

News Writing Learning Process: A Study on Journalism Internship Course

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Abstract. This study aims to examine the implementation of news writing learning through a case study approach in the Journalism Internship Course. Qualitative research methods are used by involving students undergoing internships. Data sources include documents, informants, and events. Data collection techniques use observation, interviews, and documentation. Furthermore, data triangulation techniques include triangulation of sources and methods. Data analysis is carried out using an interactive model. The results of the study indicate that news writing learning through a case study approach provides a comprehensive picture of how students face practical and theoretical challenges in applying journalistic skills. There are three stages of learning: planning, implementation, and evaluation. At the planning stage, the development of a learning plan (RPS) through aspects such as learning objectives, selection of teaching methods, content, and student learning experiences. The implementation stage, news writing skills include problem identification, group organization, research and analysis, news writing, and presentation. Finally, the assessment of the journalism internship includes three aspects: performance assessment, attitude assessment, and product assessment. From here, research can provide practical guidance for higher education institutions in improving the quality of journalism education through the application of a case study approach in news writing learning..

Keywords: Learning, News Writing, Journalism Internship.

1 Introduction

The advancement of technology and media transformation has dramatically altered the landscape of journalism. The speed of information and the diversification of platforms imply the necessity for students to master adaptive and responsive news writing skills in the face of modern media dynamics. How news writing learning can adapt to these changes is a crucial question in producing graduates ready to compete in the continuously evolving journalism industry.

Writing news for digital platforms presents its own challenges. Students need to understand how to capture the attention of online readers, grasp search engine algorithms, and adapt their writing style to the needs of digital content consumers. News writing learning should be able to integrate these aspects to ensure the relevance and competitiveness of the information produced.

The Indonesian Language Teaching Program (TBI) at the Faculty of Adab and Languages, UIN Raden Mas Said Surakarta, is one of the study programs under the Ministry of

Religious Affairs' Islamic Higher Education Institutions (PTKI), aimed at producing graduates in language education with academic and professional capabilities tailored to societal needs. The TBI program offers facilities for students to master knowledge, practical skills related to education, and practical skills related to the Indonesian language. Enhancement of non-educational practical skills is realized through elective courses, such as the journalism internship course. Sumardiono (2014) explains that internship is a learning process from an expert through activities in the real world [1].

Internship activities are an integral stage in the world of journalism. For students taking elective journalism courses, participating in internship activities is mandatory. The purpose of internships is to shape aspiring journalists into professionals. A journalist is considered professional when they not only possess the ability to write news but also understand and adhere to the rules and journalistic code of ethics [2]. Additionally, students also need to be equipped with language skills because the primary tool in news writing is language. According to Akmajian et al (2010) language serves as a fundamental element across various fields of knowledge, as it possesses structure and functions in the process of human knowledge acquisition [3]. Meanwhile, according to Koerner (1971) language is one of the most essential tools for humans, serving not only as a means of communication but also as a product of human thought, intellect, and customs [4]. Language is humanity's tool for expression and serves as a medium for transmitting cultural values present in society in written form. It is the tool used to articulate human opinions about reality and social issues [5].

Several other experts also have interrelated opinions. Wardhaugh (2006) asserts that language encompasses everything communicated by local inhabitants [6]. Another perspective is presented by Chomsky (2006) emphasizing the importance of "understanding its structure" or "connecting its parts" in language learning, along with the ability to comprehend the meaning of utterances conveyed by speakers or interlocutors [7]. Language functions as an arbitrator system in communication and expressing arguments [8]. Meanwhile, Kristeva (1980) elucidates that language is the primary and most easily understood communication system [9]. Furthermore, Cruse (2000) defines language as a complex system designed to express feelings, ideas, and concepts [10].

Related research on news writing learning has indeed been conducted by several researchers such as: Wismanto, Ulumuddin & Siroj (2022) Researchers who have studied news writing learning using Moodle-based e-learning [11]. Then, Rahayudianti, Sastromiharjo, Andioyo (2018) researchers who have also investigated news writing learning using the think, pair, share method [12]. Wismanto (2022) who have studied news writing learning using the problem-based learning model [13]. Furthermore, the research conducted by (Sunarsih, 2016) that have mainly focused on the implementation of learning in the classroom [14]. However, there has been limited research linking it to case studies such as journalism internships. This study aims to provide new insights into the effectiveness of news writing learning among students through the approach of Journalism Internship Course.

1.1 Literature Review Textbooks

Istiqomah (2018) explains that the learning activities carried out by educators encompass three stages: planning, implementation, and assessment [15].

1.2 Planning

Majid & Rochman (2014) explain that lesson planning involves coordinating learning components such as basic competencies, standard materials, learning outcome indicators, teaching scenarios, and classroom-based assessment (CBA) [16]. As planners, educators should diagnose students' learning needs, formulate learning process objectives, and establish appropriate teaching strategies. Therefore, the initial step for teachers in designing learning process is to develop a Semester Lesson Plan (RPS).

1.3 Implementation (Actuating)

Writing learning aims to assist learners in skillfully developing their insights and knowledge through critical and creative thinking skills via case studies. Such learning endeavors train learners to address real-life problems [17]. Therefore, teachers must innovate in selecting appropriate models and methods of learning process to develop high-level thinking skill-based learning. Methods that educators can develop include discussions, question and answer sessions, assignments, and others. As for models, educators can explore problem-based learning, project-based learning, inquiry-based learning, and discovery learning.

1.4 Assessment

In the final stage of learning, evaluation and assessment must be carried out by the teacher. Black dan Wiliam (in Majid, 2017), explained that assessment is the entirety of activities conducted by teachers and students in self-assessment, subsequently utilized as feedback information to modify and adjust the learning process [18]. In connection with this, Jihad & Haris (2013) revealed that the purpose of assessment is to determine whether a particular educational, teaching, or training program has been mastered by the learners [19]. Authentic assessment within the 2013 curriculum encompasses several types of assessments. Suwandi (2011) elaborated on various authentic assessments, including written tests assessment, performance assessment, attitude assessment, product assessment, and portfolio assessment [20].

In the context of journalism, language also needs to be considered. Sumadiria (2008) outlines that journalistic language is the language used by journalists, editors, or mass media managers to compose, present, publish, broadcast, and display news, events, or statements in a timely and factual manner with the aim of facilitating readers in understanding the presented information [21]. In line with the argument presented by Sumadiria, Chaer (2010) asserts that the variety of journalistic language possesses its own characteristics that distinguish it from other language varieties [22].

2 Research Method

This research employs a qualitative descriptive method to gain an in-depth understanding of news writing learning. The case study method will be implemented, focusing on students participating in Journalism Internship as the research subjects. Data sources include documents, informants, and events. Data collection techniques involve observation, interviews, and documentation. Observation is conducted to understand the implementation of news writing learning during the internship. Interviews will be conducted with students, the lecturer in charge of the Journalism Internship course, and journalism practitioners involved in guiding students during the internship. Additionally, assessment will be made on the students' work in the form of news articles produced during the Journalism Internship course. The analysis includes evaluating the quality of writing, depth of analysis, diversity of topics, and the ability to adapt writing style to the target audience. The data triangulation used is triangulation of sources and

methods. Then analyzed using interactive model data analysis by Miles & Huberman (1994) which includes data collection, data reduction, data presentation, and conclusion drawing [23].


3 Result and Analysis

This section discusses the stages of news writing learning through a case study approach in the Journalism Internship Course, covering planning, implementation, and assessment. The internship is conducted at Radarsolo, Solopos, Jawa Pos, and Tribun Jateng media outlets.

3.1 Planning

Learning planning serves as the key foundation in creating effective and meaningful learning experiences. When designing learning plans, several strategic aspects need to be considered to ensure that learning objectives are optimally achieved, one of which is the preparation of the Semester Lesson Plan (RPS). Below is the Semester Lesson Plan (RPS) for the Journalism Internship Course.

Table 1. Lesson Plan of Journalism Internship

	UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA FACULTY: Adab PROGRAM: Indonesian Language Education		MAS SAID and SURAKARTA Language	
	LESSON PLAN			
Course	Course Code	Course Group	Credit/Semester	Tgl Penyusunan
Magang Jurnalistik	BI3155		3/6	11 Januari 2024
Authorization	Course Lecturer/Instructor	NIDN/NIDK/NUP	Program Coordinator	
	Dr. Siti Isnaniah, M.Pd.		Elita Ulfiana, M.A.	
Learning Outcomes	Graduate Learning Outcomes (CPL): Students are expected to demonstrate responsibility and confidence in learning, be skilled in understanding journalism, from information search, writing, to dissemination of news and views, while adhering to journalistic ethics.			
	Attitude (no CPL):	S.1. Reflects Islamic character traits. S.2. Reflects professional journalist attitudes, proficient in news writing and adhering to journalistic ethics.		
	Knowledge (noCPL):	P.1. Has sharp knowledge and understanding related to journalistic theoretical concepts. P.2. Has broad and in-depth insights into offline and online journalism courses.		
	Skills (noCPL):	K.1. Has the ability to think and work scientifically. K.2. Has the ability to apply journalistic theory through direct practice in the media.		

	Course Learning Outcomes (CPMK):	
CPMK 1 (S)	1. Able to understand offline and online journalism courses as a science to analyze, criticize, and understand news writing techniques.	
CPMK 2 (P)	1. Able to understand basic concepts related to journalistic science. 2. Able to develop and participate in the development of the Indonesian language.	
CPMK 3 (K)	1. Identifies techniques in writing news, reports, features, articles, essays, and columns. 2. Able to implement the acquired knowledge in the form of exemplary attitudes, providing good examples as professional journalists.	

Course Description: The course is a choice of expertise intended to provide skills and expertise in the field of journalism, so that students have the basic ability to become journalists. This is achieved through learning efforts with mastery of various journalistic theories, as well as through direct field practice in the form of internships at one of the designated media.

COURSE MATRIX

Week/Session	Expected Final Skills	Main Topics/ Themes	Learning Methods	Learning Time (minutes)	Student Learning Experiences	Assessment Indicators Criteria
1	Internship coordination with the media	Q&A	100 Minutes	Introduction		
2	Students have an understanding of the function, purpose, and benefits of journalism internships at the agency or internship location.	Functions, objectives, benefits of journalism internships	Contextual Learning, Discovery Learning, and Problem-based Learning.	100 Minutes	Students understand the functions, objectives, and benefits of journalism internships	a. Accurate explanations Responsibility Communication attractiveness

3	Students have an understanding of the role of reporters and reporters as journalists.	Reporter tasks Reporter as a journalist	Contextual Learning, Discovery Learning, and Problem-based Learning.	100 Minutes	Students apply journalistic knowledge as journalists	a. Accuracy of explanations b. Responsibility c. Communication attractiveness
4	Students have an understanding of the ins and outs (history, governance, rules, SOPs, and governance) of the agency where the journalism internship is conducted.	History, governance, rules, SOPs, and governance	Contextual Learning, Discovery Learning, and Team-Based Project.	100 Minutes	Students master the governance, rules, SOPs, and governance of journalism internships	a. Accuracy of explanations b. Responsibility c. Communication attractiveness
05-Jun	Students carry out various initial activities at the internship location.	Performance regulations in the media where the internship is carried out Journalism management Journalism ethics code	Contextual Learning, Discovery Learning, and Problem-based Learning.	100 Minutes	Students apply journalistic knowledge starting from journalism management and journalistic ethics codes	a. Accuracy of explanations b. Responsibility c. Communication attractiveness
7	Students are able to compose news scripts in the mass media.	Types of news in the mass media Techniques for developing ideas, structures, word choices, and punctuation marks in news scripts.	Contextual Learning, Discovery Learning, and Problem-based Learning.	100 Minutes	Students apply journalistic knowledge about news composition in the mass media	a. Accuracy of explanations b. Responsibility c. Communication attractiveness
8	Mid-term exam	Written test				

9	Internship monitoring with the media	Internship monitoring with the media	Contextual Learning, Discovery Learning, and Problem-based Learning.	100 Minutes	Evaluate internship activities that have been carried out for half a semester	Discussion	
10-Nov	Students observe the activities at the institution where the internship takes place.	Journalism activity management	Contextual Learning, Discovery Learning, and Problem-based Learning.	100 Minutes	Students are able to master journalism activity management well	a. Accuracy of explanations b. Responsibility c. Communication attractiveness	
Des-13	Students carry out internship activities in the media.	Knowing the organizational structure and division of tasks at the internship location. SOP for each section at the internship location Schedule and types of activities at the internship location. SOP for tasks assigned to each student.	Contextual Learning, Discovery Learning, and Problem-based Learning.	100 Minutes	Students master SOPs and carry out tasks in the media well based on journalistic knowledge	a. Accuracy of explanations b. Responsibility c. Communication attractiveness	
14	Students carry out field practice in the form of internships in the media.	Straight news Feature Journalism ethics code	Contextual Learning, Discovery Learning, and Team-Based Project.	100 Minutes	Students apply journalistic knowledge from search, processing, to news publication	a. Accuracy of explanations b. Responsibility c. Communication attractiveness	

15	Internship evaluation	Internship evaluation	Contextual Learning, Discovery Learning, and Team-Based Project.	100 Minutes	Evaluate internship implementation	Discussion		
16	Final Semester Exam	Individual Assignment	Internship Report and Works produced during the internship					

Strengthening Institutional Core Values

Religiosity	Fundamental concepts of Islamic studies
Modernity	The role of academics in Indonesia during the era of the Fourth Industrial Revolution and the Merdeka Belajar Kampus Merdeka (Freedom to Learn-Campus Freedom) (MBKM).
Civility	Strengthening nationalism among lecturers and students
Profesionalitas	Empowering students to become professional journalists
Strengthening religious moderation	Lecturers capable of imparting knowledge to students about journalistic internships integrated with religious moderation
Integration of Islam-science-local wisdom	Social-cultural (aligned with the context of local wisdom in the region).
Integration with other courses	Syntax, semantics, discourse analysis, popular writing, academic writing.
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The Journalism Internship course plays a key role in developing practical skills and conceptual understanding for students in the field of journalism. The lesson plan (RPS) is designed to provide direct experience to students in the journalism industry, creating opportunities to apply the theories learned in the classroom to real-world contexts. As stated by (Granger, 2008), internships provide unique learning experiences by bridging theory with practice, and they create a deep understanding of the dynamics of journalistic work [24].

The lesson plan encompasses a series of activities aimed at honing students' news writing skills. The learning process will commence with an understanding of the fundamental concepts of journalism, ethics, and professional standards that must be adhered to. Meanwhile, in the subsequent stage, students will be given direct responsibilities through internships at media partners collaborating with the educational institution. As conveyed by Detweiler (2010), internships are not only field experiences but also opportunities for students to explore their personal interests and develop specializations [25]. The media outlets where students of the Indonesian Language Teaching Program (TBI) at the Faculty of Adab and Languages intern include Radarsolo, Solopos, Jawa Pos, and Tribun Jateng.

However, the importance of ongoing evaluation in the lesson plan cannot be overlooked. By implementing comprehensive evaluation methods, instructors can monitor students' progress during internships, identify areas for improvement, and ensure optimal learning quality. As explained by Pintrich & Zusho (2007) effective evaluation not only measures student achievement but also provides constructive feedback to enhance future learning [26]. Therefore, the plan will involve regular evaluation sessions and reflective discussions to ensure an effective internship experience and make a significant contribution to the development of students' journalistic skills.

3.1.2 Implementation (Actuating)

Effective news writing learning requires an approach that stimulates students' critical thinking and analytical skills. In this study, the teaching method employed for news writing is problem-based learning (PBL). Problem-based learning offers a challenging and relevant framework,

allowing students to learn through practical problem-solving. Jonassen (1997) asserts that PBL creates contextual learning experiences, stimulates curiosity, and promotes deep understanding [27].

In the initial stage, students are introduced to complex and challenging news case studies, creating a context for learning. They will be asked to analyze emerging issues and design appropriate news approaches. Classroom discussions and collaboration among students will be the main foundation for problem-solving, as explained by Hmelo-Silver (2004), collaboration forms the basis of learning, allowing students to explore different perspectives and gain a more holistic understanding [28].

The process of implementing news writing learning involves using case studies as triggers for problem-solving. In line with Barrows (1986). PBL emphasizes problem-solving as the primary method for understanding and internalizing concepts [29]. Through collaboration in group discussions, students develop critical thinking, analysis, and synthesis skills. In this regard, Dewey (1983) highlights that learning through experience is a crucial concept in education. Students learn by actively participating in the learning process, rather than being passive observers [30].

Here are the stages in learning news writing using the Problem-Based Learning (PBL) method with case studies in the Journalism Internship course:

3.1.2.1 Problem Identification

In the initial stage of Problem-Based Learning (PBL), students are presented with case studies of current issues that require resolution through news writing. As stated by Jonassen (1997), problems identification is the key to trigger learning process [31].

3.1.2.2 Group Organizing

Students are grouped collaboratively to solve problems and compose news articles. Collaboration within groups opens up opportunities for the exchange of ideas and shared understanding [32].

3.1.2.3 Research and Analysis

Each group conducts in-depth research on the issues at hand and analyzes relevant information. PBL emphasizes learning through discovery and analysis [33].

3.1.2.4 Writing the news and presentation

Students apply their research and analysis findings in composing news articles. This writing process is followed by presenting the results to the class, as stated by Dewey (1983), he stated that bahwa Learning through experience and delivering its outcomes are integral parts of the learning process [34].

Overall, the implementation of PBL in news writing education is effective to create a dynamic, challenging learning environment that meets the demands of the journalism world. Below is a student's writing that has been published in the form of news and translated into English by the author

3.1.3 Exploring the Traditional Stagen Cloth Weaving Center in Sukoharjo

TRIBUNJATENG.COM, SUKOHARJO - Mbah Suyatmi's feet tread on wood, her hands pulling threads and gripping boards. The sound of creaking wood echoes. Occasionally, the activity of using the wooden contraption pauses momentarily. Her hands roll up the newly made black stagen cloth.

Yes, Mbah Suyatmi (70) is still engaged in the production of traditional stagen cloth. The tools used resemble wooden looms. But Mbah Suyatmi makes stagen. Long cloth rolled up like a corset.

Via Nur Safitri, a student from UIN Raden Mas Said Solo, visited the traditional stagen cloth weaving site on Sunday (12/11/2023). The location is in the Stagen Craft Center in Dukuh Belimbing, Luwang Village, Gatak District, Sukoharjo Regency, Central Java.

The series of traditional wooden machines still look sturdy and old. They are located next to her house in Dukuh Belimbing. Her house is also made of wood. The traditional weaving machine is protected from the rain.

Stagen is a long cloth wrapped around the abdomen like a corset. Most women believe that after giving birth, it is advisable to use a corset or stagen to help regain a slim waist.

Several stagen cloth weavers in the hamlet are still producing. Most of them are elderly. Mbah Suyatmi is well-known in the hamlet for producing fine and sturdy woven stagen cloth. Despite being 70 years old, Suyatmi is still strong in producing woven stagen cloth using traditional equipment.

Several decades ago during the heyday of stagen cloth, the majority of the people in Luwang village were stagen cloth weavers. "In this village, everyone used to be stagen cloth weavers," said Mbah Suyatmi while rolling up the stagen cloth.

The Sukoharjo Regency government has designated Luwang village as a Stagen Industry Center. Although now only a few people remain loyal to the profession as traditional stagen cloth producers.

The traditional stagen weaving craft has experienced a decline in production during the COVID-19 pandemic. Production decreased because market demand also declined.

"During COVID-19, the sale of stagen cloth decreased and even remained unsold for several months. This led to many stagen cloth weavers switching professions to become farmers," she explained.

According to Mbah Suyatmi, she produces 4 gandeng or 8 meters of stagen cloth per day. It is priced at only Rp 10,000 per meter. So if all sold, one roll of 8 meters of stagen cloth would only cost Rp 80,000.

She admitted that this work requires patience. Suyatmi has been a traditional stagen weaver since adolescence. "My parents were also stagen cloth weavers. When I was young, I learned to weave and often helped my parents. So, I continued this skill. And this skill has been passed down through generations," she said.

The finished stagen cloth is collected by collectors who then sell them to several markets in Solo. "These stagen cloths are collected within a week and then sold to Pak Haji, who is a stagen cloth collector, and then sold in Solo," she concluded. (Via Nur Safitri, a journalism intern at Tribunjateng.com) Source:

<https://jateng.tribunnews.com/2023/11/15/menengok-sentra-kerajinan-kain-tenun-stagen-tradisional-di-sukoharjo>

3.2 Assessment

Holistic assessment is key to measuring the success of learning. Evaluating the quality of news produced by students reflects the application of knowledge and skills acquired through learning. Moreover, good assessment not only measures student achievement but also provides constructive feedback to enhance future learning [35]. Formative approach through feedback and reflection helps students to improve their work and enhance their overall news writing skills. Below is the internship student assessment format in the media:

INTERNSHIP ASSESSMENT SHEET
Faculty of Adab and Languages
UIN Raden Mas Said Surakarta

=====
Name :
Student ID :
Department :
Internship Period :
=====

No.	Assessment Aspect	Value
1.	Discipline and Activeness	
2.	Ability and Skills	
3.	Dedication and Responsibility	
4.	Collaboration and Socialization Skills	
5.	Innovation Skills	
6.	Mastery of Competencies	

TOTAL :

=====
Remarks
A 80-100
B 70-79
C 60-69
D 50-59

Editor-in-Charge:
.....

Editor-in-Chief:
.....

Based on the assessment format, it can be observed that evaluation is conducted using performance assessment, attitude assessment, and product assessment. In components related to critical attitudes such as discipline and activeness, it reflects the students' willingness to engage wholeheartedly in every task. Badenhorst (2018) explained that discipline is a crucial aspect that significantly determines an individual's success in the professional world [36]. It serves as the foundation for reliability, punctuality, and consistency in one's work ethic. In the realm of journalism, where deadlines are paramount and the demand for accuracy is high, discipline becomes even more critical. Individuals who exhibit discipline demonstrate their commitment to excellence and their ability to meet the challenges of the fast-paced and dynamic field of journalism. As agreed by Denis (2016), he stated that dedication is the key to success in

navigating challenging professions [37]. Students' ability to collaborate and socialize effectively with colleagues and sources is a crucial assessment. The innovation skills of students demonstrate their adaptability in facing changes and challenges. Maxwell (2011) also give addition that innovation emerges when students can integrate their knowledge and skills to respond to the dynamics of the journalism industry [38]. Lastly, mastery of journalistic competencies becomes a critical assessment reflecting the extent to which students can apply the theories and concepts acquired in the classroom into practice.

4. Conclusion

In news writing learning process, the planning stage serves as the cornerstone that determines the overall success of the learning process. Thoughtful planning encompasses establishing clear learning objectives, designing a curriculum relevant to student needs, and selecting teaching methods appropriate to the learning context outlined in the form of a Lesson Plan (RPS). Subsequently, the effective implementation of news writing learning process involves using Problem-Based Learning (PBL) as an active strategy that encourages students to learn through solving real-world problems. During implementation, students not only acquire theoretical knowledge but also hone their practical skills through challenging case studies. Assessing news writing learning process requires a holistic approach that includes evaluating the quality of the news produced, active participation in group discussions, and individual student progress during the learning period. By integrating planning, implementation, and assessment, the news writing learning process process can become a profound and positively impactful experience for students in developing journalistic skills.

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