# Collaboration and Negotiation Practice by Students in News Production

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## Abstract

The competence of Communication Science graduates has not yet met the needs of the mass media industry. Higher education institutions have failed to produce professional and skilled journalists. This research aimed to discover the experience of student negotiation and collaboration during journalism practices. It was a case study with a qualitative-descriptive approach. The informants were 104 students of Communications Science at the University of Singaperbangsa Karawang (Unsika). Data were collected through written interviews with open-ended questions, participatory observations, and document studies. This study examined the informants' negotiation and collaboration skills in journalistic reporting. The determination of these two skills was developed from the journalist competency standards of the Press Council and was studied using the Negotiation Theory and Collaboration Concept. This study concluded that 27 out of 34 informant groups can conduct distributive bargaining and integrative negotiation in penetrating the source and 15 out of 34 informant groups can establish Group Projects, Cross-Group Collaboration, and Collaborative Projects with fellow group members, cross-groups, and the Student Press Institute (LPM) to publish news.

**Keywords**: collaboration skill; digital journalism practices; journalist competence; negotiation; news production

## *Abstrak*

*Kompetensi lulusan mahasiswa Ilmu Komunikasi belum sesuai dengan kebutuhan industri media massa. Ada kegagalan lembaga pendidikan tinggi dalam menghasilkan lulusannya, menjadi jurnalis profesional dan terampil. Tujuan penelitian ini adalah mengetahui pengalaman negosiasi dan kolaborasi mahasiswa, yang muncul dalam pengalaman praktik jurnalisme. Metode penelitian dilakukan dengan studi kasus melalui pendekatan kualitatif-deskriptif. Informan penelitian sebanyak 104 mahasiswa Ilmu Komunikasi Universitas Singaperbangsa Karawang. Data terkumpul melalui wawancara tertulis dengan open-ended questions, observer partisipatori dan studi dokumen. Penelitian ini menemukan pelaksanaan keterampilan negosiasi dan kolaborasi informan dalam peliputan jurnalistik. Penentuan aspek dua keterampilan ini dikembangkan dari standar kompetensi wartawan Dewan Pers dan dikaji menggunakan Teori Negosiasi dan Konsep Kolaborasi. Penelitian ini menyimpulkan bahwa 27 kelompok dari 34 kelompok informan, dapat melakukan negosiasi distributive bargaining dan integrative negotiation dalam menembus narasumber dan 15 kelompok dari 34 kelompok informan dapat melakukan kolaborasi Group Projects, Cross-Group Collaboration dan Collaborative Projects, dengan sesama anggota kelompok, lintas kelompok dan Lembaga Pers Mahasiswa, untuk mempublikasi berita.*

*Kata kunci: keterampilan kolaborasi; kompetensi jurnalis; negosiasi; praktik jurnalisme digital; produksi berita*

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## INTRODUCTION

Becoming a journalist is challenging because it requires character, writing passion, speaking skills, good sociability, an adventurous spirit, an interest in challenges, a willingness to work under pressure, and sensitivity to information and the surrounding environment (Koivula et al., 2024). These competencies are the capital for everyone to become professional journalists (Guo & Volz, 2021). The Press Council has set competency standards for becoming a journalist with three categories: knowledge, awareness, and skills. The knowledge category includes journalistic principles, theories, and knowledge. Awareness is related to ethics and law, journalistic sensitivity, and the importance of networking and lobbying. Skills include 6M activities (searching, obtaining, possessing, storing, processing, and conveying information), conducting research/investigation, analysis/prediction, and skills using information tools and technology (Sukardi, 2013).

The Press Council estimates that the number of journalists in Indonesia reaches 235.000, dominated by online media journalists, and the number of press media reaches 47.000 media. Of the 47.000 mass media, the Press Council noted that there are 43.803 online media (93.19%), 2.000 printed media (4.26%), 674 radio stations (1.44%), and 523 television stations (1.11%). However, there are 235.000 journalists in Indonesia, and not all journalists have journalist competency certificates. Data from the Press Council website (2023) noted that there are only 25.593 journalists out of hundreds of thousands who have been certified, while 1.798 press companies have been verified. The significant growth of online media journalists in Indonesia is a result of technological advancements. However, this growth has not been in line with the necessary increase in skills and competencies (Pratopo, 2022).

The skills and competencies are challenges for universities and academics in the field of journalism to create competent journalist candidates in the digital era. Higher education institutions often fail to encourage students to become professional and skilled journalists in the digital era. Finally, being a journalist is no longer a special job for journalism graduates. Many journalists who work in the mass media industry or news agencies do not have a background in journalism or communication science (Mesquita et al., 2024).

Several journalists are graduates of the Faculty of Economics, Engineering, Teacher Training, and Computer Science. Because graduates outside journalism are more skilled, many mass media industries prefer graduates from outside journalism or communication sciences. According to a longitudinal study in Romania, one of the reasons for the misalignment of communication and journalism graduate profiles with the needs of the current mass media industry is the lack of dialogue between journalism schools and media organizations. As a result, there is a mismatch between journalism school graduates and students' expectations to become journalists with the requirements set by the manager and editor of mass media (Vasilendiuc & Sutu, 2021).

The learning curriculum at universities has made journalism courses mandatory for students majoring in Communication Sciences. In the lecture process, journalistic material consists of theory and practice based on Project Based Learning (PBL) (Almulla, 2020). In the future, the project that students are working on is producing news. Students are required to produce news skillfully and professionally. In news production, students often experience many obstacles in their journalistic practice. Students often find it difficult to conduct interviews and publish news that meets news values because they are influenced by low negotiation (Aladdine, 2023) and collaboration strategies (Wilderman et al., 2019). This research focuses on the phenomenon of negotiation and collaboration in journalistic practices among students. Where students gain experience in practicing professional journalism.

Previous research has discussed journalists' standard competencies in terms of knowledge, understanding, and awareness. Several previous studies have discussed the interest and motivation to become a journalist or the understanding and writing skills in journalistic practice (Anggraini, 2021; Haspiaini, 2020; Ndruru et al., 2023; Stellarosa & Silaban, 2019). Based on previous research, research exploring the negotiation and collaboration skills of students in journalism practice has not been conducted. In the Press Council's Journalist Competency Standards, negotiation and collaboration can be associated with aspects of skills in seeking, obtaining, and possessing information.

This study was conducted to explore the negotiations and collaborations by students in producing news. The results of this study also attempt to develop the Journalist Competency Standards set by the Press Council, especially the categories of skills required for a competent journalist. This study employed Negotiation Theory (Lewicki et al., 2010) and Collaboration concepts in news production (Frey et al., 2019; Singh & Drugunalevu, 2016; Williams, 2023). Lewick's negotiation theory emphasizes the dynamics and effectiveness of negotiations. The value-based negotiation model underscores the importance of underlying values and relationship-building in the negotiation process, suggesting that the effectiveness of negotiations may depend more on relational dynamics than on the many issues at stake (Gan, 2017). Collaboration in news production can encourage students to work together in creating, editing, and disseminating news. This collaborative approach not only enhances students' learning experience but also prepares them to become professional journalists (Hujanen, 2018; Williams, 2023).

The practice of collaboration in this study was applied by students searching for news. Collaboration is an innovative approach to news production that emphasizes teamwork, shared resources, and collective problem-solving (Wilderman et al., 2019). This model is increasingly relevant in academic settings where students can engage in collaborative projects that enhance their learning experience while producing meaningful journalistic content. One important aspect of collaboration among students is the opportunity they provide for experiential learning. By participating in collaborative projects, students can apply theoretical knowledge in a practical setting so that they can improve their understanding of journalistic practice (Hanusch et al., 2016).

Figure 1 describes negotiations. Agreements are produced in two ways: distributive
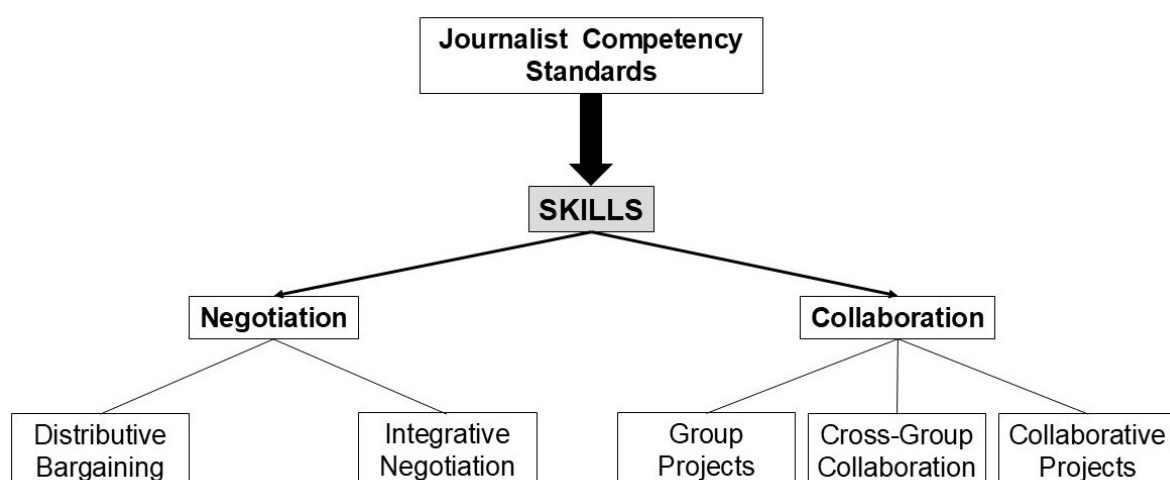


**Figure 1**. Research Theoretical Framework
Source: (Frey et al., 2019; Lewicki et al., 2010; Singh & Drugunalevu, 2016; Sukardi, 2013; Williams, 2023)

bargaining and integrative negotiation (Lewicki et al., 2010). Collaboration is an important skill for journalists and is related to creating quality news to maintain public trust in the news. Public trust affects the sustainability of mass media today (Graves & Konieczna, 2015). There are three forms of collaboration in news production, namely Group Projects (Williams, 2023), Cross-Group Collaboration (Frey et al., 2019), and Collaborative Projects (Singh & Drugunalevu, 2016).

This model was chosen to analyze the extent of the student's negotiation and collaboration skills in carrying out journalistic practice. From this analysis, the negotiation and collaboration skills of Communication Science students can be explored. Universities can apply this model to produce graduates who have journalistic skills under journalist competency standards, especially in improving negotiation and collaboration skills.

Previous research has delved deeper into the misalignment of journalism education in higher education with the needs of industry in Nepal because journalism graduate students do not have some important professional skills (Pandey, 2023). Other research has revealed that there is a mismatch between education and online journalism practices in Hong Kong. The study also found that not only digitalization skills alone are improved, but also traditional skills (Du & Lo, 2014). In the two previous studies, the researcher tried to fill the research gap by exploring the skills needed by Communication Science graduates, namely negotiation and collaboration.

There are two research questions: First, how do students carry out negotiation skills in journalistic reporting? Second, how do students develop collaborative skills in journalistic reporting? The results of this research can be used as a reference for conducting journalism courses in higher education institutions. This research is also useful for the development of Journalist Competency Standards by the Press Council. Practically, it can answer the gap between educational institutions and the mass media industry in producing ready-to-use journalism graduates.

## RESEARCH METHOD

This research used a qualitative descriptive method, that describes negotiation and collaboration skills obtained from students' experiences in journalistic practice (Ilhami et al., 2024). A total of 104 students became informants in this study using the technique of collecting written interview data to answer the research questions. Written interviews were given to informants using the Google Forms feature. The researcher also conducted observations and documented the studies. This written interview used a data collection technique that employed open-ended questions through questionnaire media (Baburajan et al., 2022). Questions in written interviews are related to the interview penetration process, interview process, and news publication.

In this study, the researcher positions himself as a participatory observer (Seim, 2024) by directly observing the pre-production, production, and post-production processes of the news carried out by the informants. Participatory observation is carried out because the researcher participates in the reporting process to ensure that student journalistic practice activities are under the plan prepared by the students. To prevent bias, the researcher used the guidelines for Journalist Competency Standards compiled by the Press Council. The results of the written interviews were validated through observation, where the researcher observed the production process of informant news from the pre-production stage to the post-production stage. The research also involved the study of documents, including reporting proposals, weekly reports, group meeting results, final news scripts, screenshots of conversations on the WhatsApp

application, and news published on the website of the Student Press Institute of the University of Singaperbangsa Karawang (LPM Unsika) on www.lpmunsika.com.

To validate the data from the open questions, the researcher checked the documentation of the reporting process, including photos of editorial meetings, photos and videos of interviews, and recorded interviews with the interviewees. In this study, the data analysis techniques involved data collection, reduction, categorization, and thematicization, which are then presented, and conclusions are drawn. The research informants were 104 students who took the JMM course in the sixth semester of the Communication Science Study Program at the University of Singaperbangsa Karawang. The informants consisted of four classes and were divided into 34 groups, where an average group consisted of three members. Each group was tasked with producing one piece of news. The collection of research data was conducted in two stages. The first stage was during the learning process for one even semester of the 2022/2023 school year, from March 6, 2023, to June 23, 2023. The second stage of data collection was from July 21, 2023, to November 1, 2023.

## RESULTS AND DISCUSSION

A total of 104 informants, divided into 34 groups, participated in journalistic practice in the JMM course. Each group created one in-depth type of news. The informants conducted pre-production, production, and post-production activities. The negotiation and collaboration skills studied are the development of coverage skills, which are the Press Council Journalist Competency Standards. Each group produced one piece of news covering university-related and social issues in Karawang Regency. The news produced by these informants was presented using a multimedia approach on online media platforms to attract the attention of readers. The website used to publish their news is www.lpmunsika.com, belonging to the Unsika Student Press Institute (LPM Unsika).

JMM is a mandatory course in the even semester taken by students in the sixth semester of the Communication Science Study Program, Faculty of Social and Political Sciences (FISIP), University of Singapore Karawang (Unsika). The learning process of JMM is based on project-based learning (PBL), with the output of the course being news with a theoretical and practical approach in the field. Because it is based on a team project, planning in the practice of creating projects is carried out by informants in groups, and the product is then published on online media (Mahendra, 2017).

The informants consisted of 104 students, with a total of 72 female informants and 32 men. These data show that the majority of informants who practice journalism were women. Each group that conducted the news production projects consisted of female student members.

The ages of the informants varied. Table 1 shows that the sixth-semester students of Communication Studies, Unsika, who took the JMM course were at most 21 years old. The age difference of the informants affected the division of roles in the working group. The informant's

**Table 1**. Age of Informant

| Age (years) | Percentage (%) |
|---|---|
| 19 | 1.1 |
| 20 | 31.5 |
| 21 | 48.9 |
| 22 | 17.4 |
| 23 | 1.1 |

Source: Research Results (2024)

**Figure 2**. Stages of Student News Production
Source: Research Results (2024)

domicile was not concentrated in Karawang Regency (44.6%), even though Unsika is located in Karawang Regency. Some informants lived from Purwakarta, Subang, Depok, Sukabumi, and Kuningan Regency, totaling 17.4%. This illustrates that every informant who reports requires more time and preparation to go to a centralized coverage location in the Karawang Regency.

As in Figure 2, before taking action, the informants made a coverage plan (proposal) that included news issues or topics, news angles, public issues, a list of sources, interview questions, ice-breaking strategies, coverage locations, tools used in reporting, a list of videos/images, and a list of data required for news production. In planning, the informants also researched the issues and backgrounds of the resource persons. Subsequently, the informants conducted field surveys and interviews. The categories of resource persons came from civil society, agencies in the Karawang Regional Government, MSMEs, experts in news issues, non-governmental organizations (NGOs), and students.

Each piece of news produced by the informants used more than one source. This is because one resource person is not enough to delve into the information from one source from his point of view alone. Therefore, one person is more suitable for writing uploads on social media. In addition, more than one source was used to produce balanced news by referring to Articles 1 and 3 of the Press Council KEJ. Using more than one source can also create audience trust in the news they consume (Strömbäck et al., 2020). After the facts and materials for news creation were collected from the interview and observation processes, the informants began to carry out the stages of writing to create multimedia content. To ensure that the professional journalistic process ran as planned, the informants reported on the progress of news production every week and submitted it to lecturers and participatory observers.

After reporting, the informants made a final news script, sent it to LPM Unsika for editing, and underwent a gatekeeping process (Valdeón, 2022). In the gatekeeping stage, LPM Unsika selected news eligibility to broadcast. Therefore, not all news manuscripts made by informants were published on the LPM Unsika website. Of the 34 groups, there were 15 groups with 15 news articles published by LPM Unsika, while the other 19 news articles were not published on the LPM Unsika website due to the limited time of the LPM Unsika team and the number of personnel to carry out the editing and gating process, not because of the results of gatekeeping

only. Also, because it took a long time to process 34 news manuscripts, the news topics and angles were no longer actual to publish.

**Negotiations Through Sources**

The results of this study demonstrated that not all groups could access the resources to be interviewed. However, some groups could penetrate more speakers than planned. What is meant by penetrating the resource persons in this study is that research informants can convince the sources to be interviewed. The resource person confirmed the schedule, location, or media used for the interviews.

Table 2 shows that seven coverage groups can meet the number of sources for news production. The groups are A.5, A.7, A.9, C.1, D.5, D.6, and D.7. The discrepancy in the number of interviewees with the planned one according to informants X13, X14, and X15 from group A.5 is because the news issues raised are sensitive and related to the case of a large company. The informants in group A.5 received intervention so that they did not continue their coverage and interviewed other sources. "…….The experience of penetrating the angle of our group was very difficult and challenging to find the contact because it was completely out of reach and

**Table 2**. Number of Interviewees

| No | Informants | Number of Students (Person) | Group | Number of Sources Interviewed (Person) | |
|---|---|---|---|---|---|
| | | | | Plan | Realization |
| 1 | X1-X2-X3 | 3 | A.1 | 3 | 3 |
| 2 | X4-X5-X6 | 3 | A.2 | 3 | 3 |
| 3 | X7-X8-X9 | 3 | A.3 | 3 | 3 |
| 4 | X10-X11-X12 | 3 | A.4 | 3 | 3 |
| 5 | X13-X14-X15 | 3 | A.5 | 3 | 2 |
| 6 | X16-X17-X18 | 3 | A.6 | 3 | 3 |
| 7 | X19-X20-X21 | 3 | A.7 | 3 | 2 |
| 8 | X22-X23-X24 | 3 | A.8 | 3 | 4 |
| 9 | X25-X26-X27-X28 | 4 | A.9 | 3 | 2 |
| 10 | X29-X30-X31 | 3 | B.1 | 2 | 3 |
| 11 | X32-X33-X34 | 3 | B.2 | 3 | 3 |
| 12 | X35-X36-X37 | 3 | B.3 | 3 | 3 |
| 13 | X38-X39-X40 | 3 | B.4 | 3 | 3 |
| 14 | X41-X42-X43 | 3 | B.5 | 4 | 4 |
| 15 | X44-X45-X46 | 3 | B.6 | 3 | 3 |
| 16 | X47-X48-X49 | 3 | B.7 | 4 | 4 |
| 17 | X50-X51-X52 | 3 | B.8 | 4 | 4 |
| 18 | X53-X54-X55 | 3 | B.9 | 3 | 3 |
| 19 | X56-X57-X58 | 3 | B.10 | 3 | 3 |
| 20 | X59-X60-X61 | 3 | C.1 | 3 | 2 |
| 21 | X62-X63-X64 | 3 | C.2 | 3 | 5 |
| 22 | X65-X66-X67 | 3 | C.3 | 3 | 3 |
| 23 | X68-X69-X70 | 3 | C.4 | 3 | 3 |

**Table 2** (continued)

| 24 | X71-X72-X73 | 3 | C.5 | 4 | 4 |
|----|-------------|---|-----|---|---|
| 25 | X74-X75-X76 | 3 | C.6 | 4 | 4 |
| 26 | X77-X78-X79 | 3 | C.7 | 3 | 4 |
| 27 | X80-X81-X82 | 3 | C.8 | 3 | 3 |
| 28 | X83-X84-X85 | 3 | D.1 | 3 | 3 |
| 29 | X86-X87-X88 | 3 | D.2 | 3 | 3 |
| 30 | X89-X90-X91 | 3 | D.3 | 3 | 3 |
| 31 | X92-X93-X94 | 3 | D.4 | 3 | 3 |
| 32 | X95-X96-X97 | 3 | D.5 | 3 | 2 |
| 33 | X98-X99-X100-X101 | 4 | D.6 | 4 | 2 |
| 34 | X102-X103-X104 | 3 | D.7 | 3 | 2 |

Source: Research Results (2024)

location." (Informant X13, Personal Open-ended Question, July 21, 2023)

Another group that failed to penetrate the intended resource persons was Group A.7. According to informants X19, X20, and X21, it was difficult to penetrate the source because the source did not have time for the interview and the location of the source was far away. Group A.7 failed to interview representatives of the Karawang Regency Public Works and Spatial Planning Office. Therefore, this group used an official statement from the PUPR Office on the Karawang Regency website.

> "The most difficult resource person is the PUPR office because the protocol is complicated and time-consuming, and it does not guarantee that they will get the opportunity to interview. Because of this obstacle, we also failed to interview and could only access data published by the district government and the media." (Informant X21, Personal Open-ended Question, August 1, 2023)

On the other hand, four groups conducted interviews with more sources than planned. The four groups come from A.8 group with X22, X23, and X24. Then, there is group B.1 with informants X29, X30, and X31. The third group was C.2, with informants X62, X63, and X64, and group C.7, with informants X77, X78, and X79. In Group A. 8, the informants interviewed four of the three sources assigned in the pre-production process. Informant X22 said that interviews with sources were more than planned to obtain more in-depth information.

In this study, negotiations also took place using interview methods with interviewees. The interview method was used to obtain information that agreed with the sources. This agreement made the resource person comfortable and prepared to provide information. Informant X4 from Group A.2 said that his group used a variety of interview methods. For example, when interviewing resource persons from event organizer management representatives, they used an online face-to-face interview technique with Zoom. A resource person with post-concert depression used interview techniques with the WhatsApp conversation application. ".......As for psychologists, we conducted a direct interview at one of the cafes in Karawang." (Informant X4, Personal Open-ended Question, August 4, 2023)

Informant X103 from the D.7 group said that his team used the interview method by email (electronic message) to conduct interviews with foreign workers at a private company in Karawang. The choice of this method was agreed upon due to the request from the resource person. Because the interview used electronic messaging media, the answers to the questions obtained by the informants were limited. In addition, the interview with the interviewee caused
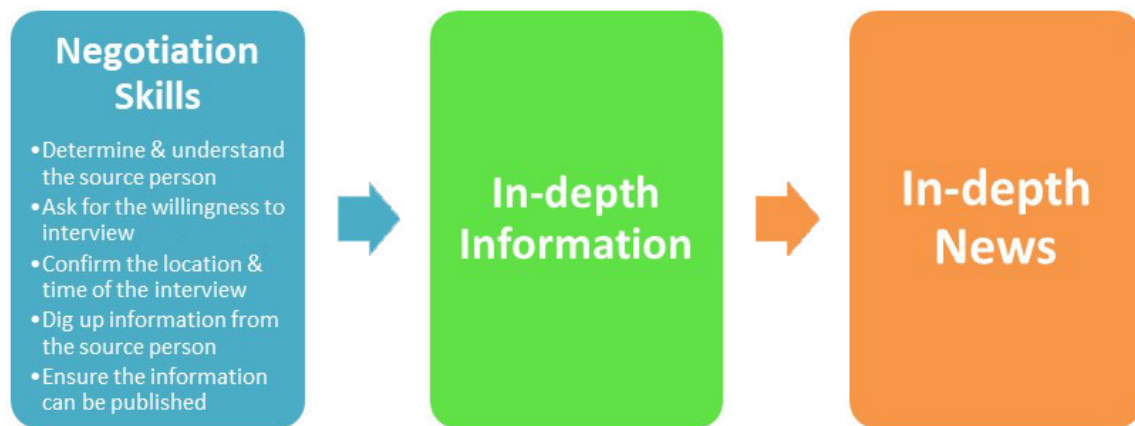
**Figure 3**. Negotiation Skills Produce In-Depth Information
Source: Research Results (2024)

the informants from the D.7 group to be unable to observe the expression of each answer.

> "Our group had difficulties interviewing a foreign worker because he was busy. He did not have time to be interviewed in person and only agreed to interview via email." (Informant X103, Personal Open-ended Question, August 9, 2023)

This research develops one of the elements of journalism skills, which is negotiation. Negotiation is a skill that determines the quality and depth of news. The informants' negotiation skills are illustrated in the interview activities. There are two stages to succeed in the interview process: the preparation and the implementation phase. Making sure that the planned resource person is willing to be interviewed is vital (Wunderlich et al., 2022). In many cases, professional journalists fail to conduct interviews with the source persons. As a result, the news results can be biased. The results of this study show that the informants are challenged to penetrate the sources.

Figure 3 shows that before conducting the interview, the informants determine the right source to obtain information according to the news angle determined in the coverage plan. After determining the resource persons, the informants conducted research to explore their background of the resource persons. Subsequently, the informant contacted the resource person directly to submit an interview request. Some informants applied for interviews with resource persons through bureaucratic procedures and used official letters.

In this process, informants require a negotiation strategy to penetrate sources. From the experience of the informants, they negotiated to interview the resource persons. The elements of the negotiation were the method, time, and location of the interview. There are resource persons who could be interviewed via an electronic message (e-mail). Then, the informants and resource persons also negotiated the time and location of the interview because they were busy.

In conducting interviews, the informants gathered information to support the production of quality and in-depth news. The results of this study showed that all informants negotiated to obtain comprehensive information. Not all groups succeeded in performing negotiation. Some informants conveyed to the resource persons that the interview results would be published in the news and online media. The use of negotiation techniques can enable informants to obtain comprehensive information from sources. The speakers were more enthusiastic about answering the interview questions asked by informants.

Negotiation is the activity of using the information and power possessed by negotiators to influence a person's behavior in a network that is often full of pressure (Roszkowska et al., 2023). There are at least two forms of agreement in the negotiation process. The first is integrative

negotiation, which involves bargaining for a *win-win solution* (Benetti et al., 2021). In this agreement, the informants offer public space to the sources for existence; namely, the results of the interviews are produced into news and published in online media. This negotiation narrative was able to change the behavior of the resource persons who had previously commented a little to comment more on the interview questions of the informants.

This shows that the negotiation process can affect the search for information during news production. Integrative negotiation can improve the quality of interviews between informants and resource persons so that informants obtain more in-depth information. This is because the selection of the right source without comprehensive information does not optimize the quality of news. Therefore, negotiation skills for information extraction are required in news production.

The second agreement in negotiations is a distributive bargaining agreement, where there is bargaining that only benefits one party (Benetti et al., 2021). In several groups of informants, this agreement was established because of repeated efforts made by the informants, so that the resource personnel agreed. The results of the study illustrated that some informants negotiated the time for the interview. This is done by the informants because they are also tied to lecture hours on campus. Often, the interview schedule that the interviewees wanted clashed with the lecture activities of the informants. In this negotiation process, several informants made distributive agreements with the sources. The informants and sources agreed on an interview schedule that was more favorable to the informants.

The negotiation process in this interview activity was the experience of the informants in lecture practice activities as journalists. From this process, informants train good negotiation skills so that they can get maximum results, namely, the resource persons are willing to be interviewed and the informants get in-depth and accurate information for informative and comprehensive news production (Moon, 2023). The inability to negotiate occurs in seven of the 34 existing groups. This inability to negotiate is indicated by the lack of fulfillment of the number of sources that must be interviewed compared to the planned number. This condition has implications for the news produced. The news became uncomprehensive and balanced. It is like cooking food; some ingredients are not present in the recipe, so the food is not as expected.

On the other hand, if the negotiation process is not strengthened by journalistic ethics, it can lead to non-independent reporting. This study shows that a group of informants were intervened in by resource persons. The informants were only allowed to ask interview questions according to their wishes. This led to a pseudo-victory in the negotiations. In the news-making process, a journalist must be independent and not influenced by other parties to convey the truth (Harcup, 2023).

Based on the research findings, some informants could conduct interviews with resource persons after negotiations. At the end of the interview, the informants were asked to unpublish the results of the interview. The resource person asked for statements and answers to interview questions from the informants were 'off the record.' In this case, informants could publish the information they obtain to the public. In the Journalistic Code of Conduct Article 7, journalists must respect the records submitted by the source (Wahyudi & Sujoko, 2024).

The results of this research support negotiation theory in the field of journalism. In the application of the journalistic process, journalists often negotiate with sources in news production. However, journalists do not always succeed in conducting integrative negotiations or win-win solutions with sources. From the experience of students in practicing journalism, a journalist can also conduct distributive negotiations, where the results of the negotiations only benefit one party, the journalist, or the source.

## Collaboration Skills in News Production

News production in the practice of JMM course was performed in groups. Each group consisted of three to four members. In the news production process, each group member divided their respective roles and duties. Many groups collaborated to produce news. They criticized each other and corrected every task of group members. Group members can create a family atmosphere that transparently supports the news production process (Porlezza & Di Salvo, 2020).

The practice of news production experienced by informants is a new experience. In news production, Informant X11 said that he and his group members wrote news about the extremely declining number of Cikampek Mall visitors due to the development of online stores. X11 informant felt that although he and his group mates found obstacles in news production, X11 informant and his group friends felt happy to do so because the collaboration was effective.

> "My group had good teamwork so when we had difficulty finding Cikampek Mall, we still felt happy as it was a new experience. Especially, when we were ignored by the traders because they were reluctant to become resource persons." (Informant X11, Personal Open-ended Question, August 24, 2023)

Although most of the informants could collaborate, some failed to do so. They could not collaborate on the task previously agreed upon by the group members because some group members were inactive and rarely involved in news production. There were also members of the group who performed their duties, but the results were not as expected. …There were friends in my group, very silly. He rarely appeared. Once asked to make a transcript, the result failed. In the end, we were both working on it," (Informant X50, Personal Open-ended Question, August 30, 2023).

The problem of group member collaboration also occurred in group A. 6 when producing news. According to the X16 informant, there are many obstacles in his group due to the limited time of the group members. X16 informant admitted that he was not optimal for group work.

> "I was slow to respond in the group and could only help at the beginning if it had been conducted offline. The rest was online, and every time I tried to catch up with myself, the time did not fit in with other friends who were busy as well, so it's just a lack of time." (Informant X16, Personal Open-ended Question, September 4, 2023)

The results of this study illustrate that informants carry out collaboration skills. This skill is relevant to the ability to collaborate in journalism, which is currently one of the skills needed by the mass media industry. Journalist collaboration in the mass media industry can be carried out among divisions in one editorial, cross-editorial, and cross-country journalist collaboration. A good collaboration in a team can strengthen motivation to produce quality news. On the contrary, cohesion in the team causes inhibition of news production.

Good collaboration in a group is illustrated by the news-making process: pre-production, production, and post-production (Diekerhof, 2023; Walters, 2024). Before reporting, the informants first planned news production through the submission of proposals. In the plan, informants set the division of duties and roles in news production. This shows the division of work activities to achieve the same goal by helping each other among the members of the group (Mesquita & De-Lima-Santos, 2021). Collaboration in groups requires openness and the mutual correction of work between members to improve news production. This dynamic creates the experience of collaborating in teams to produce news. This experience was beneficial for informants in terms of acquiring collaboration skills. Collaboration is increasingly required in the mass media industry. There are at least five benefits of collaboration in news production in the mass media industry (Cueva Chacón & Saldaña, 2021; Jenkins & Graves, 2024).

First, collaboration provides more opportunities to maximize the resources. These benefits can create efficiency in news production. In the content of the informants' experiences, they collaborated in groups to conduct interviews and produce multimedia content. Apart from being in one group, the informants also collaborated with LPM Unsika to publish news that had been made on the LPM Unsika website.

Second, collaboration brings together diverse expertise from journalists. In this case, informants became more aware of the advantages of each member in the news production process. Some played a role in writing news articles, lobbying sources to be interviewed, and producing multimedia content. Third, collaboration can strengthen news content. Good collaboration, producing quality and in-depth news.

Fourth, collaboration opens opportunities for widespread news publications. This was also done by the informants as their news was not only published on the LPM Unsika website but also disseminated through the members' social media. Fifth, collaboration can strengthen the position of journalists to avoid intimidation and violence that journalists have the potential to experience. Some informants encountered intervention from resource personnel and took a lesson from the experience.

Each group consisted of three to four students. Every student had never collaborated in a group to produce news. The news production projects were classified into several collaboration models (Figure 4). The first was a group project, in which the group members should collaborate. They collaborate to produce the news by dividing the tasks and roles of each group member. They divided roles and responsibilities by taking advantage of each member's strengths to carry out journalistic activities (Williams, 2023).

Each group has a coordinator, so each member has responsibilities, such as making interview appointments and writing news drafts to communicate with course lecturers. The disadvantage of this collaboration is that one of the group members did not work optimally according to the division of roles. This affects the duration and quality of the news production process. To overcome this, the course lecturer emphasized the importance of collaborating in groups.
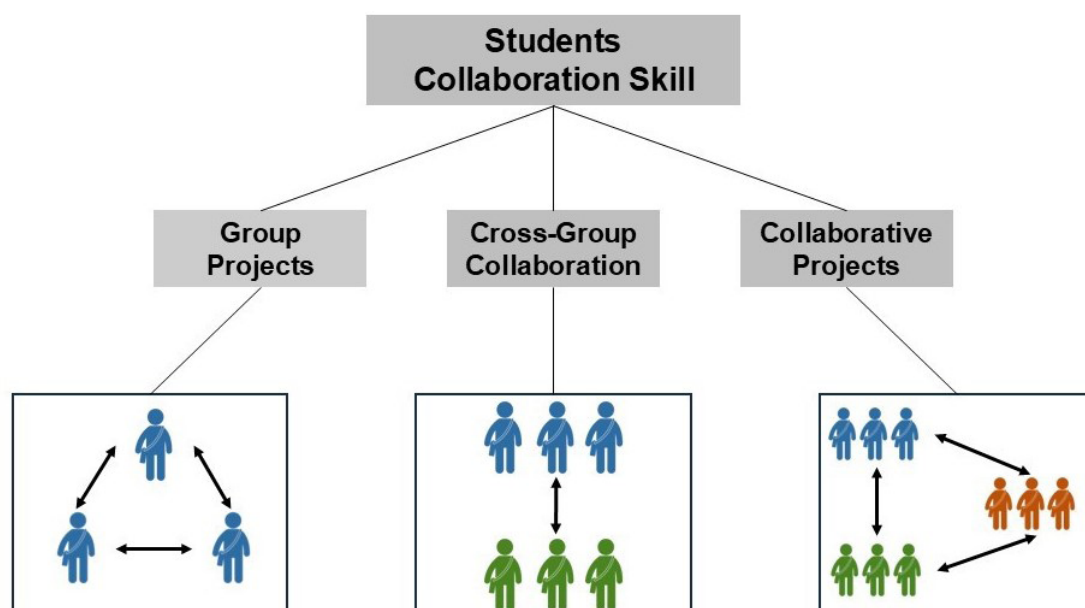


**Figure 4**. Model of Student Collaboration Skill in News Production
Source: Research Results (2024)

In this study, a second collaboration model was also found, Cross-Group Collaboration. Some groups had similar sources and data needs, so they could exchange data and information. For example, there was one group that conducted interviews with sources, the results of the interviews could be used by other groups, who pursued the same sources. The students could cooperate and support each other even though they were from different groups (Frey et al., 2019). Cross-group collaboration in news production can also streamline news production time.

The third collaboration model found in this study is Collaborative Projects. In this model, students collaborate with other parties, outside of the informants, to publish the manuscript of the news article that has been written and designed by the informants (Singh & Drugunalevu, 2016). The informants were students who did not work in mass media institutions, so they did not have a platform to publish their news. Therefore, the informants collaborated with the Unsika Student Press Institute, which has an online media channel, namely www.lpmunsika.com. The news produced by the informants is published on the LPM Unsika website for the public to read. In the publishing process, the informants and LPM Unsika collaborate to ensure that the published news is under journalistic ethics and rules.

LPM Unsika conducted a gatekeeping process on the draft news sent by the informants because the responsibility for the news was attributed to LPM Unsika. On the other hand, collaboration with LPM Unsika increased informants' understanding of the editorial process in the press institution. This model shows that there is a collaboration between one of the collaborators who is inexperienced and cannot publish news with an experienced collaborator (Stonbely, 2017).

Fifteen groups could go through the gatekeeping process until their news was published. Meanwhile, 19 groups failed to publish even though they had carried out the process of planning, reporting interviewing, and writing news drafts. This is because the 19 groups did not actively communicate with LPM Unsika. In addition, LPM Unsika has a limited number of member personnel, making it difficult to carry out the gatekeeping process for 34 news items from 34 groups simultaneously.

This research found that news-making collaboration occurred between group members. This finding illustrates that in a media company, the editorial board needs to collaborate with other divisions within a mass media organization (press). Collaboration in news production can also take place among student groups, similar to how mass media companies collaborate with one another in news production. The latest findings illustrate that student groups can also collaborate with student press institutions in news publications.

## CONCLUSION

In this study, Communication Science students at Unsika tried to address the gap through their journalistic practices. From practical experience, negotiation and collaboration skills were identified as important, but there were challenges related to students' independence in conducting interviews. The student informant carried out negotiations to determine the willingness of the resource person for the interview, interview method, interview location, and interview schedule. However, not all informants could effectively apply negotiation skills. Of the 34 groups, 27 were able to optimize their distributive bargaining and integrative negotiation skills in penetrating the resource persons. This was evident from the fact that the number of resource persons matched, even some exceeded the number planned in the coverage plan.

Student informants could demonstrate group projects and cross-group collaboration models but are not optimal in collaborative projects with LPM Unsika. Only 15 groups out of 34 groups could pass through the publication stage, while the other 19 groups failed. The results of

this research are expected to provide guidelines for journalistic learning in universities to meet the needs of the mass media industry. The findings of this research reinforce the importance of incorporating negotiation and collaboration skills into the journalism education curriculum in universities, especially in the Communication Science study program. The implications of this study are relevant to increasing students' readiness to face the world of work as professional journalists. This research is also an input for the development of Journalist Competency Standards. The Press Council can assess aspects of negotiation and collaboration skills as a graduation assessment in the Journalist Competency Test. The researcher also suggested that the university develop negotiation and collaboration skills in the curriculum. Future studies are expected to explore other types of journalistic skills, such as mastery of technology.

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