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ACTION RESEARCH FOR THE IMPROVEMENT OF MOBILE AND SOCIAL MEDIA JOURNALISM STUDIES

Veronika^{1*}, Fathia Barnez², Fitri Murfianti³

^{1,2} Universitas Multimedia Nusantara, Jln. Scientia Boulevard, Curug Sangereng, Tangerang, Banten 15810, Indonesia

³ Leiden University, Rapenburg 70, 2311 EZ Leiden, The Netherlands

¹ veronikakaban@gmail.com, ² fathia.barnez@umn.ac.id, ³ fmurfianti@fsw.leidenuniv.nl

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ABSTRACT

Mobile phones and social media are a global phenomenon. More than six billion people use mobile phones nowadays. These devices and platforms are very inherent in human life today and become tools to help or facilitate human life, including working activities. One of them is in the field of journalism, and it is reflected in the journalism curriculum taught at colleges and universities across the country. This study uses action research to evaluate mobile and social media journalism classes at Universitas Multimedia Nusantara. This study aims to know students' level of understanding and ability related to mobile and social media journalism and the final result or evaluation of the course. This research uses surveys from 87 students; then, the result was explored by conducting in-depth interviews with unique students. The result indicates that students who have taken the mobile and social media journalism course already can use mobile devices and social media platforms. The major challenge encountered is using the mobile device

in the news production and editing process. The challenge is credited to the characteristics of the device (small screen). Knowledge of the specifications of each editing application is beneficial as a mobile journalist. The class will be ideal for learning how to report or host news, a common phenomenon on social media platforms.

INTRODUCTION

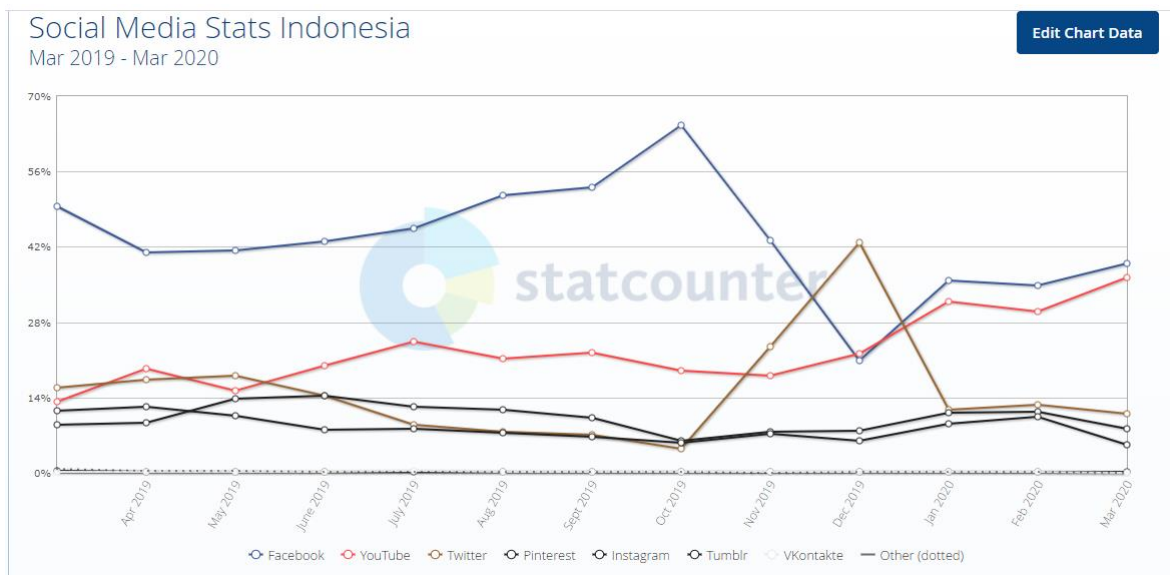
Mobile phones cannot be separated from human life. The statistic of device ownership in Indonesia exceeds the total population of Indonesia (Asosiasi Penyelenggara Jasa Internet Indonesia, 2020). Mobile technology has continued to grow as mobile phones are no longer leveraged for just sending sounds, text messages, or pictures. For example, the use of gadgets in banking activities. User loyalty to banking activities on the device arises due to several things of profit, satisfaction, and trust (Esmaeili et al., 2021). Mobile phones are also used in education. Most students who attend university are ready to use mobile technologies in education. There are new opportunities for more efficient use of this potential (Sattarov & Khaitova, 2019). Particularly, mobile devices can even match the capabilities of other technologies such as computers, televisions, radios, cameras, and games equipment (Asosiasi Penyelenggara Jasa Internet Indonesia, 2020). People can unify activities that previously used various devices but can now be carried out using mobile devices. Mobile Devices can help human activities and overcome multiple obstacles that occur.

The digital world has inspired many users to create and express themselves. The Freedom provided by the internet supports this and many aspects of human life were digitalized (Tjajadi et al., 2021). E-sports is one such example of digitalized activity, which supports competitive sports that are done through the digital world. This conversion is continuously expanding especially during COVID-19 Pandemic (Marta et al., 2020). Studying in pandemic times has also been supported by the internet. There are numerous new methods of digital learning to motivate newer generations to study in the future (Kurniawati et al., 2021). This motivation would not be possible without the support of visual aesthetics provided by digital engineering. Visual appeals can drive more consumers to acknowledge digital

learning during the COVID-19 pandemic (Harry et al., 2021). Unfortunately, visual is interpreted differently and potentially causes conflict should the audience deems the visual as particularly offensive. Therefore, it is important to know the audience before distributing visual communications to digital citizens (Marta, 2018).

This figure shows the high use of social media applications by Indonesians via mobile devices. Danah, Boyd, and Nicole described social networking sites, or what is now known as social media, as web tools that enable people to (1) build their profiles in a system, (2) connect with whom they want, (3) see persons who will be connected to a list of friendships belonging to other people. Stewart said that these social tools are used primarily for connecting with other people, for sharing photos and videos, for live broadcasts, or for sharing ideas via microblogs; they have a transforming center of human interaction (Boyd & Ellison, 2007)

Figure 1. Social media statistics Indonesia.



Source: *Social Media Stats Indonesia* / *Statcounter Global Stats*, n.d.

Both mobile devices and social media have become a part of various aspects of life, one of which is journalism. Consequently, multiple terms have emerged, such as

mobile journalism or social media journalism. This condition is consistent with the media's efforts to reach the general public through today's most popular medium or platform. Jean-Paul Sartre said that what journalists do and what journalism is cannot be separated from their material context (technology) (Deuze & Witschge, 2018). News associations and writers should figure out how to work numerous online media channels all the while. Also, web-based media is multi-practical and can be applied in all periods of information creation and conveyance (Neuberger et al., 2019). Digital advertising remains a well-known trend in the current times. In account for their worldwide range of exposure and the ease of use has proven many entrepreneurs to conduct digital promotions of their own (Agung et al., 2021). Digital advertising also leads to loyalty construction within a group of consumers. Positive image and the quality of product, as well as frequent promotion, make for three pillars of consumers' trust towards the enterprise (Sari et al., 2021). Through continuous trust towards consumers, the company's identity is then built as the result of consumers' positivity which leads to a spread towards other consumer groups. This does not only apply to business and the economy but also affects other lifestyles such as culture and tourism (Lang et al., 2020). Digital identity is also expressed through cultural relationships within consumers. This approach allows enterprises to easily reach specific types of consumers adjusted by their cultural lifestyle (Sasongko & Marta, 2018). A wide range of media will use both mobile devices and social media platforms, which will be used in various aspects ranging from preparation or what is known as pre-production to information-seeking and editing during the post-production process (Lestari et al., 2021). Besides posing a unique concern in adapting to technological advancements and people's habits when seeking information, this also presents a new challenge for the media, which must continue to adapt and be creative to capture the public's attention to remain relevant. Journalists have used this application to complement the live interaction of news coverage since the mobile chat application became famous (Belair-Gagnon et al., 2018). Blankenship wrote that one reporter must address his news on his smartphone in the United States and worldwide (Blankenship, 2016).

Many studies have discussed how the news media use mobile devices and social media and how journalists adapt to technological developments. Journalists use an applications to gather news in China and Hong Kong (Belair-Gagnon et al., 2018). Another examination does a review of mobile journalists from six nations addressing four landmasses on how they think about their editorial job and how their work is seen inside the newsroom (Perreault & Stanfield, 2019). What about the journalism curriculum in university, which must also adjust to technological developments and industrial needs. This study focuses on the learning process in a journalism curriculum. A previous study in Australia investigated the best ways to incorporate mobile devices and their applications into the journalism education curriculum. In this study, a survey was carried out among students who had recently graduated from high school. They are investigating how mobile devices in the manufacturing process could be applied to educational settings (Cameron, 2007). Bui and Moran led other exploration on 174-course and reviewed late alumni. Journalism education should offer an opportunity into how mobile phones are joined into news coverage's practice. Notwithstanding, it was evident from the twofold investigation of instructive projects and the experience of ongoing alumni that by far most innovative utopias and The innovation-driven nature of reporting schooling is typically identified with the market-arranged comprehension of this change (Bui & Moran, 2020).

Higher education is tasked with honing workers with skills to fulfill the needs of the labor market. Through a number of the latest courses, Universitas Multimedia Nusantara tries to meet the demand for journalists to improve their ability and knowledge in digital journalism. One of them is mobile and social media journalism subject. This action research wants to see 1) the level of understanding and ability of students related to mobile and social media journalism and 2) the final result or evaluation of the course. This study will describe the opportunities and challenges journalists face in implementing knowledge and skill by using mobile devices and social media platforms in their journalistic activities. Besides, this research also

introduces and develops the basis of implementing action research. The action research study aims to create and develop knowledge (Robertson, 2000).

CONCEPTUAL FRAMEWORK

This research was guided by two previous studies, about collaborative research with action research (Grubenmann, 2016) and explanation action research process (Wagemans & Witschge, 2019). Grubenmann energizes conversation and activity research as examination culture in concentrating on advanced reporting rehearses in the local exploration area. Grubenmann depicts three activity research hypotheses: an examination culture, activity research for computerized reporting studies and practice, and a community-oriented exploration project. Activity research as an exploration culture likewise cultivates nearer cooperation among experts and researchers to beat computerized difficulties in the news coverage (Grubenmann, 2016). The methodology used is qualitative interview techniques. This research was conducted in a newspaper media. Action research approach as a response to the difficulties of media research in the advanced time, particularly in news coverage. As Process: Action research plans to foster the systemic mindfulness expected to address the intricacies of the computerized age and offer this research as a particular encounter, a praxis-based methodology. This Process permits researchers to investigate progressing peculiarities (Wagemans & Witschge, 2019).

Action Research

Action research has three basic principles as a research culture: (Grubenmann, 2016):

- a. The intent of change: inactive research projects, community members become researchers even though without academic person as facilitators by adding their expertise. The group members evaluate the situation intending to improve the situation, both in a personal and professional context. By participating, the group members can make observations passively and as a person with an

indirect intention to change the situation. This is what distinguishes action research from other participatory research. Acting on the findings of action research in professional settings provides practitioners with a method for improving their practice and adapting it to changing circumstances (Grubenmann, 2016).

- b. Participatory and inclusive research: the results of this study are used optimally for specific groups. This research does not have to be generalizable or can be replicated, but most of them are local in scope and with particular problems. To construct valuable results, researchers need precise knowledge about the group. The expert members of the group provide personal issues they have experienced, their understanding of the group's reality, and an evaluation of the resolution. The consequence is that action research can only be carried out with group members (Grubenmann, 2016).
- c. Developmental research process. Knowing how to construct action research is what the individuals involved have; the consequence is subjectivity and bias. There is no 'one answer', but many possibilities can be negotiated by the various parties involved. According to Reason and Bradbury (2001), as cited in (Grubenmann, 2016), good action research appears continuously in the evaluation and development process. The stages of action and seeking alternatives occur in a disorganized, chaotic, and experimental approach (Atkinson, 2006; Ladkin, 2004; McNiff and Whitehead, 2006; Schon, 1983 as cited in (Grubenmann, 2016). The research process is complex and dynamic. Different thoughts can hamper this research process, although these opinions provide different views in finding solutions or answers (McNiff and Whitehead, 2006; in Grubenmann, 2015).

Action research has become a part of funded educational research and curriculum development projects. Action research is where the teacher examines their teaching and learning activities. This research focuses on teaching work, is naturally constructed, and has two main objectives. First, developing teaching methods to

improve student learning abilities. The second objective is to seek a better understanding of the teacher's teaching situation to become a part of the basic teaching and learning knowledge. Action research emerges as a particular and contextual form of research. Researchers, namely teachers, can choose the focus of the problem to be researched according to their needs and interests. This research aims to get a better understanding of what makes teaching practice better. This makes this research more interpretive than explanatory research (Feldman & Minstrell, 2000).

Innovativeness in Journalism Studies

Mobile journalism indicates all the interconnected dynamics through which news is produced and distributed using mobile devices. Research on cellular journalism represents the scientific intersection between journalism studies and cellular media and communications. While mobile news production, distribution, and consumption have become commonplace in society, this research is still relatively immature. Journalism and media coverage have long been established. The results of one research suggest that journalism educators should push and tutor students to utilize mobile phones to create news content. The news business progressively anticipates that reporters report, shoot video and photos, and record audio news, frequently utilizing mobile phones. Educators must understand how and why the up-and-coming age of journalists adopt innovations (Garyantes & Berkey-Gerard, 2015).

Mobile and Social Media Journalism

Mobile journalism (MOJO) is an innovation in reporting where the use of mobile devices is to create and store stories. Stories are usually in video format but can also be noted in audio, slideshows, photos, and text formats. A mobile journalist is described in two words: they work with a device and use their mobility skills to compile a story from where the incident occurred. In news reporting, mobile journalism is changing the way online sites announce the news. Mobile devices offer different newsgathering possible. Online news focuses on breaking news because data present this form of news reporting attracts audiences. An itinerant journalist

can use devices that are currently inseparable from everyday life to carry out their duties. The primary device needed by a mobile journalist is a mobile phone or smartphone (Borum & Stephen Quinn, 2016).

To create a mobile journalism story structure, the researcher must consider the SCRAP concept, the five Ws, and the five-point plan. Understanding these ideas helps journalists focus on important stories. This relates to the many events that can be reported. A five-point plan is the basis for an effective UGS (user-generated story) plan to develop stories while remaining focused during the production in the field. The storyline built with the concept of the five-point plan is the beginning, development point, middle, development point 2, and ending. This concept helps build creativity from stories and when discovering new things in the field. The primary basis of the story will be able to implement new things that are found in the area and are deemed not suitable for your platform (Borum & Stephen Quinn, 2016).

SCRAP (Story, Character, Resolution, Actuality, and Production) is the key to building and preparing a UGS story plan mojo. The mistake of making mobile news is not focusing on the story. The SCRAP concept already contains the 5W concept. The story tells what happened and why. The character discusses who is in the story. The resolution discusses the structure of the story (beginning, middle, and end). The actuality is the what, when, where, and who that was filmed. The production describes how, when, and where you will inform the story (Borum & Stephen Quinn, 2016).

The five Ws and one H concept inform the audience what you are telling in the story. This concept can serve as a database research activity for the story to be told. Other concepts that need to be considered as a mobile journalist are PTC (piece to camera), interview, overlay (b roll), narrative, graphics, music, and sound.

METHODOLOGY

This research was conducted in Journalism Program, Universitas Multimedia Nusantara. Researchers used both surveys and in-depth interviews to collect the data. The attributes of action research are individuals who are considered are dynamic members in the exploration interaction. The study absorbs the widespread matters and knowledge of general people (Djamba & Neuman, 2002).

Survey research includes the methodical assortment of data from people utilizing normalized systems. Researchers use a sample from the population to ask various questions. The data will look at a phenomenon that captures concepts—questions about act, awareness, or attitudes (Stockemer, 2019). The information collection was executed by distributing questionnaires to students who had taken courses "mobile and social media journalism" in the fifth semester. The survey was conducted to find out their understanding of the concept of mobile and social media journalism. Besides that, the question also asked about their ability to produce news content using mobile devices and spread it on social media. This descriptive question was developed by learning the topic in the current semester. The survey was distributed from January to February 2020 after the end of the semester. The survey was distributed online via google form with four profile questions and 25 questions related to knowledge and skill about mobile and social media journalism.

The research was continued by conducting in-depth interviews. Two students were selected as resource persons to intern as mobile journalists after taking mobile and social media journalism classes. They are Maudy Azahra and Yohana Indah, who are students and also practitioners (mobile journalists). This condition is in line with an action research culture that cultivates nearer joint effort among professionals and researchers to beat advanced difficulties in the news coverage (Grubenmann, 2016).

FINDINGS & DISCUSSION

The class that lasts for 14 meetings discusses the basic principles of journalism. They include the difference between conventional journalism and mobile journalism,

the work process of mobile journalism, the use of the SCRAP concept, the five Ws, and the five-point plan in designing news. The topics are more about the pre-production process, production, post-production using mobile devices, and discussions about social media. At the end of the class, students will produce their news within the group scope. Each group carries out the production process using a mobile device and uploads it on social media.

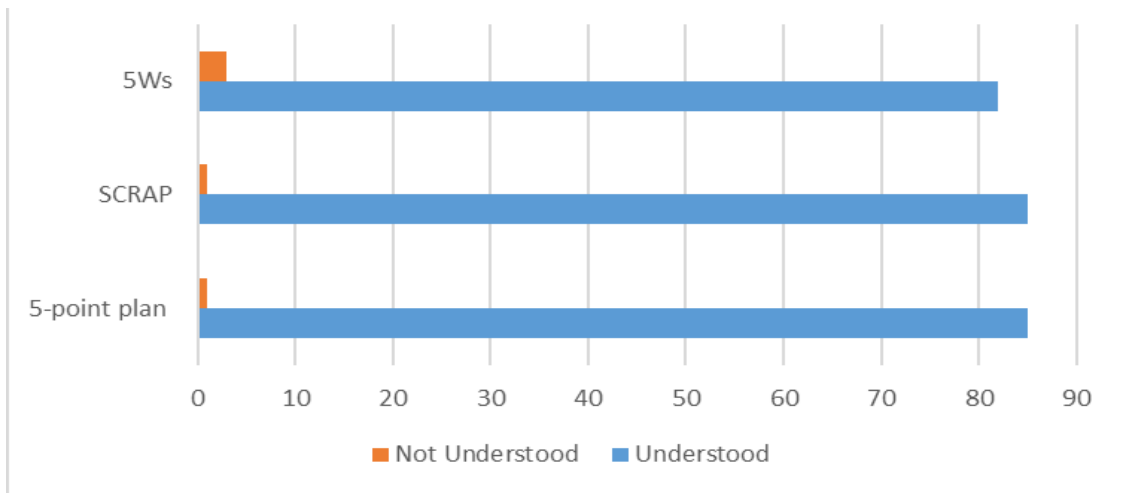
The survey was carried out on the concepts and learning activities that students had experienced. The results showed that almost all of the respondents, amounting to 86 students, understood the basic principles of mobile and social media journalism. Importantly, they know the difference between conventional journalism. All the respondents understood how mobile and social media journalists work. Forty-five respondents answered that they understood, and 41 respondents responded that they significantly understood how mobile and social media journalists.

In connection with the concept of the five-point plan, SCRAP, and 5Ws, respondents responded regarding the understanding and use of these concepts in formulating news ideas based on mobile journalists (mojo). Most of the respondents answered that they understood the concept and the three concepts were considered to help formulate mojo-based news ideas. Eighty-five respondents responded that they understood the 5-point plan concept, and one respondent answered that they did not understand the concept. Thirty-four respondents answered that the 5-point plan concept was beneficial in formulating mojo-based news ideas, 50 respondents answered that the concept was helpful. Two respondents answered that the concept was not helpful.

Eighty-five respondents understood the concept of SCRAP, one respondent did not understand the concept. The SCRAP concept was beneficial in developing mojo-based news ideas for 29 respondents, 51 for the concept, and 6 for the concept not helping. Eighty-two respondents answered that they understood the 5Ws concept, and three responded that they did not understand. One respondent did not answer.

Based on this, 30 respondents said the 5Ws approach was very helpful in developing report ideas, 54 said it helped, and two said it didn't.

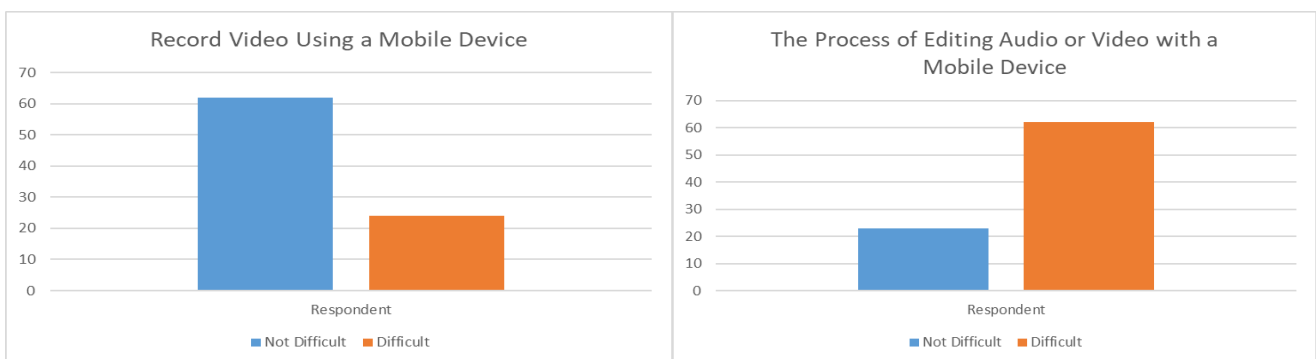
Figure 2. Understanding about 5Ws, SCRAP, and Point Plan Concept



Source: Authors

All respondents answered that they were able to record video using their mobile devices. Forty-five respondents responded that they were competent, and 41 respondents answered that they were capable. Sixty-two respondents said it was easy to take video using a device, while 24 said it was tough. Most of the respondents said they used the default camera application from the device used.

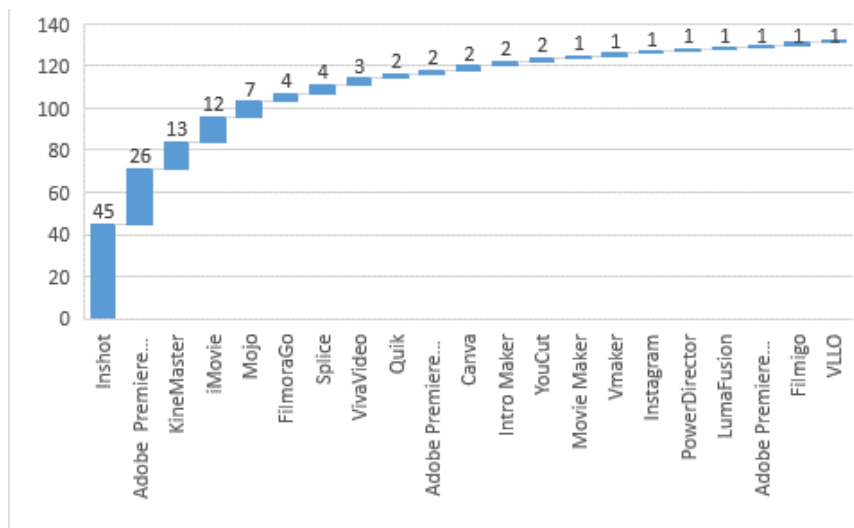
Figure 3. Record Video and The Process of Editing Audio-Video with a mobile Device



Source: Authors

Most of the respondents have video editing skills with their mobile devices. Eight respondents felt very capable of doing the video editing process with a device, 73 respondents answered that they could do the video editing process with a device, and five respondents could not do the video editing process. Even though they were capable, most respondents found it was challenging to do audio or video editing with a device. Sixty-two respondents answered that it was difficult, and 23 respondents felt it was not difficult. Respondents to open questions on the device application used to edit video named 21 applications. Respondents most frequently named Inshot, Adobe Premiere Rush, and KineMaster.

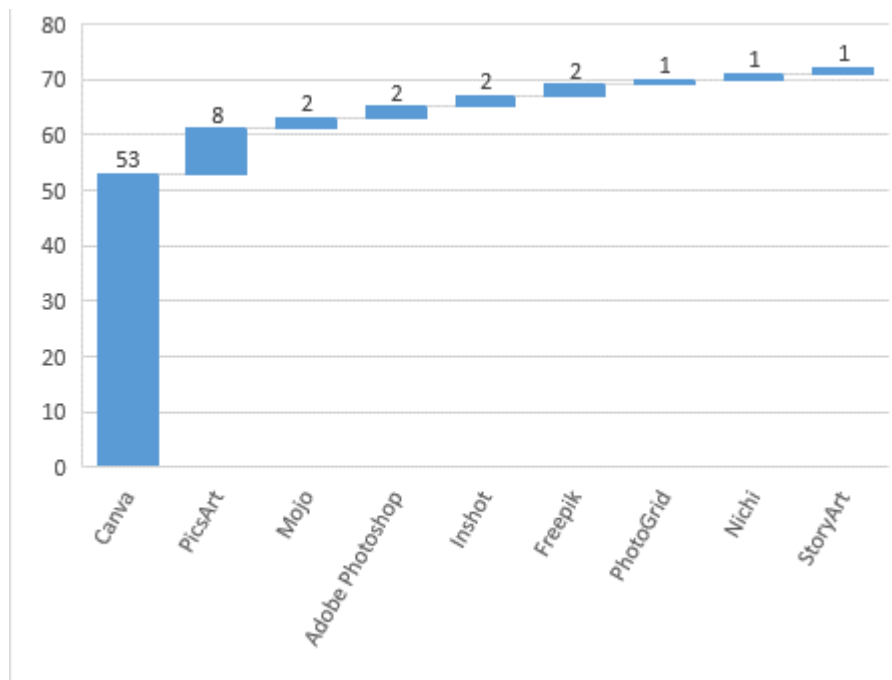
Figure 4. Application Used by Students



Source: Authors

Five respondents answered that they were very capable of producing infographics with a mobile device, 49 respondents could create infographics with a mobile device, and 32 respondents answered that they were unable. Sixty-eight respondents felt it was challenging to produce infographics with their mobile devices and 18 respondents answered that they did not experience difficulties when creating infographics. Respondents mentioned nine applications in making infographics. Fifty-three respondents said the Canva application, while less than ten respondents mentioned other applications.

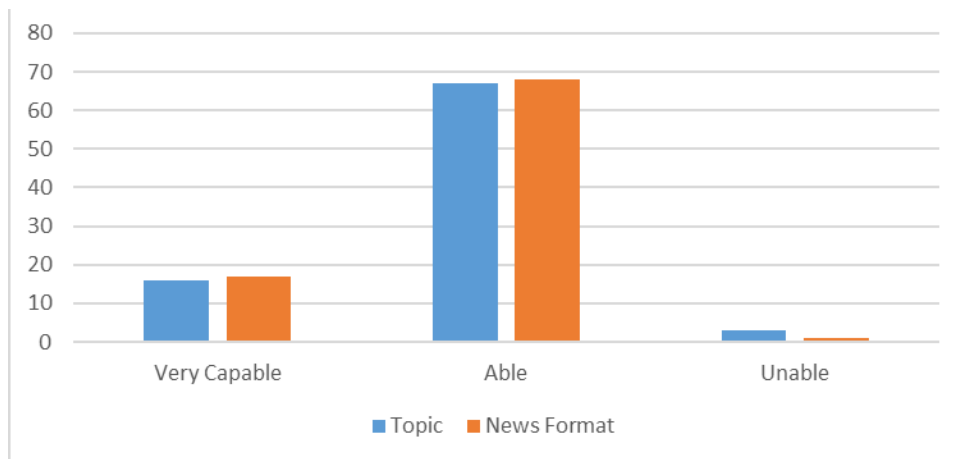
Figure 5. Infographic Maker Application Used by Students



Source: Authors

Concerning social media, respondents who were students answered positively regarding their understanding and ability to use social media to make news. Most students felt they understood the characteristics of each social media and could determine topics that were suitable for social media. They also thought that they could choose the proper news format on social media and could take advantage of the tools found on social media. Fifty-eight respondents understood the characteristics of each social media, 25 respondents answered that they understood very well, and three respondents did not understand. Sixteen respondents responded that they were very capable of determining news topics for social media, 67 respondents answered that they were able, three respondents said they were unable. Seventeen respondents felt highly capable of choosing the appropriate news style for social media, 68 felt capable, and one felt insufficient. Thirty-five respondents said they were highly capable of using their particular social networking tools, 47 said they were qualified, and three said they were not.

Figure 6. Choose Topic and News Format for Published on Social Media



Source: Authors

While two students were interviewed, Yohana Indah was one of the students who could intern in an online medium in Indonesia. Yohana was a video journalist in charge of producing news to be disseminated through TikTok social media. Yohana created a story whose primary material (came) from the editor and then repackaged it to fit the platform used. When studying the classroom production process, all relied on the mobile device but (differed as an internal one. When he did an internship, the pre-production and full production used a mobile device but the post-production process, namely editing still combined other tools. Sometimes the editing process used a laptop device with Adobe Premiere software, or on other occasions, using an application on a mobile device. The editing process was done directly on the social media platform that would be used. Then the upload process was returned using the mobile device. Yohana preferred to do the editing process using a laptop or computer device because some features were not available in the mobile device editing application. The screen was too small on mobile devices; thus, people had to increase some areas, while other editing apps did not enable the screen to zoom or increase. Yohana provided mobile and social media courses, especially on the editing process, to better introduce the characters from several editing applications.

Yohana learned that when producing news, she had to consider the platform's features, in this case, social media. TikTok was not yet an example platform during the session. The information offered by the social media assisted Yohana as a journalist who worked with TikTok. For example, TikTok reported on high-engagement material on their social network. For media to upload news, TikTok stipulated that it must be factual, respect sensitive imagery and copyright, and be in a vertical format. TikTok offered breaking news. Based on her experience as a mobile journalist, Yohana hopes that the learning process of mobile and social media journalism will emphasize the editing process, such as the advantages of an editing application compared to others and the tools that each editing application has.

The same thing happened to Maudy Azahra, who also had the opportunity to work as a mobile journalist during her internship. He was in charge of creating news for three programs to be uploaded on social media. Most of the production process was carried out using mobile devices, starting from conducting research, making scripts, looking for footage, recording impressions as a host to editing. What was difficult to do with a mobile device was the process of interviewing sources. Many interviews were conducted utilizing a zoom because she was an apprentice during a pandemic. Maudy also found it challenging to capture film due to the device's small screen. It is intended that a strengthening session of learning to capture images and record sounds to the editing process using a mobile device will be held, and extra learning as a reporter who must appear to report the news. She notes a lot of information for social media. As a country with a high number of device ownership, there are more than 345 million users or 125% of the total population of Indonesia in 2021. This shows that people make devices a part of their lives. Besides, social data are showing that in 2021 the average duration of time to access the internet using a device is 5 hours 4 minutes, coming from the age of 16 to 64 (*Digital 2021 - We Are Social*, n.d.). This data provides a clear picture of the daily life of the Indonesian people in general, namely carrying out various activities with mobile devices. Having expertise in news production using a device is now a must. Although

sometimes it is not included in one of the criteria for vacancies as a journalist. However, (Perreault & Stanfield, 2019) reveal that new journalists are expected to have this skill. Senior journalists also analyze the usage of devices in their work, even if it is not part of their tasks. Even the results of their research also show that some journalists convey various reasons for studying and conducting mobile journalism such as: to stay afloat in the media industry, to keep up to date with information, to be better and faster than other journalists, to be able to do various things on their own and to report events where other journalists are not able to connect with sources or the public. So it is very appropriate to include mobile journalism and social media in the journalism learning curriculum.

An examination of journalism education curricula throughout the US illustrates how schools view the impact of mobile technology on journalistic practice and profession. The number of classes devoted to showing understudies the particular abilities expected to utilize versatile innovation for news creation effectively has expanded over the long run, mirroring the rising utilization of mobile innovation in the news coverage (Bui & Moran, 2020). According to Kraft and Seely, today's journalism graduates must be able to acquire and disseminate news, including reporting, research, writing for any medium (website, social media), shooting and photo editing, and recording and editing audio and video (Kraft & Seely, 2015). The topic of discussion in mobile and social media journalism studies follows the development of the journalism curriculum in several previous studies that have also studied mobile journalism. In this study, it was found that the results were not achieved correctly, such as the ability to edit using a device.

On the other hand, using smartphones to collect, produce, edit and distribute news has spawned a new journalistic practice called mobile journalism. This creates challenges for educators' journalism (Cervi et al., 2020). In line with this, technology development adaptations are continuously carried out at the beginning of each lecture in this course to strengthen students' concepts and practical abilities as prospective journalists related to mobile journalism. In this case, generation z has

very close ties to the internet, so it is in line with the survey results that they are very familiar with one of the internet-based platforms, namely social media. Journalism educators agree that future journalists must learn how to find and use a more varied tool. They also need to know how to report quality investigations based on verifiable facts. They need to do this through all social media, across platforms, and with the community's help (Fidalgo, 2018). Journalists must be more creative when they use social media. Putra found even a Youtuber has to look creative, so their audiences do not get bored. YouTubers have to predict what themes or topics the audience will like (Putra et al., 2021). But on the other hand, even though they are also familiar with mobile devices and make any use of them in their daily lives, some respondents find it difficult to record with their devices to make news. Even though in the current era, the media use many visual sources that come from people who do not necessarily have the ability or knowledge to take pictures or visuals.

Data from mobile devices and social media are at the heart of newsroom discussions. People become sources of news when they create their content. People are now able to convey stories or topics of interest, which is why this affects the judgment in the newsroom about which information is essential to make news (Adornato, 2018). Using a smartphone is all about speed. Visual quality is secondary as long as the message is appropriately conveyed. Smartphones are also capable of replacing older equipment like TVs, radios, and computers. Although technically it has the same capabilities as other devices, for example, a computer, but in its implementation, its use is not suitable or feels uncomfortable.

An example is when doing a visual editing process in photos, videos, or graphics. This is in line with the experiences of students who have studied the work system of mobile journalists and got the task to implement it during their internships. In the end, you also have to do the editing process using a computer device. The characteristics of small appliances are not in line with the principle of editing, which requires detail. Even so, this should not be a hindrance. In line with this, Cervi,

Tornero, and Tejedor (2020) stated that Media highly appreciates the ability of new journalists even though it is only limited to exploring and utilizing information with devices.

The strength of this research is finding the students' lack of skill after taking mobile and social media journalism studies. It can also explain the obstacles felt by students who act as practitioners or interns when making news using mobile devices. This study also proposes developing interviewing and hosting skills through social media as one of the topics in this course. The limitation of this study is that it does not explore media management needs for prospective journalists.

CONCLUSION

The use of mobile devices for students or prospective journalists represents both an opportunity and a challenge. Although familiar with the tools, it will be slightly different if the application is used when serving as a journalist. Overall, students who have taken the mobile and social media journalism course already have the knowledge and ability to use mobile devices and social media platforms. Frequently, when they use a mobile device in the news editing and production process, the device's small screen makes it challenging to see. Knowledge of the specifications of each editing application is beneficial as a mobile journalist. The session will be enhanced by learning how to report on or host news, which is a very popular activity on social media. In general, their knowledge of mobile phones and social media is low. However, when it comes to mobile journalism, strict journalistic norms must be followed. It is necessary to familiarize oneself with using the various tools available to gather information and then process it to disseminate it to the public. Students have the advantage of being very familiar with these two things. Still, if they are not accustomed to being the primary tool of journalism for mobile devices, it will not be more useful in the current situation filled with a lot of information and speed.

This study focuses on the learning process in a journalism curriculum with action research. The specific culture of action research is the group members evaluate the situation intending to improve the situation, both in a personal and professional context. This research aims to advance mobile and social media journalism studies. As part of this study, researchers found that this study aligns with another journalism curriculum and what media need. But, it still needs improvements such as training the speed of producing news using mobile devices. Lecturers need to train students' speed in news production using mobile phones by giving short assignment durations. Lecturers also need to provide many training and assignments to interview news sources and live reports on social media.

LIMITATION AND STUDY FORWARD

Additional research demonstrates the case from different journalism programs or colleges specializing in social media and mobile studies. This is so that we can compare the advantages and disadvantages of learning these new concepts and skills. By doing action research, lecturers and students can adapt studies to the needs of industrial media.

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