

Making E-Book as a Lectural Output to Grow Interest in Literary Journalistic Courses

Rinaldi^{1,*}, Diego¹

¹*Communication Science, Social and Political Science of Andalas University, Limau Manis, Padang, Indonesia*

^{*}*Corresponding author. Email: rinaldi@soc.unand.ac.id*

ABSTRACT

This research looks at how making *e-books* as a lecture output can increase students' interest in writing. The existence of an *e-book* that is managed by students will provide a means of teaching practice. With this program, students will learn how to manage the media, produce writing that is in accordance with journalistic principles, and of course this is in line with learning that sooner or later must be adopted. This study tries to stimulate student interest in attending lectures with the output of making *ebooks* on the results of coverage in the Literary Journalism course. The method used is research with a collaborative approach. The research design used was involvement in the process. The technique of collecting data through participatory observation, researchers are actively involved and become part of the research being carried out. Other techniques in collecting research data are also through interviews, documentation and questionnaires. The results showed that making *e-books* in the Literary Journalism subject greatly helped students in understanding the course. The Literary Journalism course should actually be done by increasing field practice rather than material in class, by making this e-book the students' experience of journalism can be felt.

Keywords: *Literary journalism, e-books, Writing interest*

1. INTRODUCTION

The world of our press has recently changed very rapidly along with the development of information technology. Changes in communication technology also affect the work patterns of journalists. In the past, the terms of a story can take a print when the element 5W 1H sud ah met. Likewise, with confirmation and verification, which so far have been an absolute requirement so that news worthy of being called news has changed. Now, when a piece of news does not meet the 5W1H elements, even though it has not been confirmed and verified, the news can go into print.

This condition is for sure very worrisome. A story is far from being worthy of being published / printed. The emergence of literary journalism as an antithesis of the emergence of journalism which only pursues speed without caring about the depth of news . The Literary Journalism course that has been carried out so far has only relied on class meetings and reporting assignments without any media to collect assignments in the form of the coverage.

This study tries to stimulate students' interest in attending lectures with the output of making ebooks on the results of coverage to stop students from writing. Journalism Literature is one of the compulsory subjects in the journalism concentration, Department of Communication, FISIP, Unand. This course has 2 credits (1 -1). In this course students will be given an

understanding and understanding of Journalism, understanding various concepts and studies related to Literary Journalism. Know and be able to explain the results of analysis about Literary Journalism and how to make good writing. Able to perform analyse and think critically in responding to writings related to Literary Journalism. This Literary Journalism course is also a subject that creates in-depth coverage which has its own challenges. Some of the topics discussed in this course include: types of news, journalistic elements, news writing techniques, types of media and types of news writing. This course aims to:

- a) Understand various concepts and studies related to Literary Journalism.
- b) Knowing and being able to explain the results of analysis about Literary Journalism and how to make good writing.
- c) Able to perform analysis and critical thinking in dealing with writings related to Literary Journalism.

The outcomes of learning (Learning outcomes = LO) expected in this course are:

- a) For conceptual achievement, students are expected to have an understanding of Literary Journalism, including understanding the concepts of Literary Journalism and how to make an interesting

journalistic work with their creativity, and be able to analyze it well conceptually and practically, assess existing developments and use it as a source of competitive advantage in the practical world.

- b) From the soft skill aspect, students are also expected to be able to write good reviews / essays, be able to present the results of their thoughts clearly, be confident, independent, have discipline, ethics, and be able to work in teams.

This subject greatly contributes to the competence of Communication Science graduates. Most of the communication science graduates will work in the media industry, be it print, electronic, or creative industries. All of these fields of work imply the active writing skills that workers must possess. Therefore this course has an important role in bringing students closer to their fields of work after graduating.

One of the Graduate Learning Outcomes of the Communication Science Study Program, FISIP, Unand is to become an entrepreneur in the field of communication. To become an entrepreneur in the field of communication, students must be able to produce products that are accepted by the market, one of which is an e-book which contains literary coverage. Therefore, making e-books will greatly assist students in learning to manage the media industry professionally.

The existence of an e-book that is managed by students will provide a means of teaching practice. With this program, students will learn to manage the media, produce writing in accordance with journalistic principles, and of course this is in accordance with the demands of Industry 4.0 which must be adopted sooner or later.

The practical facilities for this course are only done manually. At the beginning of lectures until the Mid-Semester Examination students are provided with knowledge about journalism and the rules of writing news according to the applicable Journalistic Code of Ethics. After the Mid-Semester Examination, students have started practicing simple searching, processing, and writing news. Their writing is only discussed in class and has never been published. With this e-book, writings that have passed the editing stage will be published and become public consumption at large.

So far, the Literary Journalism course is delivered using teaching materials in the form of hand outs and power points. Meanwhile, the assessment was carried out by dissecting the students' writing which was in the form of news. The pattern as mentioned above certainly does not get students too close to their job description after graduating. With the e-book as a student journalistic product, it is hoped that students will get to know the real process of writing production from writing to becoming an e-book. Starting from news gathering, editorial management, to the process of

publishing books.

Making e-books in lectures does not only help students understand Literary Journalism courses. In the Communication Studies Program, the making of this e-book is also related to other subjects, for example graphic design and mass media management. So that making e-books can also be a practical tool for other subjects.

The distribution of the results of the Semester Final Examination in this course is quite encouraging, around 85% of students can get A and A- grades. While the rest got various scores. With this e-book, it will certainly make it easier to assess lectures. Course instructors can provide direct input just by looking at the e-books that students produce.

2. METHODS

The method used is research with a collaborative approach. The design of this research is the involvement on the process. Furthermore, each element involved carries out a program that has been designed from beginning to end [15]. Research is trying to solve the problems faced by lecturers in the learning process, increasing the hard skills and soft skills of students by constantly innovating to use learning techniques to improve the quality and achievement of students. This study uses a mix method. Method qualitative and quantitative collaborated in collecting and analyzing data.

2.1. Research Design

2.1.1. Design and Type of Research

Probabili In this study, researchers were involved in the learning process, looking for and finding certain actions in the classroom. Previously, lectures were conducted using the Student Center Learning (SCL) method. Through this research, researchers will try to conduct research with a participatory approach in the world of work. Researchers will try and try to introduce how to manage the publishing and printing industry, then students will practice making their own e-books.

The technique of collecting data through participatory observation, the researcher is actively involved and becomes part of the research being carried out. Other techniques in collecting research data are also through interviews, documentation and questionnaires. The researcher is also the teaching team to plan, identify, observe, and carry out the actions that have been designed.

2.2. Learning Method Development

The method used is research with a collaborative approach. The point is that the SCL method that has been applied so far will be collaborated with the introduction of professional e-book making. This is

done so that in addition to understanding the material and basic knowledge of journalism, students are also brought closer to their world of work when they graduate.

Previously, this course only provided knowledge and a little practice in the world of journalism. However, their work was never published due to limited media publication. Several years ago, the output of this course produced wall papers distributed in several strategic locations. However, with technological developments, the choice of publication in the form of e-books is deemed more suitable and in line with the millennial generation. Therefore, this research was conducted to see to what extent the effectiveness of making e-books in improving students' writing skills.

Learning Method Development in this study is a collaborative pembelajaran a distance of project-based learning (PBL) which is one of learning methods systematically to encourage students to learn the knowledge and skills Projects are developed from real situations in daily life so that the curriculum becomes more interesting and meaningful.

There are five PBL criteria, namely:

1. Projects are a major component in the curriculum, not just a support
2. Projects focus on questions or problems that arouse students
3. Students engage in constructive investigations
4. A high level of student independence in working on projects
5. Projects must be authentic or realistic, not academic.

Planning

Planning for project-based learning consists of the following stages:

1. Check the competency or learning outcome of the course, and break it down into specific competencies (if any)
2. Arrange criteria and standards (product and process)
3. Formulate authentic assignments or projects; make sure the project is aligned with the competencies expected by the curriculum (can be done together with students)
4. Identify the knowledge and skills students should have before undertaking the project
5. Identify the materials needed to work on the project
6. Make a draft project implementation time, date as check points for monitoring or formative and / or summative assessment

Implementation

A. Student assignments:

- Choose a project
- Choose the group leader
- Compile a project management plan
- Dividing tasks into groups
- Utilize various resources to complete the project
- Convey the progress of project implementation regularly and on schedule to lecturers

-Regular reflection during project procurement B .
Lecturer Duties

- Convey learning objectives
- Deliver the criteria or standards and expectations of students upon completion of the project
- Explain plans and learning procedures
- Dividing students into groups of 3 to 4 members, the determination of group members is intended to train students to be able to work together
- Provide student meeting or project plans
- Provide assistance to students when needed
- Memento the progress of project implementation
- Provide formative and / or summative assessments through the inquiry process structured on questions and products as well as complex tasks, authentic and designed carefully.

PBL is a learning method that directs the student, through the project, to develop the power of thought, find your own way of settlement mas ne , elaborated the ability of cooperation, searching literature, tell information and evaluate themselves against their peers.

2.2.1. Research Place

This research was held at Andalas University in the Department of Communication Sciences Faculty of Social and Political Sciences University Andalas in the second semester of 2020 and researchers at the same time roled as team teaching team the course make it much easier to carry out research.

2.2.2. Research Time

This research is expected to be completed in one semester of teaching the second semester of the academic year 2019/2020 . The research is divided into two cycles, the first cycle begins with a lecture contract to the midterm exam and the second cycle after the midterm exam until the Semester Final Examination.

2.2.3. Research Subject

The subjects of this research were students of the Department of Communication who took the Literary Journalism course .

2.2.4. Action Plan

The output of this research is in the form of: (i) new RPS; and (ii) articles on PPMP results from the development of learning methods, curricula, learning technology, and student assessments, the achievement strategies will be explained as follows:

1) Lesson Plan

The lesson plans as outlined in the previous RPS were not comprehensive regarding all components of learning outcomes, from changing attitudes, increasing knowledge and mastery of skills. All of this must be summarized in detail and clearly in the revised RPS . In addition, a learning plan will be formulated which contains the following details: 1) Learning process activities that will be carried out by the lecturers which will become a learning experience for students; 2) systematic learning steps so that learning objectives can be achieved; 3) The learning steps are arranged in detail, so that if the RPS is used by other lecturers, it is easy to understand and does not cause multiple interpretations. This is expected to be used as a guide for lecturers and students in the learning process going forward. The learning approach implemented in this study is the SCL approach, with a project-based learning method .

2.3. Development of Student Assessment

Knowledge, attitudes, skills, they get when learning process. Learning achievement is used as an illustration of success for students to understand certain subjects. Every effort made in learning activities aims to achieve the highest learning achievement (mastery of hard skills and soft skills). Learning achievement is expressed by a value score. The development of student assessments carried out in this study are as follows: 1) Participation; 2) Observation; 3)

Performance; 4) Written Test; 5) Oral Test; 6) Questionnaire.

Student assessments carried out include:

1) Assessment Process: in the form of a rubric

2) Assessment of Results: in the form of a portfolio which is planned to explain how lecturers can assess students in achieving their learning outcomes. Assessment of learning outcomes according to SNPT must include assessment of processes and results, by selecting assessment techniques according to the level of competence planned in the RPS.

2.3.1. Assessment Mechanisms & Procedures

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The assessment is carried out by the following mechanism:

1. Compile, convey, agree on stages, techniques, instruments, criteria, indicators, and weight of assessments between those who are assessed and the assessors according to the learning plan.
- 2 Carry out the assessment process in accordance with the stages, techniques, instruments, criteria, indicators, and weight of the assessment which contain the principles of assessment as mentioned
3. Provide feedback and the opportunity to question the results of the assessment to students
4. Documenting assessment of student learning processes and outcomes in a transparent and accountable manner

2.3.1.2. Assessment Procedures

The assessment is carried out by the following procedure:

- a) Planning Stage ; b) Activity assignment or questions; c) Observation of performance; d) Return of observation results; e) Final score

2.4. Learning Technologies

The Literary Journalism course is a compulsory subject for the Journalism Concentration of the Communication Science Department , which is part of the KKNI-based curriculum currently used and plans for future curriculum changes. (RPS attached)

2.5. Learning Technologies

The learning technology that will be used in this learning process is divided into two, namely communication media and learning media. Communication media is needed to

facilitate the delivery of lecture information, namely the use of the Whatsapp application which will be used as a medium of interaction for lecturers and students and among students in discussing and delivering lecture assignments. In addition, the google class room application will also be used which can upload and download various lecture materials and assignments given by lecturers.

The technology used as a learning medium in every computer and camera (photo) software practice meeting includes: Adobe Illustrator, Adobe Photoshop, and Adobe In Design, a professional photo camera. The learning technology is used as a practicum media to produce news and prepare products in the form of e-books.

2.6. PPMP Research Parameters

The performance parameters of this classroom action research include:

(i) Learning outcomes

The results of this research found a relationship between the applied learning methods and learning outcomes in the form of:

- a. changes in attitude (cognitive and affective),
 - b. increased mastery of knowledge in the form of understanding the concept of media, whether print, audio, interactive, video and animation /graphics
 - c. increased mastery of the substance
 - d. increased mastery of special skills in the multimedia field
 - e. complete a media production project
 - f. completing the workshop project
 - g. Changes behavioral (psychomotor and affective)
- (ii) The distribution of the final score of students will get the more A and A- grades with a minimum grade of B +
- (iii) Changes in student responses to the development of learning methods and / or assessments were found.
- a. Whether the SCL method can encourage students to be actively involved in building knowledge, attitudes and behavior.
 - b. Does the student-centered learning (SCL) learning process have an impact that students get the opportunity and facilities to be able to build their own knowledge so that they gain a deep understanding which in turn can improve student quality.
 - c. Whether all students actively participate and have the ability to complete the project given either individually or in groups

3. RESULTS AND DISCUSSION

3.1. Overview of Literary Journalism Courses

This Literary Journalism course is a compulsory subject for the Journalism Concentration in the Communication Science Department. This subject is also the subject of choice for concentrations outside of journalism. The element of conceptual achievement, students are expected to have an understanding of Literary Journalism, including understanding the concepts of Literary Journalism and how to make an interesting journalistic work with their creativity, and be able to analyze it well conceptually and practically, assess existing developments and use them as a source of competitive advantage in the practical world, and

also includes hard skills and soft skills (intrapersonal skills and interpersonal skills) in lecture activities. The learning method developed to support learning outcomes in the form of Project Based Learning (PBL), students are given the challenge of making a media in the form of an online news portal.

Research Development and Education Quality Assurance courses Journalism literary conducted by three pieces of the period to be followed by students. The first cycle is the provision of material about the understanding of the world of literary journalism. It followed by a debriefing basic writing literary journalism. This first period process takes place at the initial lecture meetings. The same method also continues at the next meeting, but is followed by journalistic practice. Starting from analyzing issues that are appropriate for coverage for literature and news categories that can be included in literary journalistic coverage. Then planning the coverage, followed by field coverage, writing news, evaluating the coverage they do, and finally entering the stage of making an e-book from the writing they produce.

The implementation of this Literary Journalism lecture students not only get hard skills and but also soft skills, there is a combination of theory and practice, and the portion of practice is greater than theory. The courses take place in the even semester of each year and are in the sixth semester. This is not without reason. Previously, students of journalism concentration had received many subjects related to journalism. Starting from Introduction to Journalism, News Writing, Investigation Journalism. This course is said to be at the level of the end of the courses in journalism concentration.

This Literary Journalism course provides three major points of discussion in which the introduction of the lecture will be distributed into sub-subjects at each meeting. Three basic things are given in this lecture: *First*, the introduction of concepts and types of writing and issues that deserve to be categorized as literary journalism. This basic concept of journalism is given in the sub-topics of the lecture, among others, through the discussion of Tom Wolfe's thoughts on narrative journalism, which become the basis for literary journalistic works. Then proceed with how to find the focus of writing / writing angle in literary journalistic work, writing structure, building characterizations and storylines in literary journalism, interviews in literary journalistic coverage. Finally, how to present literary writing in its entirety.

Second, after students get to know the basic concepts of journalism, they will be introduced to the world of press work. This introduction to the world of journalistic work is done by starting down for coverage. Students will be asked to plan a report, determine a case worthy of coverage for literary

journalism . Furthermore, students took to the field for coverage for approximately 3 weeks . News results are reported weekly and evaluated weekly. Because this literary journalistic writing is quite long, the reporting is done periodically so as not to be burdensome.

Third , students are introduced to an e-book making

system based on coverage written by students . At this stage students have learned how to make an e-book . The process of planning, reporting, editing, layout and book design is done by students independently .

Based on the three stages and topics, it is hoped that the objectives of this course can be achieved, namely:

- a. Understand various concepts and studies related to Literary Journalism.
- b. Know and be able to explain the results of analysis about Literary Journalism and how to make good writing.
- c. Able to do analysis and critical thinking in responding to writings related to Literary Journalism.

All methods and processes carried out in the classroom are expected to be able to achieve the learning outcomes of this course, which consists of:

- a. Understand the meaning, the basic concepts of literary journalism
- b. Get to know the journalistic job field
- c. Able to make an interesting journalistic work with their creativity .
- d. Obtain some competence softskill usch as good interpersonal skills (including independence, critical thinking and analytical) and interpersonal skills (including teamwork and oral communication), and the basic values of basic students (including integrity, discipline, hard work, manners / ethics / valueable , and become confident).

The lecture process was not as perfect as the writer expected. There are several obstacles faced in an effort to maximize student learning activities and achievement, including:

1. Some students still cannot adapt to this method because every week they have to submit a report for discussion
2. Class hours are a bit limited, only half a semester is due to the Covid-19 virus. Therefore meetings to evaluate student writing is very limited so that not all student writing can be discussed, and this led to

kem am ladies writing student uneven

3. Lectures are the dominant practice of making news, so that supporting facilities and infrastructure for this, such as coverage equipment (cameras, computers, laptops, internet networks) are needed, as well as representative editorial meeting rooms are also very limited to present a journalistic work that is good . Moreover, coordination is also a little constrained due to the Covid-19 virus.

Based on these constraints it is necessary to formulate appropriate learning method, learning technologies that support teaching and learning, as well as a proper assessment formula so that the expected outcomes can be achieved.

As the authors mentioned above, this research was conducted in several stages. *First* , the introduction of concepts and types of writing and issues that deserve to be categorized as literary journalism. The basic concept of journalism is given in the sub-topics of the lecture, among others, through the discussion of Tom Wolfe's narrative journalistic thoughts which become the basis for literary journalistic works. Then proceed with how to find the focus of writing / writing angle in literary journalistic work, writing structure, building characterizations and storylines in literary journalism, interviews in literary journalistic coverage. Finally, how to present literary writing in its entirety.

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Third , students are introduced to an e-book making system based on coverage written by students. At this stage students have learned how to make an e-book. The process of planning, reporting, editing, layout and book design is done by students independently.

Prior to coverage, students must hold an editorial meeting to determine what issues will be raised. After it was agreed, then the students did the distribution of reporting tasks. Each coverage result must be sent to email to evaluate whether it meets the criteria for literary writing. Before the results of the literary coverage are published , students will make edits first. Whether the results of their coverage are airworthy or not. There are several that are of great concern in this stage . Among them are the entries that have been written in accordance with the language of literary journalistic writing . Then the storyline and news

balance are also seen whether it is balanced or even in favor of one of the parties. Apart from that, this process also looks at whether the news has been compiled with a

making e-books . In this process , students have managed an e-book by themselves. The planning, reporting, editing, screening, and evaluation processes are carried out by the students themselves by involving lecturers as mentors. At this stage students have made their own e-book . This e-book is entitled #PADANG 1.0, Collection of Narrative Social Life of Padang City Residents . The writing that is included in this e-book is writing that is considered worthy of being a book . The following will look at the front page of the e-book.

4. CONCLUSION

4.1. Conclusion

Based on the results of the research that the authors describe above, it can be concluded that the research on Development and Education Quality Assurance by making e-books in the Literary Journalism course greatly helps students in understanding lectures. The Literary

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good literary news writing structure or not.

After all these processes are carried out, students will enter the next stage, namely the introduction of

Journalism course should actually be done by increasing field practice rather than material in class, by making this e-book the students' experience of journalism can be felt.

4.2. Suggestion

Understanding and experience in the world of journalism in the development of lectures is certainly not perfect without being based on an understanding of various journalistic writings . It is expected that these studies could membahaskan about the kind of writing another in journalism . This course will help improve the writing skills of students of Communication Sciences

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