
The Development of Radio Broadcasting Learning Model Using Streaming Radio to Enhance Students Life Skill

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ABSTRACT

This research studies the urgency of radio broadcasting learning model development as a means to fulfill students' needs, including cognitive competence and lifeskill. It aims to (1) describe how the development of an effective radio broadcasting learning model can run (2) explain how the development of radio broadcasting learning model can improve students' lifeskill. It applies Research and Development Method (R&D) which consists of some steps including (1) observing how radio a broadcasting learning model runs in Indonesian Department (*Pendidikan Bahasa dan Sastra Indonesia* - PBSI) of Veteran Bangun Nusantara University Sukoharjo (2) describing and analyzing (3) drafting learning model of radio broadcasting and restricted test held by communication science expert. The data involved in this research consist of lecture schedule, students' score in the fourth semester for broadcasting lecture in PBSI, journal of lecture agenda dan the result of interview. The data were collected through theoretical review on the learning documents of broadcasting by the fourth semester period in 2014/2015 and interview. It had shown the result that radio broadcasting lecture agenda taken place in the fourth semester of the academic year 2014/2015 still used conventional method. There was only the agenda of radio visiting to show students how the regular broadcasting ran. Besides, there was no agenda of lifeskill development such as structural broadcasting organizing including agenda concepting agenda, rundown planning, hotclock planning and practicing both in radio studio and streaming.

Keywords: learning model, radio broadcasting, radio streaming

1 INTRODUCTION

Both analog and streaming radio learning model have not ever been applied in the radio broadcasting learning agenda in PBSI of Veteran Bangun Nusantara University Sukoharjo. The analog radio broadcasting was just started in 2015. This regarded insufficient means and experts.

Regarding to the high education curriculum which is based on the standardized KKNI, lifeskill must be conveyed through an innovative learning method. Radio broadcasting belongs to one of ways out to grow the students' talent as broadcasters to prepare them face the real work based on the major that they take in PBSI, since broadcasting skill has a high urgency in the real work field and it still becomes the agenda taught in nonformal education (Ponnan, Ramachandran, 2014).

Lifeskill means as the ability which covers the cognitive, affective and psycomotoric scopes. Some instances of lifeskill covered inside the broadcasting learning agenda consist of some activities such as concepting agenda profile, script, rundown, hotclock, operating radio studio and others. Those are emphasized as the effort to produce high education graduated students who are ready to face the real work field and compete in regional, national and international stages. Those also represent the

human ability in having independence, making decision, concepting and others. This is straight to 5 scales self-education principles including independence, information awareness, decision making, planning, and emotional attitudes (Amirkhanova, Almira, et.al., 2015).

The learning model development of radio broadcasting both for analog and streaming system should have been included in the high education learning agenda regarding the to fast track development of information and communication media. It regards to the differences existing between FM bandwidth and streaming radio broadcasting (Rosales, Rey G, 2012).

The students need to do the radio broadcasting practice under the technical guidance – both analog and streaming. The technical guidance itself will be in the form of Standard Operation Procedure (SOP) including how to create an agenda profile, script, how to operate the radio transmitter, how to do the analog and streaming broadcasting. A broadcaster who is able to work based on the SOP will establish self-maturity including independence, information awareness, decision making, planning and emotional attitudes.

2 PROBLEMS

Radio broadcasting lecture covers four language skills including listening, speaking, writing and reading. It needs the proportion of 30% theoretical review and 70% practice. However, it still remains using conventional lecture in PBSI, thus can not afford the target of competence. This condition described has created such problems formulated below:

1. How is the best way out to develop learning model of analog and streaming radio for the students occupying fifth term in the academic year of 2015/2016 in PBSI Veteran Bangun Nusantara University Sukoharjo?
2. How can the analog and streaming radio broadcasting lecture grow students' life skill?

3 METHODOLOGY

Research Design

This research started through the observation toward radio broadcasting lecture for 2 years periods in PBSI of Veteran Bangun Nusantara University Sukoharjo. The result of observation then was described as the materials to draft a radio broadcasting lecture based on the lecture agenda, lesson plans, students and lecturers' journals.

Data Source

This research took the data source as follows:

1. Drs. Suparmin, M. Hum., the radio broadcasting lecturer in PBSI of
2. Veteran Bangun Nusantara University Sukoharjo as the informant.
3. Theoretical review as the effort to find out references in holding radio broadcasting

lecture.

4. Lecture documents including syllabus, handbooks, lecture media, evaluation instruments, lesson plans and others which are relevant to the radio broadcasting lecture agenda.

Data Collecting

The data were collected by the following orders:

1. Holding the interview with the radio broadcasting lecturer, students, communication expert and practitioner.
2. Holding a theoretical review regarding to the curriculum and handbooks used both in Indonesian Department (Pendidikan Bahasa dan Sastra Indonesia - PBSI) and Communication Science Department (Ilmu Komunikasi - ILKOM) of Veteran Bangun Nusantara University Sukoharjo.

4 RESULT

The process of radio broadcasting lecture in PBSI was held regularly in 12 times for class meeting. It applied conventional method through oral teaching and handbook reading. The theories only focused on the news content from local radios in Surakarta. The lecturer had less attention toward the knowledge development on broadcasting itself, such as concepting for an agenda profile based on the listeners' preference. There was no understanding on the technical broadcasting including logbook and hotclock. The students were never directed to concept the script and there was no meaningful practice to comprehend it.

Veteran Bangun Nusantara University Sukoharjo has one and only radio studio located in D Building in Social Science Faculty. There is no maximization toward its operational function, since the students were only taken to visit radio studio outside the campus in order to observe how the process of broadcasting takes place.

1. How is the best way out to develop learning model of analog and streaming radio for the students occupying fifth semester in the academic year of 2015/2016 in PBSI Veteran Bangun Nusantara University Sukoharjo?

The term of "model" can be described as a graphic display in a regular and systematic working procedure which contains exposure and opinion (Prawiradilaga, 2009: 33). The exposure explains that a learning design presents how the process is established based on some theories, which is similar to studying, learning, psychology, communication, system and others. The learning design itself shows how a learning situation must be created through a number of procedures inside the learning environment and the activities attached to afford the process of learning.

The learning model itself has some functions described below:

- a. Giving a broad chance for lecturer and students to choose PBM design based on the scope of knowledge that they have got.
- b. Giving a specific learning design for every unit.
- c. Inspiring and motivating the experts to recreate the derivative models from the design.
- d. Giving an opportunity to conduct research and development to test and enhance the quality of learning design.

The basic components of learning design must consist of (1) learner, (2) purpose, (3) analysis, (4) strategy (5) materials, (6) evaluation (Prawiradilaga,2009: 37-38).

Based on the theoretical review above, two concepts of learning model for radio broadcasting are formed, including analog and streaming radio broadcasting.

The learning design developed in this research consists of complete theoretical review and practical activities. The theory itself is only 30% in the proporsition while the practice takes part 70% in the whole agenda. Most of the theories given consist of technical guidance for radio broadcasting consist of planning as the first thing and management as the second thing including making hotclock, script, respiration exercises, broadcasting rules, speaking structure and radio studio operating. Those are compiled as the materials of radio broadcasting.

The practical activities were conducted by the lecturer, students and radio technician in Veteran Bangun Nusantara University Sukoharjo. The students were devided into some groups consisting of 3 persons for each. Every person inside the group took a different rule, as a script writer, broadcaster and operator. The guidance to conduct the analog radio broadcasting was conveyed toward 7 groups by the total 21 students. The purpose of why the lecture is involved in the program was to create a clear view to hold such procedural agenda in the next period of lecture in the same field in PBSI.

It used colaborative learning strategies which consist of excercises and team work. Every team was guided by a radio technician. The first step was done by the researchers by directing the operational of radio softwares and hotclock, the the second one was totally done by the students to hold both analog and streaming radio broadcasting themselves.

The results exposed in this research shown as the comparison in table below:

Table 1.Observation on Radio Broadcasting Activities

The table above shows the score of both analog and streaming radio broadcasting

Group	Analog Radio Broadcasting				Streaming Radio Broadcasting			
	Power	Intonation	Inovation	Technique	Power	Intonation	Inovation	Technique
1	80	80	80	75	80	80	85	85
2	60	75	70	70	65	70	70	65
3	75	75	75	75	65	70	70	75
4	80	80	80	85	85	90	85	90
5	85	85	90	85	85	85	85	90
6	80	75	75	75	75	75	70	70
7	85	85	90	90	85	85	85	90

practice for every group. It shows the aspects of power, intonation, inovation and technique in broadcasting. Most of all the groups could present their skill well. The seventh group shows the best remark.

2. How can the analog and streaming radio broadcasting lecture grow students' lifeskill?

The lifeskill covered in the broadcasting consist of listening, speaking, writing and reading. The application of all those lifeskills can be directed toward the activities such asplanning the agenda profile, script, rundown, hotclock, operating radio studio and others. Therefore, it can be concluded that the students have been able to apply thier lifeskills through radio broadcasting practice.

Five scales of self-education as the application of lifeskill consisting of independence, information awareness, decision making, planning, and emotional attitudes can be established through the practice. Independence come out as the result of confidence, proficiency, process and ending of broadcasting.

Information awareness is established when a broadcaster can control the programs and show their sensitivity toward wheather, circumstances and greetings toward listeners. The speaking skill is urgent in this case. It covers the feeling of emphathy toward listeners and establish a whole convenient communication environment. A broadcaster must have a readiness toward every situation and always renew all the aspects of informations which must be conveyed to the listeners.

Decision making is shown when the broadcaster has an ability to take control toward some things while the broadcasting process is running. A broadcaster must be able to decide what to speak out, understand the operating system for broadcasting, decide what musics to play and is able to become a problem solver. A broadcaster must have a mental preparation, sufficient knowledge and good technique in broadcasting. The ability to create a planning will influence the success of a broadcaster.

Emotional attitude becomes one of urgent lifeskills for a broadcaster. It will describe a professionalism. A broadcaster must be patient, assertive, felxible and able to receive every criticism. It is established through a confidence, thus can grow a vigor professionalism.

5 RECOMMENDATION

1. The radio broadcasting learning needs a follow up in its practical activities, thus we do hope that there will be a curriculum reconstructuon for broadcasting lecture – and one that emphasizes on lifeskills – thus it will create a new curriculum which consists of more practice than theory. This learning activities need a balance between theory and practice by maximizing the means inside and outside the campus which can support the lecture of radio broadcasting. Therefore, broadcasting itself must be one of characteristics of lifeskills developed in PBSI. It will be good to conduct a simultaneous practical activities.
2. The enhancing of curriculum for broadcasting lecture will give the students of PBSI a chance of being broadcasters. The radio studio in Veteran Bangun Nusantara University Sukoharjo becomes one of common uses to train them intensively. This will help them to create vission for their future.
3. Lifeskill can be applied for all lectures in PBSI regarding to the development of science which forces the young generations to grow their lifeskill. Lifeskills regarded to language usage can always be attached in various applied science in PBSI.
4. This research recommends lifeskill focusto be applied in many kinds of sciences. Radio broadcasting must be developed through the corporation established by practitioners. All kinds of corporations which have been established should be taken as a major benefits to develop the students' lifeskill. The aim of this training is to educate them become professionals.

6 CONCLUSION

The development of radio broadcasting learning model in PBSI has been conducted, however, the qualifications of ideal learning model including (1) learners, (2) purpose, (3) analysis, (4) strategy, (5) materials, (6) evaluation have not been fulfilled totally, in which, evaluation has not been held as the part of the process.

Lifeskill education in the field of radio broadcasting can help the students apply the four language skills including listening, speaking, writing and reading. The application of lifeskill itself can enhance their knowledge and prepare them face the development of both science and technology.

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