Teaching journalism ethics: An evaluative study on teaching model effectiveness

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Abstract: Journalism education in Indonesia lately faces crucial and critical challenges as a result of the increase of ethical offences. As a leading institution, Mass Communication Study Program (MCSP), Universitas Sebelas Maret develops a new teaching journalism model on the basis of local wisdom to address the challenge. Having two-year implementation the model needs to be evaluated to assess its effectiveness in reaching the targeted teaching outcome. Context, Input, Process and Product (CIPP) evaluation model were chosen as the approach for the evaluation. The CIPP model provides a comprehensive framework on how to evaluate the effectiveness of the teaching model, what aspects should be considered and who should be involved. While the CIPP evaluation model provides concept and theoretical framework about components that should be involved in evaluation process, Zhang’s working paper suggests operational framework on how to use the CIPP model in educational setting. The evaluation showed that teacher’s capacity and capability have significant contribution to the effectiveness of the teaching model in achieving targeted teaching outcome.

Subjects: Communication Ethics; Mass Communication; Higher Education; Theories of Learning; Theory of Education

Keywords: evaluation study; the use of CIPP model; teaching journalism ethic; teaching model; teaching effectiveness; Javanese philosophy

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PUBLIC INTEREST STATEMENT
Mass media have great contribution in improving the quality of human life. Almost 80% of human activities depend on information distributed by mass media. However, the role and function of mass media are now in question, since the media grows toward news industry in which the transmitted information is contaminated by political intention and commercial interest developed by the media and/or journalists themselves.

This article evaluates the effectiveness teaching model which is dedicated on how to prepare students to be ethical and professional journalists so that they are able to pull the role and function of mass media back on the right track. The teaching model explore local wisdom to build moral standard so that the students hold strong commitment to their profession and duty on the basis of serving social responsibility publicly instead of pursuing news value when they become a journalist.
1. Introduction

Mass media, in Indonesia, have grown to be media industry in which they compete tightly to each other to be the first in reporting events or issues (Haryanto, 2011). One of the ways to win the competition is: media or journalists frame the issues/events reported in such a way that it raise news value. In this manner media or journalists often manipulate data/information to meet their purpose. This situation leads to emergence of ethical offences (Haryanto, 2013).

In respond to the above situation, Mass Communication Study Program (here after called the MCSP) did experimental study to construct a new model suitable for teaching journalism ethic (Martono, 2017). The model has been applied at the MCSP, Universitas Sebelas Maret, Salatiga, Indonesia since 2016. Now it is time to evaluate how effectively the model can meet the objective. And, the objective of the model is preparing students to be professional and more ethical journalists compared to the existing journalists.

Since the model is supposed to be a teaching model internally at Universitas Sebelas Maret, and it is projected to be applied regionally and possibly nationally, the model should be evaluated to guarantee its validity and reliability and even its effectiveness in reaching the targeted outcome.

Academically this is not an easy task. Since the work of evaluation in educational setting should involve complex challenges coming from government policies, staff members, existing resource and even the students. Unfortunately, the complexity is becoming a serious problem as a result of the lack of reliable evaluation model that is able to guide systematically how to evaluate teaching effectiveness (Zhang et al., 2008, 2009).

The need for systematic and rigorous evaluation of teaching-learning process is becoming increasingly recognized (Butin, 2003; Gelmon, 2000; Holland, 2001). It needs appropriate approaches that are capable to capture the complexity of the challenges (Eyler & Giles, 1999; Karayan & Gathercoal, 2005; Mabry, 1998; Moore, 1999; Pitchard, 2002; Steinke & Buresh, 2002; Troppe, 1995).

There is an evaluation model that is considered as the appropriate approach to comprehend the above complex challenges which is Context, Input, Process and Product (CIPP) evaluation model developed by Stufflebeam (Stufflebeam & Shinkfield, 2007). This approach was originally addressed to overcome the limitation of traditional evaluation model (Stufflebeam, 1971).

According to research conducted by American Society for Training and Development, CIPP model is preferred over other evaluation models (Galvin, 1983; in Zhang et al., 2011). Zhang et al. (2011) have coined a number of references related to evaluation model. And, they come to conclusion that “compared with professional standards for project evaluation, and after being rated by their utility, feasibility, propriety, and accuracy, the best approach that has surfaced is the CIPP evaluation model”.

The CIPP evaluation model is “a comprehensive framework for conducting formative and summative evaluation of projects, personnel, products, organizations, and evaluation systems” (Stufflebeam & Shinkfield, 2007). This model is designed specifically to provide a comprehensive guidance and enable systematic evaluation of social and educational projects that occur in the dynamic, septic conditions of the real world” (Stufflebeam & Shinkfield, 2007). According to Alkin (2004) this model has been refined over years and is used by “wide range of disciplines” (Stufflebeam & Shinkfield, 2007).

On the basis of the above description, the CIPP evaluation model was chosen as the approach to evaluate the effectiveness of the teaching model applied at the MCSP, Universitas Sebelas Maret, Surakarta, Indonesia.
This decision is also based on the fact that this model has been used to evaluate in wide range of educational projects (Chien, Lee, & Cheng, 2007; Combs, Gibson, Hays, Saly, & Wendt, 2008; Felix, 1979; Matthews & Hudson, 2001; Nicholson, 1989; Osokoya & Adekunle, 2007; Steinert, Cruess, Cruess, & Snell, 2005; see also Zhang et al., 2011).

2. Objectives
The main objective of this evaluation study is to evaluate the effectiveness of teaching model applied at the Mass Communication Study Program, Universitas Sebelas Maret, Surakarta, Indonesia.

3. Literature review
As stated before, the main objective of this research is evaluating the effectiveness of teaching model applied at the MCSP, Universitas Sebelas Maret, Sala, Central Java, Indonesia. Teaching outcome is used as the main parameter to evaluate the effectiveness. And, the teaching outcome is the students’ mastery about Javanese philosophy or phrases and its application in writing news lead as the moral standard to be a professional and ethical journalist.

Effective teaching is a teaching process that result in high quality of student achievement (Rink, 2013). According to Weimer (2013) effective teaching involves at least three abilities which are: cultivate thinking skill, stimulate interest in the subject and motivate students to learn. The same sense is also founded by Kenneth Feldman (1998) when he did meta-analysis of 31 studies concerning with good teaching and effective instruction. Good or effective teaching is characterized by “interesting, having good elocutionary skills, being available, helpful, being intellectually challenging, motivating students, setting high standards and encouraging self-initiated learning”.

Macsuga-Gage, Simonsen, and Briere (2012) give more emphasis on teacher’s or instructor’s capability in defining teaching effectiveness. Effective teaching is learning condition in which teacher or instructor is capable to “deliver concrete, explicit, and engaging instruction, implement evidence-based classroom management and teaching strategies, and build strong relationships with their students”.

This evaluation study used CIPP evaluation model developed by Stufflebeam and Shinkfield (2007) as the frame work to conduct evaluation. The research also used the working paper of Zhang et al. (2011) on the use of CIPP model to guide planning, implementing and assessing service-learning program.

While the CIPP evaluation model provides concept and theoretical framework about components that should be involved in evaluation process, the working paper of Zhang et al. (2011) suggests operational justification why this research uses CIPP evaluation model and how.

The evaluation process then can be described in Figure 1.

3.1. Context component
According to Stufflebeam and Shinkfield (2007) the best way to describe and to identify aspects involved in context component is by asking “what need to be done”. The tasks include defining the
relevant context, identify the need of targeted population, determine opportunities in relation to the need fulfillment, diagnose crucial problem concerning with the need and justify the responsiveness of project goals to the need.

In this evaluation project the context component refers to the formulated teaching objectives and the targeted learning outcome. The teaching objective is preparing students to be more polite and ethical journalists and the targeted learning outcome is the students’ capability in mastering news writing techniques and developing transition strategies to put Indonesian mass media (journalism) back on their basic role and function.

The basic roles of mass media (McQuail, 2000, p. 66) are:

- As knowledge windows of event: as an extension of our vision that make us possible to know what is happening around us.
- As a mirror to bad or good events happening around us and outside. Even though the angle of the mirror is already prepared by people (journalist) that limit our views.
- As a gatekeeper; journalists or media are holding the authority of selecting certain parts of issues to be reported, to meet certain purposes.
- As a warning, sign or interpreter; guide us through the way and fix a puzzle to be valuable event.
- As a platform for audience to present their opinion and idea as a feedback.
- As a good interlocutor or partner.

And the basic function of mass media (McQuail, 2000, p. 73) are:

- To consolidate society
- To provide leadership or guideline for public
- To create public sphere
- To provide public space to exchange ideas between leader and his/her constituents
- To satisfy information needs
- To be a mirror for the society
- To be a reference for the society

The context component will be used to judge how effective the teaching model is.

On the basis of the above conception, the researchers then developed the following questions that should be addressed in the context of teaching model being evaluated. Which are:

1. What is the objective of the teaching model?
2. Does the teaching objective define clearly?
3. What are the main reasons underlying the objective?
4. What are critical or important external factors?
5. Is there really a need for the course?
6. Is the course relevant to job needs?

According to Dalkey and Helmer (Zhang et al., 2011) the usual methods used to collect data/information in context evaluation are system analyses, surveys, document reviews, secondary data analyses, hearings, interviews and focus group discussion.
3.2. Input component
This component will help the project accomplish the identified needs. It asks “how should it be done?” (Stufflebeam & Shinkfield, 2007). In this study the component input includes the teacher, the students and the course design.

4. The teacher
Teacher or instructor is one of the good parameters to judge how effective the teaching-learning process is (Paolini, 2015). Effective teacher or instructor is a teacher who is able to obtain and implement constructive feedback, and comprehend variety of teaching technique to encourage active learning in which the students are able to develop their attitude toward self-directed, independent and critical thinkers (Hammer et al., 2010). The most effective teachers therefore should monitor the students' progress and assess how their changed practices impact the students' outcome (Macsuga-Gage et al., 2012).

Medley (1979) pointed out five characters that an effective teacher should have, these are (a) the possessor of desirable traits, (b) the user of effective methods, (c) the creator of a good classroom climate, (d) the master of a repertoire of competencies and (e) the professional decision-maker.

5. The students
Student is crucial variable that can affect the success of teaching activity. Effective teaching is not just transferring knowledge from teacher to students successfully. But, the teaching activity should be able to encourage the student to learn more than what have been thought by the teacher. Students' readiness and motivation, social and cultural background are some factors that can affect teaching effectiveness (Weimer, 2013).

A successful teaching is a teaching activity in which the teacher is able to build a positive and constructive relationship with the students. In order to build a good relationship, the teacher “must be student-centered and demonstrate respect for their background, ideologies, beliefs, and learning styles” (Paolini, 2015). The use of differentiate instruction, display cultural sensitivity, accentuate open communication and offer positive feedback on students' academic achievement are good strategies to develop better teacher-student relationship (Macsuga-Gage et al., 2012).

According to Furnham and Chamorro-Premuzic (2005) students are more likely to interact with instructors and be more academically successful if their instructors possess leadership skills, and are sociable, intelligent, objective and supportive.

Students' motivation is a significant factor that affect the success of teaching practices. Developing a strong rapport with the students will increase students' motivation (Weimer, 2010). Students' motivation can also be developed through engaging classroom discussion, increasing rate of satisfaction, creating better communication and developing trust (Bain, 2004; Weimer, 2010).

Involvement and engagement in classroom are essential factors to the success of teaching practices. And, students’ involvement and engagement depend very much on the readiness of the students themselves. According to Paolini (2015) students involvement and engagement can be developed through working in small group, learning from one another and applying knowledge collaboratively.

“The more the instructors motivate and encourage their students to succeed, the more likely students will to feel connected to the material, believe in themselves, and increase their learning outcomes” (Paolini, 2015). More specifically Webber, Krylow, and Zhang (2013) state:

… higher levels of student engagement significantly enhance GPA and students' perception of their college experience. Students who were prepared for classes they considered to be challenging had higher GPAs and reported more full-filling college experiences.
6. The course design/teaching content

Having the capability of transferring knowledge is not enough to achieve high success in teaching practices. There should be transparency and accountability of teaching materials in order to get higher involvement and engagement of students actively. It is essential for teachers to develop detailed syllabi with course description, objectives, assignments, course policies, grading rubrics, due dates and a tentative schedule (Paolini, 2015). In this manner Bain (2004) states “teachers’ preparation, knowledge of subject matter, and organization play an instrumental role in student success”.

Well-prepared and organized teaching materials will enhance students to the ease of students to master and understand the content (Teitel, 2004). As stated by Bain (2004) that organization and planning represent several key factors: teachers’ ability to communicate course expectations clearly, create course assignments that help student learning, prepare thought that demonstrate knowledge of course content and emphasize relevant course concepts.

Relevant teaching materials can enable students to make connections between “school and home life” socially, emotionally, intellectually and politically. This will increase the quality of targeted learning outcome (Ladson-Billings, 1994). Learning must be socially relevant to students’ lives to help them apply classroom content outside of school (Paolini, 2015). According to Anderson & Burns (2013), one technique that can be used to increase the relevance of teaching material is by asking students to write a short paper on the topics that they think the most expected according to their need. This technique provides students the opportunity to explore their knowledge in depth.

On the basis of the above review, the following questions that should be addressed in evaluating input component are identified:

1. How good are the teaching skill of the teacher?
2. How well the course is planned and organized?
3. Is the objective of the course matching with the students’ needs?
4. What is the students’ motivation?
5. Is the content relevant to practical problem?
6. How good the teacher comprehend teaching materials?
7. Is there any flexibility of using teaching methods?
8. How the teacher responds to feedback?
9. How the teacher handles and creates classroom climate?

6.1. Process component

This component basically monitor the execution of the project. It asks “is it being done?” (Stufflebeam & Shinkfield, 2007).

The main objective of process evaluation is to document and portray what is really going on and to provide feedback concerning with (a) what extend the planned activities are carried out and (b) the necessity adjustments or revisions of the plan that should be done (Zhang et al., 2011). Through process evaluation, the extent to which participants accept and carry out their roles can be identified and assessed.

Methods that can be used in process evaluation are monitoring the project’s procedural constraints and unintended inefficiency, identifying the need of in-process project adjustments, obtaining additional information for corrective programmatic changes, documenting the project implementation process and regularly interacting with and observing the activities of project participants (Stufflebeam & Shinkfield, 2007).
According to Zhang et al. (2011) data collecting techniques that can be used in process are on-site observation, participant interviews, rating scales, questionnaires, records analysis, photographic records, case studies of participants, focus group discussion, self-reflection sessions with staff members and tracking of expenditures.

The following key points should be considered in the process evaluation:

1. How well the teacher manage the class?
2. How active do the students participate?
3. How well the teacher-students relation can be built?
4. Is there any problem related to teaching?
5. Is there any problem related to learning?
6. Is there effective two-ways of communication?
7. Do the students use and apply the knowledge in real live, or just receive it from the teacher?
8. Are there any difficulties for students in applying the knowledge and skill?

### 6.2 Product component

Product is basically the outcome of a project/program being evaluated. In this evaluation study the product are the targeted teaching objectives and/or learning outcome. A simple way to do evaluation on product component is, according to Stufflebeam and Shinkfield (2007), by answering the question of “did the project/program success?”. In relation to teaching evaluation project, the question can be translated into “did the teaching-learning process meet the targeted teaching objectives and achieve the targeted learning outcome?”. The main purpose of a product evaluation, in this situation, is to measure, interpret, and judge the achievement of targeted teaching objective and learning outcome by assessing their merit, worth, significance, and probity.

Teaching outcomes describe the measurable skills, abilities, knowledge or values that students should have amassed upon finishing a program (USC, 2010). The product evaluation will therefore focus on assessing the work of students in relation to exam, assignment and other additional tasks. The product evaluation will also assess the quality of assessment, how do the students use what they have learned.

So, the key points that should be addressed in the product evaluation are:

1. Exam, assignment and other additional tasks score.
2. Do the exam, assignment and other additional tasks really reflect the targeted outcome?
3. How do the students use what they have learned?
4. What are the main lesson learned?

### 7. Research methodology

The research method used in this evaluation study is presented in the following table (Table 1).

### 8. Result and discussion

#### 8.1 Context component

As describe in the literature review, the context of the evaluation refers to the teaching objective and learning outcome which are preparing students to be professional and ethical journalist, and students’ mastery about Javanese philosophy as the main reference to develop journalism moral/ethical standard.
On the basis of interview with staff and document available, chronologically the teaching journalism ethic model applied at the MCSP is developed on the basis of research finding (Haryanto, 2010, 2011, 2013). These researches found (a) low ethical understanding and moral reasoning among journalists surveyed (Haryanto, 2010), (b) this is due to the lack of ethical/morale content in the teaching materials (Haryanto, 2011) and (c) there are so many ethical offences conducted by media as they tend to grow to be news industries (Haryanto, 2013).

| Table 1. The use of context, input, process and product evaluation modeled to assess and evaluate the effectiveness of the teaching model |
|---------------------------------------------------------------|
| **Context, Input, Process and Product Evaluation Model Components** | **Methods used to collect data/information** |
| **Component 1: Context evaluation** | The methods used to collect data or information in the context evaluation are: surveys, document reviews, secondary data analyses, hearings, interviews and focus group discussion. |
| (1) What is the objective of the teaching model? | |
| (2) Does the teaching objective define clearly? | |
| (3) What are the main reasons underlying the objective? | |
| (4) What are critical or important external factors? | |
| (5) Is there really a need for the course? | |
| (6) Is the course relevant to job needs? | |
| **Component II: Input evaluation** | Methods used in this component evaluation are: review relevant literature, interview teacher, review curriculum documents, focus group discussion; survey |
| (1) How good are the teaching skill of the teacher? | |
| (2) How well the course is planned and organized? | |
| (3) Is the objective of the course matching with the students’ needs? | |
| (4) What is the student’s motivation? | |
| (5) Is the content relevant to practical problem? | |
| (6) How good the teacher comprehends teaching materials? | |
| (7) Is there any flexibility of using teaching methods? | |
| (8) How the teacher responds to feedback? | |
| (9) How the teacher handles and creates classroom climate? | |
| **Component III: Process evaluation** | Methods used in this component are: on-site observation, participant interviews, questionnaires, records analysis, photographic records, focus group discussion, interviewing the teacher |
| (1) How well the teacher manage the class? | |
| (2) How actively do the students participate? | |
| (3) How well the teacher-students relation can be build? | |
| (4) Is there any problem related to teaching? | |
| (5) Is there any problem related to learning? | |
| (6) Is there effective two-ways of communication? | |
| (7) Do the students use and apply the knowledge in real live, or just receive it from the teacher? | |
| (8) Are there any difficulties for students in applying the knowledge and skill? | |
| **Component IV: Product evaluation** | Methods used in this component evaluation are: Survey questionnaire, score of students’ exam, assignment and additional tasks. |
| (1) Exam, assignment and other additional tasks score | |
| (2) Do the exam, assignment and other additional tasks really reflect the targeted outcome? | |
| (3) How do the students use what they have learned? | |
| (4) What are the main lesson learned? | |

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In 2014 (MCSP, 2014), the MCSP called for curriculum revision to address the above condition. Journalist/media, alumni and staff representatives were invited to get involve in the discussion, alumni. The forum confirmed that ethical offences conducted by journalists/media were becoming a national issue that should be solved immediately.

A warm discussion colorized the forum. The forum then came to conclusion that morale issues should be given more attention and load (time allocation). Instead of focusing on legal formal materials (i.e., law, code of conduct, human right, freedom of the press, etc.), teaching journalism ethic should give more emphasis on the exploration of moral reasoning and obligation in writing news and reportage. In the closing discussion, the forum approved that a new teaching model for teaching journalism ethic should be constructed as soon as possible.

Theoretically, in executing their profession, journalists are bound by ethical standard as written in their code of conduct. However, through framing techniques, they hold the flexibility of arranging an event to get certain effect (Chong & Druckman, 2007; Knight, 1999; McCombs, Shaw & Weaver, 2013; Rogers & Dearing, 1987) without offending the code of conduct.

Moreover, referring to the role of journalism (mass media), as identified by McQuail (2000, p. 66), journalists hold the authority of encouraging positive or negative impact of journalism practice. The impact depends on journalists’ commitment to their stakeholders and their perception about the code of conduct (Lesage & Hackett, 2013; Plaisance, Skewes, and Hanitzsch, 2012; Skovsgaard, Alboek, Bro, and Vreese, 2013).

Some authors suggest that (Lesage & Hackett, 2013; Plaisance et al., 2012; Skovsgaard et al., 2013) implementing objectivity norm in journalism practices is a good way to keep the role of journalism on right track.

The above quotation implies journalists’ commitment to their profession and public, understanding about moral reasoning and obligation play crucial role in order to improve the positive impact of journalism on human life. This is the main idea of implementing the teaching model, which is to prepare students to be polite and professional journalists.

According to the staff interviewed, the decision comes to Javanese philosophy as the morale standard is based on the following reasons:

(1) In the past Java governed almost the whole Indonesia territorial.
(2) Javanese people are considered the most polite and humanities people among Indonesian tribes.
(3) Javanese is the strongest tribe culturally, politically and socially.
(4) Its population is almost 60% of the whole population of Indonesia.
(5) Javanese philosophy contains very rich morale thought.

A lesson taken from Javanese philosophy is that being objective is not enough; journalists should consider the value, benefit and advantage of the transmitted news to the public. The journalists should also decide when and how an event will be published. There is, for example, a popular Javanese phrase: “bener durung mesti pener” (true is not necessary right). This phrase teaches to Javanese people that true/correct does not mean proper. Do thing correctly is different than do things properly. Do the right thing is better then do thing legally.

On the basis on the above reasons, the evaluator confirms that the choice is good, feasible and suitable to reach the teaching objective which is to prepare students to be polite and professional journalists.
Reviewing the syllabi available, it can be stated that the teaching objective has been defined and declared clearly. The course design presents Javanese philosophy in the first place and gives the lot time allocation (almost 50% of the whole teaching activities: 6 of 16 sessions). This is consistency to the teaching objective which is to prepare students to be polite journalists. 

The major external factor considerably affecting the effectiveness of the teaching model is the fact that mass media, in Indonesia, are growing to be news industries. As described in the introduction section, one of characteristics for being news industry is media/journalists tend to pursue news value which quite often sacrifice accuracy and objectivity leading to the ethical offences. For this reason, the evaluator suggests, there should be flexibility in the use of teaching methods to facilitate the students in building strong morale commitment in such a way that they do understand “social responsibility” is much more important than just “pursuing news value”.

The evaluator conducted a focus group discussion (FGD) to determine “how important the course is?” The FGD involved staff member and representative journalists. And, the result was this course in very significant to build healthy and peaceful journalism in Indonesia. We agreed that the execution of “freedom of the press” in Indonesia is going too far beyond expectation. Many news programs broadcasted by media encourage mass mobilization which sometime lead to the emergence of political chaos and public trial. Hence, the course is really offering good solution.

The context component of this evaluation project can be summarized as preparing students to be polite and ethical journalists who have the capability of increasing the role and the function of journalism to improve human life without being harmful. To do so the teaching model uses Javanese philosophy as the morale/ethical standard. This context will be used as the main parameter to judge how effective the teaching model is.

8.2. Input component

8.2.1. The teacher

News is a slippery product of journalism. A certain vocabulary used in the text (news) attracts a certain people’s attitude and behavior towards the issue/event at hand. Words can serve as indirect hints about the preferable perspective to take and can have an impact on how much receivers consider the situation and whether they are favorable or against it (Wang, 1996 in de Vreese, 2005, p. 23; Chong & Druckman, 2007, p. 104).

Journalism is an art of creating or constructing news. Event/issue itself has no value. Through framing strategy journalist is able to put a value on it to encourage public interest. Framing is a mean to increase news value and can be described as “the selection of elements within a particular issue.” (McCombs et al., 2013). “Framing is a critical activity in the construction of social reality because it helps shape the perspectives through which people see the world” (Hallahan, 1999).

On the basis of the above citation, it can be concluded that teaching journalism ethic needs particular approach, method and technique in order to meet the teaching objective and learning outcome. To evaluate whether the used approach, method and technique meet to the context component of this evaluation project, the evaluator taped some teaching activities as the sample.

The person who handles this subject is a senior teacher who is fully experienced in teaching practices and masters the Javanese philosophy comprehensively. According to the taped class activities, the evaluator identifies four key important points: the class always starts by (1) introducing the objective of the class, the topic that will be presented and the significance of the topic to the whole learning outcome; (2) handling handout, includes references used; (3) explaining exercises or off-class activities that should be performed by the students to sharpen and widen their understanding and (4) giving off-class task to be discussed in the following class.
The teacher used two different approaches in delivering the teaching materials, which are “ethical fitness” and “cased-based” approaches. He/she delivered Javanese philosophy by means of “ethical fitness”. The students were asked to analyze news lead taken from news paper, scrutinize the use of vocabularies and identify the possible impact of the news on the public. The students then have to write alternative news leads as the counterpart of the analyzed news. This strategy provided students the opportunity of exploring moral reasoning on obligation either individually or in groups.

As stated by Kidder (2003; In Martono, 2017) “ethical fitness” is a practice of exercising ethical decision-making to internalize the decision-making process so that a sound ethical decision can be made swiftly and smoothly even under pressure in certain circumstances.

The second approach is used to deliver the rest of the materials: media law, journalism code of conduct, political system, communication philosophy and freedom of the press. These materials are framed in form of case by using hot issues and/or events. This approach enhances the students in performing “ethical-fitness” exercises.

According to Gunn, Peterson, and Welsh James (2015), case-based instruction is one method that can enhance teacher “to incorporate social constructivist learning principles and promote culturally responsive dispositions throughout content area coursework”. The advantages of this approach are: first teaching cases offer a very useful tool to facilitate the learner to identify and discuss multicultural issues (Kleinfeld, 1998; Lee, Summers, & Garza, 2009; Sudzina, 1993). Second, case-based instruction is a useful tool to discuss and challenge the conventional teaching instruction toward multicultural issues (Brown & Kraehe, 2010; Dana & Floyd, 1993; Lee et al., 2009; Sudzina, 1993).

Based on the above finding, it can be concluded that the teacher uses combination of teaching approaches, methods and technique to reach the teaching objective and learning outcome. When the evaluator confirm to the teacher, he said that the strategy is used to overcome the students’ attitude which is tend to be passive students in class.

Therefore, the evaluator conclude that the teacher do understand what should be done, how to meet the teaching objective and to reach the learning outcome.

8.2.2. Course content/teaching materials

Journalism ethic is a compulsory subject and its value is three credit points. One credit is equivalence with 50 teaching in class, 50’ structured task or tutorial and 50’ self-determining task, per week. The class is lasting in 16 sessions, includes mid-term and final tests.

On the basis of documents reviewed, it can be stated that the course is well prepared and designed. A syllabus containing the detail of the teaching activities handed to the students in advance enables them to prepare whatever is necessary. The syllabus also presents references, exam timetable, assignments and additional tasks.

As mentioned before, the main material of this teaching model is Javanese philosophy. According to the interview conducted, the selection is based on suggestion coming from journalist association and media institution representative. More over, Javanese philosophy is considered the most appropriate material to build moral/ethical standard to reach the learning outcome. Since, the Javanese philosophy teaches the people how to treat others respectfully.

According to Javanese philosophy, applying objectivity norm is not automatically to become an ethical journalist. Javanese philosophy teaches the people how, when, in what way to criticize other people; when and how to use a certain vocabulary when criticizing other people. In short, humiliating others
reputation publically is considered unethical conduct (see Appendix A for the examples of Javanese phrases).

For this reason, the Javanese philosophy is given a lot of attention and occupy most of the slots in the teaching model being evaluated, which is 6 out of 16 sessions; it is almost 40%. And the rest materials are general philosophy; political system; media law; journalism code of conduct and freedom of the press. This decision create a close link between the teaching materials and the students’ home life. According to Ladson-Billings (1994), the higher the connection between teaching materials and the students’ home life the more qualified the learning outcome can be reached.

The choice of assigning Javanese philosophy as the main teaching material is a good decision. Since, more than 85% students are Javanese. Moreover, Javanese philosophy is considered the most relevance materials in this context. And, the relevant teaching materials can enable students to build connection between “school and home life” socially, emotionally, intellectually and politically. This will increase the quality of targeted learning outcome (Ladson-Billings, 1994). Learning must be socially relevant to students’ lives to help them apply classroom content outside of school (Paolini, 2015)

The rest materials are presented by the use of case-based approach. The teacher uses hot issues or events taken from newspaper to deliver the teaching materials. The evaluator believe that this strategy is able to create a close link between the materials in real life.

On the basis of the above description, it can be concluded that the choice of assigning Javanese philosophy as the main teaching materials to build moral standard is consistence with the targeted learning outcome.

8.2.3. Students
It is very hard to decide whether the objective of the course meet the students’ needs. Since this is a compulsory subject. Like or dislike every student must take it. There is no document reporting the link between the course objective and the students’ needs. However, considering how the course is designed and the content is constructed, the evaluator believes that the course objective is matching with the students’ needs. It matches at least with the competency approved by the MCSP and needed by professional requirements.

Considering the teacher’s competency and teaching methods/techniques used, it is also believed that the students’ need is growing along side the teaching-learning process.

The same difficulty also appears when the evaluator was assessing “what is the student’s motivation?” There is no information in the official documents. The evaluator then conducted a simple survey by asking students “what is your motivation by taking this subject?” The survey reveals the main reason the students registered for the course is to complete credit points as targeted in the curriculum. It means the student’s main motivation is to complete the curriculum.

However, when scrutinizing students’ tasks documents, the evaluator found some indications that can be used to describe students motivation, that are: (1) the students are enthusiastically in performing additional tasks either individually or in group, (2) they always submit the tasks on time, (3) they are very responsive when they get feedback from the teacher.

It seems the teacher is successfully applying teaching techniques and methods leading to the raise of the student’s motivation. The student’s motivation, according to Gunn et al. (2015), will increase the link between the student’s personal experience and the targeted learning outcome.

Considering what have been described in the context component, mainly the chronology of designing the course, it can be stated that the course content is highly relevant to practical
problem. This course provides strong morale standard, how to be polite and professional journalists matching the current national needs.

As stated before, this course is handled by a senior and experienced person. Empirically, he has mastered variety of teaching techniques and is fully experienced in creating classroom climate, and do understand how to respond to students’ feedback positively and constructively.

On the basis of the above description, the evaluator concludes: although the student’s motivation is considerably low, the teacher is successfully raising it since he is able to make close link between the students’ personal experience and the targeted learning outcome.

8.3. Process component
In the first six sessions, the teacher introduced Javanese philosophy to the students. According to the teacher, this strategy is deliberately developed to create students’ frame and to build mind set. The teacher believed that if the students have comprehended Javanese philosophy in the first place, they will use it as the main reference or guidance to understand information or knowledge coming later. This is the soul of the teaching model being evaluated which is building strong morale foundation.

From the recorded activity, the evaluator confirms that the teacher could manage the class professionally. He used his experience to win students’ attention, encourage students’ participation and build/increase students’ motivation successfully. He did understand very well when he must speak louder and change intonation. The teacher always invites students to ask question. But only limited number (no more than 10%) of students take this opportunity. This is common problem of Indonesian students. They tend to receive whatever presented by the teacher. It seems most students are very convenient for being passive students. It is very hard to encourage students to be “active students” in class.

It is also evidenced in the tape that the teacher tried several times to encourage and motivate students to ask questions. But, the result was the same. There were only few common students who always took the chance and the rest stand in their position as being passive students. Ironically, when the class dismiss many students ran to the teacher and asked some questions. This is one of the teaching problems happening in class.

In respond to the students characteristic as being passive students, the teacher give weekly exercise. In this exercise students were asked to analyze a news taken from newspaper or recorded from television news while practicing “ethical fitness”. According to Kidder (2003; In Martono, 2017) the “ethical fitness” can sharpen students’ intuition.

Teacher-students relation in general is fairly good. They respect to each other. This can be seen from the way the teacher gives feedback to students’ assignments and other additional tasks. The feedback is mostly in the form of constructive suggestion or correction. And also, the student is given chance to correct it. On the other hand, although the students attend the class passively, they very carefully hear to the teacher’s instruction. They do every assignment and additional tasks and submit them on time without complaining.

The assignments and additional tasks are designed to facilitate the students in such a way that they customize the use of Javanese philosophy or phrases in practical works (writing news lead). This is the teacher’s tactic to encourage the students to exercise themselves. According to interview with the teacher, this approach is meant to push the students to identify the link between the course content and what they see in real life (the way journalists write news lead). This approach can also boost the students’ self-learning. So, the students have the capability of applying their knowledge received from the class.
Some students have difficulties to master the teaching content, mainly the content related to Javanese philosophy or phrases. They are students who come from outside of Java. Addressing this students’ difficulty, the teacher asks them to look for other phrases derived from their root culture. According to the teacher the main idea is not teaching Javanese philosophy, but to build moral standard on the basis of local wisdom. So, the students are free to look for idiomatic phrases or philosophy in their own culture and custom.

The teacher suggests to the students to do assignments and other tasks in group. This approach in fact facilitates students to solve their learning difficulty. The teacher also welcome to students having learning difficulty to consult their problems out of class.

As stated before this teaching model applies two approaches, “ethical fitness” and case-based methods. The first is used to deliver Javanese philosophy and the second is to present media law, journalism code of conduct, communication philosophy, political system and freedom of the press. The evaluator recognize that two approaches are complement to each other.

Based on the above description, the evaluator concludes the course has been designed properly and the materials are arranged systematically facilitating the ease of reaching the teaching objective and the targeted learning outcome.

8.4. Product component
To pass these subjects the students should take two exams (mid and final tests), do two major projects (assignments) and weekly additional tasks. The exams are “written test” that are designed to measure cognitive aspect of students’ knowledge mastery.

In order to improve the capability of moral reasoning exploration, the students should do two major projects of their choice. The students are asked to evaluate and assess news lead taken from printed media or recorded from electronic media. These projects are basically giving the students the opportunity to scrutinize moral obligation embedded in news lead taken from printed or electronic media and identify the possible social impact of the news. The main objective of the assignment is, according to interview with the teacher, to increase the applicability of the teaching content.

Besides exam and assignment, the students have to do at least four additional tasks. In this task, students are asked to write news lead on their own topic. This tasks are meant to measure “how deep are the students’ understanding about Javanese philosophy” as the moral standard in writing news lead.

On the basis of the above description, it can be stated that the exams, assignments and additional tasks are deliberately directed to achieve the targeted teaching objective and learning outcome. It means the exams, assignments and additional tasks are really reflecting the targeted teaching outcome.

The evaluator did a little survey to identify what the students have learned from the subject? From the subject, the students have learned at least four things. Which are?

(1) They learn how to treat other people as human being.
(2) They recognize that the implementation of “freedom of the press” will affect and sometime offence other human right.
(3) They learn how to write news lead politely without ignoring news value.
(4) They learn that social responsibility is much more important than just pursuing news value.

The following table presents quantitative data concerning “how success the teaching process is”. Table 2 presents data related to the measurement result of the teaching model effectiveness viewed from cognitive aspect.
Table 2. Teaching model effectiveness viewed from cognitive aspect

| No. | Exam Result                  | Score | F   | %   |
|-----|------------------------------|-------|-----|-----|
| 1   | A = Excellence               | 19    | 38  |
| 2   | B = Good                     | 20    | 40  |
| 3   | C = Fair (passing grade)     | 10    | 20  |
| 4   | D = Fail                     | 1     | 2   |
|     | Total                        | 50    |     |

Table 2 clearly shows the success of the teaching model being applied at the MCSP. This finding is also confirmed by the measurement of affective and behavioral aspects. The detail of the data is presented in Table 3.

On the basis of the above table, it can be concluded that the teaching model is truly effective in improving students’ skill and competency. The teaching model effectiveness is also showed by its ability in building moral reasoning understanding. The detail of the data is presented in Table 4.

Table 4 supports significantly the qualitative finding related to the effectiveness of the teaching model in reaching the targeted outcome. This finding is also confirmed by students’ understanding about “social responsibility”. Students’ understanding about social responsibility is one of the essential parameters of the targeted teaching outcome. So the better the students comprehend and understand about “social responsibility” is the greater the effectiveness of the teaching model. The detail of the data on the degree of the students’ mastery about “social responsibility” is presented in Table 5.

The quantitative data in Table 5 shows “how effective the teaching model in reaching the targeted learning outcome is.

Table 3. The teaching effectiveness viewed from affective and behavioral aspects

| No. | Affective and behavioral aspects | Category   | F   | %   |
|-----|---------------------------------|------------|-----|-----|
| 1   |                                 | A: Excellent | 30  | 60  |
| 2   |                                 | B: Good     | 11  | 22  |
| 3   |                                 | C: Fair (passing grade) | 7   | 14  |
| 4   |                                 | D: Fail     | 2   | 4   |
|     | Total                           |             | 50  | 100 |

Table 4. Degree of moral reasoning understanding among students

| No. | Degree of moral reasoning understanding | Category   | F   | %   |
|-----|----------------------------------------|------------|-----|-----|
| 1   |                                        | A: Excellent | 32  | 64  |
| 2   |                                        | B: Good     | 12  | 24  |
| 3   |                                        | C: Fair (passing grade) | 6   | 12  |
| 4   |                                        | D: Fail     | 0   | 0   |
|     | Total                                  |             | 50  | 100 |
The application of “ethical fitness” as the teaching technique to provide students the opportunity to explore moral reasoning contributes significantly to the effectiveness of the teaching model. An example of the students’ “ethical fitness” exercise is presented in Table 6.

As can be seen from Table 6, the three news leads are true. All the leads are factual, so there is nothing wrong with the leads. However, according to Javanese philosophy the lead taken from newspaper is considered unethical/immoral since containing moral obligation. In the first lead, journalist involved the parents of the actor to increase the news value. This decision is considerably impolite.

The underlined words show how deep the students’ understanding about moral reasoning is. It also indicates the success of teaching-learning process in preparing students to be polite and professional journalists.

9. Conclusion
Generally, the evaluation confirm that the teaching model reaches its effectiveness as indicated by learning outcome achievement. Its effectiveness is a result of the teachers’ capability in developing teaching approach, applying the right teaching technique, delivering materials in the correct ways and creating the close link between the teaching content and the students’ home life.

The key success of this model underlies: first, the way the teacher arrange the teaching materials. Presenting Javanese philosophy in the first six sessions is considerably a strategic decision to build students’ mind set. The mind set will then affect the way the students explore moral reasoning and moral obligation.

In short this strategy is successfully encouraging students’ motivation leading to the emergence of the students’ needs. The students’ motivation and needs are factors that contribute to the success of teaching-learning activities significantly (Bain, 2004; Paolini, 2015; Weimer, 2010).

Second, the way the teacher delivers knowledge plays a significant role in the success of the teaching model. The use of Javanese philosophy as the main material for “ethical fitness” exercise
enhances the students to explore moral reasoning and moral obligation in writing news. This strategy plays the most significant role in achieving the targeted learning outcome. And, the use of case-based teaching approach to deliver the rest materials (media law, freedom or the press, political system, etc.) boosts the achievement.

These strategies successfully create a close link between the teaching materials and the students’ home life. This link creates the opportunity of achieving the targeted learning outcome (Ladson-Billings, 1994; Paolini, 2015).

A good lesson yielded from this teaching model is that the teacher hold the authority to build students’ character or competency as he/she wish. He/she is the one who is responsible to prepare the students to be: (1) a professional and ethical journalist who have strong commitment to develop social responsibility instead of pursuing news value, (2) an expert journalists in framing issue/event, (3) a critical journalists, etc.

Geographically and culturally this evaluation study is subject to Javanese tribes. However, its arrangement, logic and teaching technique and approach can be applied anywhere. By substituting Javanese philosophy with local wisdom (social norms, phrases, thought or philosophy that govern the respective society), for example, this model can be applied in a country even though it has difference culture and political system. We believe that this model might be a good solution in response to the Chiavelli’s claim (2009; In Martono, 2017) that “ethical codes are failing and the ethics of journalism are in question”, as indicated the number of journalists of leading media in America is getting fired because of ethical violations (Reinardy & Moore, 2007; In Martono, 2017), and most importantly the ethical standards are treated as a goal or a mean but not as a reference on a daily basis for the cookie-cutter article (Reinardy & Moore, 2007; In Martono, 2017).

Recommendation

(1) This evaluation subject much on classroom bias. It is very hard to differentiate whether the students’ motivation, for example, is achieving a good mark or increasing and improving their competency. Therefore, it is possible if the students do whatever it is necessary to get high mark. For that reason, there should be a follow up survey to measure the real application of knowledge received in class when the students get work as a journalist. This survey is very important to guarantee the validity of the findings.

(2) This finding is also limited to this evaluation study. So, there should be a replication to examine its validity and reliability.

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### Appendix A
Some examples of Javaness Phrases suitable for teaching journalism ethics

| No. | Original | Translation and meaning |
|-----|----------|-------------------------|
| 1   | Ngluruk Tanpa Bala; Menang Tanpa Ngasorake. (Berjuang tanpa perlu membawa massa; Menang tanpa merendahkan atau mempermalukan) | Attack without army; Being a winner without conquering; It means the good way to remind or criticize someone false is not straight forward. It is better to create situation or condition so that they are realizing their fault. Straight forward criticism will humiliate the criticized people. Although this is not wrong decision, it will some time attract undesirable dispute. Understanding this phrase, the students will be able to write more peaceful news or reportage. |
| 2   | Asih, asah, asuh Hidup harus penuh kasih, aying, mendidik dan membina, dan peduli kepada sesama | Love, educate, take care others; Javaness elders teach to young generation to love each other, to treat other people like brothers or sisters, as part of family members. The elders take responsibility of educating and guiding the youths, and in turn the youths should give respect to the elders. Taking care to each other is the basis of social interaction of Javaness community. This phrase is very good and ideal to develop journalism philosophy where the journalist should rely upon. Since journalists have multiple roles. Journalists can play as an opinion leader, a gatekeeper, a teacher and so forth in. So, their framing product should be honest, factual and balance in order to be a good reference for the public. |
| 3   | “Desa Mawa Cara, Negara Mawa Tata”: setiap Negara atau masyarakat mempunyai tatanan dan aturan tersendiri | Every Country has rules, and every village/community develops its own custom and social norms. What is good in a community is some time does not apply to other community. What is polite in Indonesia, it might be rude in other country. So journalism practices should refer to rules of law applied within the respected country/community. So having freedom of the press is good. But its execution should consider the local rules of law, cultural norms, local custom etc. Since Indonesian is a paternalistic society, straight criticism might be improper. (See the first phrase) |
| 4   | “Angon Mongso”: tepat waktu, sesuai dengan tempatnya | Right time and right place (timing) Timing is very important. A good critic submitted in the wrong time and wrong place can yield unnecessary impact. This philosophy demonstrates that “timing” is the important key to minimize the negative impact of journalistic practices. Treating this phrase as an ethical conduct can encourage journalists to be more careful in framing an event. Journalists will internally consider social responsibility in the first place instead of pursing news value. |
| 5   | Ngono yo ngono ning ojo ngono; Boleh melakukan tetapi jangan keterlaluan | Do proportionally; This phrase suggests how to treat other people. Each people has privacy, secrecy and confidentiality. Even when he/she has done very badly action, we have to treat him/her proportionally. It is not good exposing other people fault bombastically. |

(Continued)
| No. | Original                                                                 | Translation and meaning                                                                                                                                                                                                 |
|-----|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6   | Melok nanging ojo nyolok; Silahkan menjadi eksklusif tetapi jangan berlebihan. | Do not over act; There is a tendency media/journalists want to be the first in reporting news. This is an acceptable decision since they have to compete with their competitors to get their audience’s attention. However, it will be a bad idea if that practices sacrifice accuracy, objectivity and honesty in their report. To be exclusive, media/journalists sometimes blow up an event or issue by all necessary means leading to national controversy. “Do not over act” (melok nanging ojo nyolok) is a good reminder. |
| 7   | Bener ning durung mesthi pener: Sesuatu yang dianggap benar belum tentu pas dan cocok untuk kebanyakan orang; Maksudnya bahwa dalam tindakan senantiasa dierahkan pada hal yang cocok, pas, cukup dan sesuai. Lebih ke arah pener/trep. | True/correct does not mean proper/suitable; This is also a good reminder that what is good and right some time does not proper or suitable. Journalists should be aware that being factual is not enough. They have to consider the social impact of their framing strategy in writing news. |

Source: Martono (2017) Teaching journalism ethic: Constructing model for teaching journalism ethics on the basis of local wisdom to create peace journalism.