying theory to real situations and developing practical skills.

A deeper introduction to the legal and ethical aspects of journalism, as delivered by the fifth student, is considered important to ensure that students understand the responsibilities and limitations in journalistic practice. In addition, sixth students suggest class discussions and debates on controversial issues, which can improve their critical thinking skills. This kind of discussion helps students develop analytical skills and understand the complexity of issues in journalism.

The seventh student showed a desire for wider access to online learning resources, allowing them to study independently and gain a deeper understanding outside the classroom. The eighth student identified the need for more practical training in writing and editing techniques, highlighting the importance of effective communication skills in journalism. Interview techniques and gathering information from various sources, as expected by the ninth student, are also crucial to producing accurate and in-depth news. Lastly, the tenth student emphasized the importance of integrating the latest technologies in the curriculum (Mila Roysa, 2020), such as data analysis and multimedia production, reflecting the importance of technical capabilities in modern journalism.

Overall, these journalism students demonstrate a desire for an education that includes a combination of case studies, interaction with professionals, learning materials relevant to current developments, practical experience, as well as an emphasis on legal, ethical, and technological aspects (Askurifai, 2016; Saep, 2022). This kind of learning approach will prepare them more effectively for various aspects of a journalistic career.

The last question is How do you want to be tested in understanding and applying journalistic teaching materials. This question is designed to reveal students' preferences for different types of assessment, whether it is written exams, practical projects, portfolios, or presentations, and to understand how these assessment methods can support their understanding of the teaching material and their ability to apply it. By understanding the assessment approach desired by students, educators can adapt their assessment strategies to better suit students' needs and ways of learning, while ensuring that the assessment is effective in measuring competencies relevant to the world of journalism. In addition, this question also helps in assessing whether current assessment methods reflect actual journalistic industry practice, so that students can gain more realistic experience and be ready to enter the professional world after graduation. Overall, this question is an important tool for

improving the quality and relevance of journalism education, by ensuring that the grading system not only meets academic standards but also supports the development of students' practical skills.

Based on those questions, Students first suggest practical exams such as live news coverage, which hone practical skills while providing hands-on experience in the field, illustrating a desire for experiential learning. The second student expresses his preference for long-term projects, which permit thorough application of theoretical concepts into newsmaking practice, emphasizing the importance of integrated practical experience. The third student opted for a constructive critique session, underscoring the value of feedback in the learning process and developing skills. The fourth student views the importance of a balance between theoretical and practical exams, suggests combinations that include simulated interviews or coverage of events, showing a desire for assessment methods that include both theoretical and practical aspects of journalism.

Meanwhile, the fifth student appreciated project-based assignments in feature article writing, which highlighted the desire to explore topics and hone narrative writing skills (Wismanto et al., 2022). The sixth student focuses on a written exam that tests theoretical concepts, supported by practical assessments such as editing, demonstrating a desire for a holistic approach. The seventh student is more interested in collaborative projects that simulate the newsroom environment, reflecting the need to learn in the context of realistic teams and work situations. The eighth student chooses a formative exam with a focus on continuous improvement, emphasizing the importance of a continuous and reflective learning process. The ninth student showed a preference for assignments that tested analytical skills against different types of media, including social media, highlighting the need to understand media in a broader context. Finally, the tenth student is interested in a project that simulates crisis situations, which challenges them to manage and report news under pressure, showing a desire for learning that prepares them for real situations and stresses.

In conclusion, these journalism students are looking for assessment methods that not only test their theoretical knowledge but also develop practical skills, adaptability, and an in-depth understanding of the journalistic industry. They want an assessment approach that combines hands-on experience, collaborative

projects, constructive feedback, and simulations of real-world situations, reflecting their need for comprehensive preparation for a career in journalism.

Based on the explanations above, it can be concluded that students want a holistic and practical approach in journalism education. They emphasize the need for a solid foundational understanding, multimedia skills, and social media analysis, suggesting that an educational approach should combine theoretical foundations with technical skills and practical applications. Students have difficulty understanding journalistic investigation, ethics, editing techniques, and the use of social media, underscoring the need for more detailed and structured material in these areas.

Students also express a desire for real case studies, interaction with professionals, up-to-date material, and practical projects. This suggests that they are looking for a more interactive, relevant, and practical learning experience that combines theory with real-world context. In terms of assessment methods, students want assessments that include practical exams, collaborative projects, constructive feedback, and simulations of crisis situations, emphasizing the importance of assessments that test practical skills and the application of material in realistic situations.

Overall, students' answers demonstrate their need for a comprehensive, dynamic approach to learning and assessment that is directly linked to professional journalistic practice. This approach not only enhances theoretical understanding but also prepares students for practical challenges in their journalistic careers. This shows that journalism education must be constantly adaptable and responsive to the needs and aspirations of students, ensuring its relevance and effectiveness in preparing students for the dynamic and changing world of journalism.

Conclusion and Suggestion

Based on the results of the research analysis of student needs for the learning material of journalism courses, several conclusions were obtained. First, it is important to integrate the latest technology in materials and curricula, such as data journalism, multimedia, and social media analytics, so that students gain skills relevant to modern journalistic practice. Second, enhanced field practice experience, including news projects, internships in media organizations, and collaboration with industry professionals, needs to be provided to enrich students' hands-on experience

and practical skills. Third, the development of case study-based learning materials will provide insight into the application of journalistic theory in real situations, strengthening students' understanding of the practical aspects of journalism. Fourth, organizing workshops and guest sessions by industry practitioners will provide practical insights, open professional networks, and provide a realistic picture of the journalistic industry.

In addition, a focus on developing writing and editing skills is essential to improve students' written communication skills. Legal and ethical aspects in journalism should also receive more attention in the curriculum, ensuring students understand their responsibilities in journalistic practice. Assessment methods need to be enriched with more diverse and practical approaches, including research-based assignments and simulated news coverage, to test students' theoretical understanding as well as practical skills. The provision of online and self-paced learning resources, such as webinars and video tutorials, will also support students' independent learning. The development of modules that enhance students' analytical and critical skills, especially in evaluating news and information sources, will be very beneficial. Finally, continuous evaluation and feedback on the curriculum must be carried out to ensure learning materials remain relevant and appropriate to the development of the journalism industry and student needs. These suggestions are expected to create a more dynamic and relevant learning environment, which not only strengthens students' theoretical bases but also prepares them practically for the competitive and ever-evolving world of journalistic work.

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