JOURNALIST VERSUS FUTURE JOURNALIST MALAYSIA: RELATIONSHIP BETWEEN ATTITUDES, KNOWLEDGE, SKILLS AND JOURNALISTIC CHALLENGES

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Abstract: *Journalism is a field of media studies and it aims to educate society in various contexts. The society environment has an impact on how journalism is practiced and educated. Journalism education today is not only based theoretical learning in the classroom but practical in terms of attitude development, knowledge and skills. In fact, journalism education is changing in line with the needs of the industry, the global development of journalist careers, and the social media development that challenges journalists. This study seeks to identify relationships between attitude, knowledge, skill and challenge as a journalist. In addition, this study also to identify relationships between attitude, knowledge, skill and challenge as a future journalist. This study uses a quantitative methodology and a total of 92 questionnaires were distributed to journalists working in Malaysian newspaper organizations. Studies show that as a journalist and future journalist, it's important them to have an attitudes and skills. They need also to be competence in knowledge and often faced with journalistic challenges. Results also show as a journalist, there is a positive relationship between attitudes, knowledge, skills and journalistic challenges. In terms of as a future journalist, there is a positive relationship*

between attitudes, skills and journalistic challenges. The finding also show that there is a no relationship between knowledge and challenges as a future journalist.

Introduction

Today, journalism education has begun to gain attention in higher education institutions. Through the establishment of departments and faculties, the field of journalism aims to provide education and training to students as journalists (Poynter Institute, 2013; Netzley & Banning, 2011; Yang & Avant, 2014).

According to Blom and Davenport (2012), journalism education is a combination of discipline from humanity and social science where this education leads to hands-on exercises and the rest is a social scientific course. This education has become professional and academic (Blom & Davenport, 2012: 72). In addition, Philip Gaunt (1992 in Blom & Davenport, 2012: 73) identifies several steps of journalistic education namely (1) understanding the media system and the function of journalists; (2) writing and editing skills; (3) the use of technological and technical tools, (4) to know the economic, cultural and social knowledge of the community, and (5) to have specific training in journalism profession. However, Mark Deuze (2006) proposed that instead of arguing on which areas is most important, we should focus on integrated both skills and content in the journalism education curriculum. Meanwhile, Deuze (2005) adding a journalist's education needs to outline the element of attitude. It contains five elements in the commitment of professional journalism, namely (1) providing services to the public, (2) neutral, fair and reliable, (3) the autonomy of journalism, (4) the refusal, and (5) ethics. According to Clark (2013) journalists representing the news for communities and therefore journalist responsible for news published to the public.

However, journalism education today is not only based theoretical learning in the classroom but practical in terms of attitude development, knowledge and skills. In fact, journalism education is changing in line with the needs of the industry, the global development of journalist careers, and the social media development that challenges journalists (Wasserman, 2011; Bor, 2014).

Journalism studies in Malaysia use an approach based on a variety of Eastern and Western models (Hirst, 2010; Mensing, 2010; Poynter Institute, 2013). Most university establishments in journalism education in Malaysia have been developed based on overseas curricula such as Europe, New Zealand, Australia and the United States. The field of journalism is a practice that is considered as a profession towards the training skills of journalists.

The development of Malaysian journalism education has long been over 40 years. Technology and media have grown rapidly. Journalism education needs to be reviewed in line with technological developments (UNESCO, 2013). Higher Education Institutions who offer journalistic education need to review this education curriculum to be in line with current industry and technology needs to produce future journalists (Poynter Institute, 2013, Tanner, et al, 2014, Deuze, 2005).

The journalist's education has trained journalists at work and future journalists who will work in journalistic professionals. They are persons who practices occupation or profession of

journalism. However, journalists and future journalists need to have the elements of knowledge, skills and attitudes and face the challenges of journalism in the era of globalization and the Internet (Knight & Hawtin, 2010; Broaddus, 2012; DuToit, 2013; Yang & Avant, 2014),

Objectives
This study seeks to identify relationships between attitude, knowledge, skill and challenge as a journalist. In addition, this study also to identify relationships between attitude, knowledge, skill and challenge as a future journalist.

Research Question
1. Are there any relationships between attitude, knowledge, skill and challenge as a journalist?
2. Are there any relationships between attitude, knowledge, skill and challenge as a future journalist?

Research Scope
The research focuses on two types of journalists, who are working in journalism (journalist) and journalists who will work in journalism (future journalist). There are four concepts seen in this study, namely attitude, skills, knowledge and journalistic challenges. The sample of this study involves 92 journalists in different press organizations in Kuala Lumpur and Selangor.

Literature Review
There are some concepts about journalism education. Among them is:

Curriculum Models
Based on the researcher's experiences and guidelines from the MQA, the UNESCO and Taba Model's was adapted as the theoretical framework for the study.

In 2007, the United Nations Educational, Scientific and Cultural Organization (UNESCO) introduced its new Model Curricula for Journalism Education for Developing Countries and Emerging Democracies (Ismail, Ismail, Aripin & Yusof, 2015). This journalism curricula were introduced to help and improve journalism education globally. UNESCO assumes that the suggestion journalism model can be applied in developing countries and emerging democratic existed regardless of diversity in economic, social, politic, cultural and national context. UNESCO model also includes three curricular axes or lines of development:

1. An axis comprising of the norms, values, tools, standards and practices of journalism;
2. An axis emphasizing the social, cultural, political, economic, legal, and ethical aspects of journalism practice both within and outside the national borders; and
3. An axis comprising of knowledge of the world and journalism's intellectual challenges (UNESCO, 2007: 7)

However, development of this curriculum changed in 2013. UNESCO (2013) introduced publication on UNESCO Series on Journalism Education, titled Model Curricula for Journalism Education: A Compendium of New Syllabi for global journalism education. It comes at a time when journalism education globally is undergoing significant changes, especially when development of technology and global financial and economic crisis in 2008. The journalism education has to adapt to specialized knowledge and skills acquisition. There is a demand for new and often specialized literacies reflecting a fast-changing social, political,

economic and technological order. As a result, contemporary newsroom and classrooms must not only learn to navigate the treacherous waters of financial and economic sustainability but also-as part of that sustainability agenda-take on board the particular literacies of science communication, data mining, human tracking, gender and others (UNESCO, 2013: 5).

Meanwhile, Taba model also selected in this study and is in line with other studies in journalism curriculum (Pavlik, 2012). This model for curriculum development purposes. Curriculum designers allowed to identify specific learning outcomes. This specific learning outcomes later will be aligned to the assessment of the outcomes. The selection of this model corresponds to the criteria learning and assessment of the outcomes in nature of journalism education. It requires dynamic, creative, innovative and contemporary teaching to fulfill the demands of the journalism industry.

Taba's fundamentals model suggest seven main steps to be followed: 1) Diagnosis of needs, 2) Formulation of objectives, 3) Selection of content, 4) Organization of content, 5) Selection of learning experiences, 6) Organization of learning activities and 7) Evaluation and means of evaluation (Ornstein & Hunkins, 2014). Please refer to Figure 1 for steps in the Taba's Model.

Figure 1. Taba Model
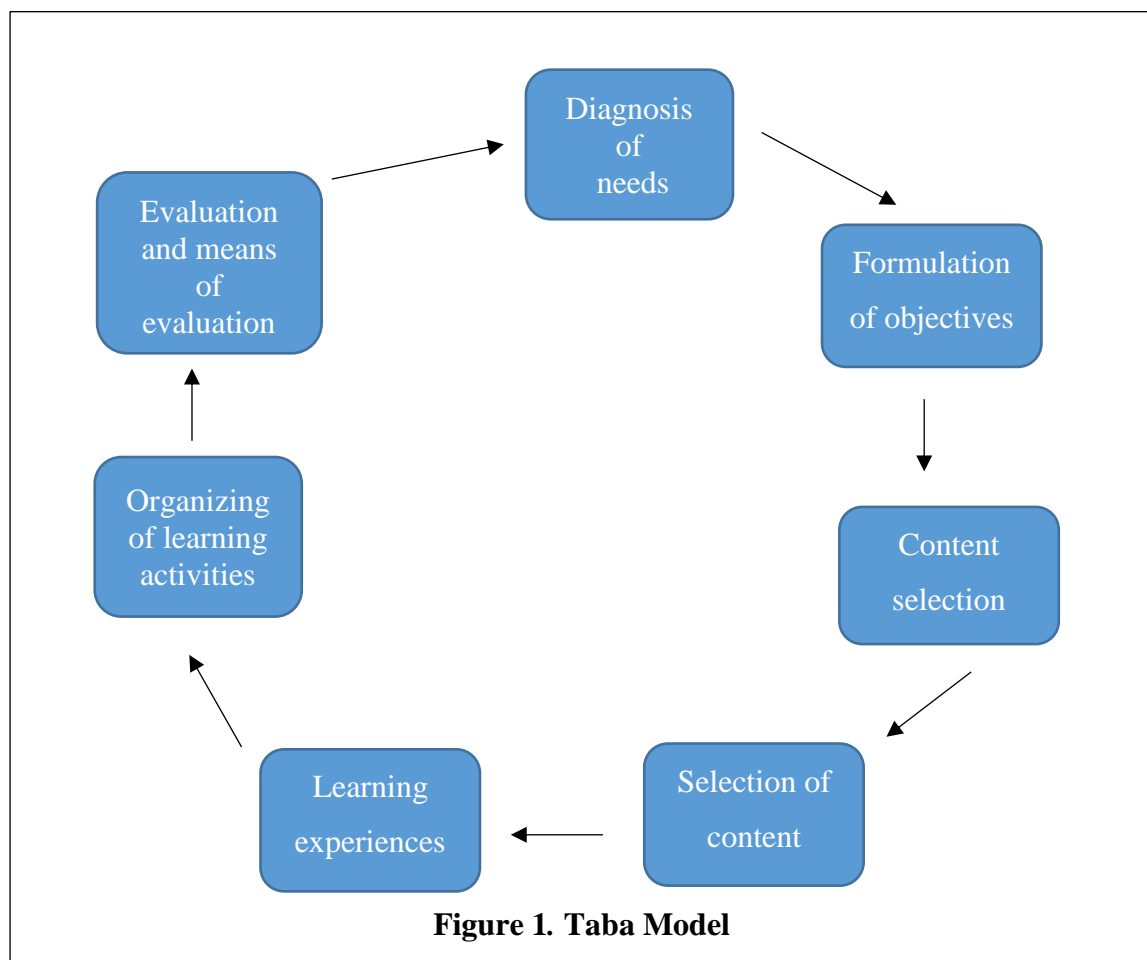
Attitude

Journalism education needs to emphasize the element of attitude. The attitude of forming human values in the profession of journalists. According to Knight and Hawtin (2010), journalistic education professionals cover aspects of attitude. It includes the culture of society, the universal value to seek truth and to serve the public, and respect for humanity values.

Goodman (2014) states that journalism education should promote the role of professional reporting on sensitive issues such as inequalities and disadvantages between countries.

Meanwhile, Deuze (2005) adding a journalist's education needs to outline the element of attitude. This including five qualities to this professional ideology journalism, which include commitments to: (1) providing a public service; (2) being impartial, neutral, fair, and credible; (3) journalistic autonomy; (4) immediacy; and (5) ethics. According to Clark (2013) journalists representing the news for communities and therefore journalist responsible for news published to the public.

Community values need to be obtained by journalists as they are responsible for reporting what is happening around them to the public and the country. In other words, the journalism itself has similarities with the value of society, compliant reporting to the media, in relation to the audience and the country, and quality citizenship (Knight & Hawtin, 2010). This means that the quality of journalism education should educate not only journalist practitioners but also public (UNESCO, 2013).

Journalist is an intermediary 'conversation' between media, and audiences. Journalism has changed from traditional media to social media for audience (Kovach & Rosenstiel, 2010, p.6). "In the broadest terms, journalism must shift from being a product—one news organization's stories or agenda—to being more of a service that can answer the audience's questions, offer resources, provide tools. To this degree, journalism *must* shift from being simply a lecture— telling the public what it should know— to becoming a public dialogue, with the journalist informing and helping facilitate the discussion" (p. 7) (Gloviczki, 2015).

The initiative to increase curriculum activities in the classroom should be implemented by journalistic educators to build student attitudes. Extracurricular activities indirectly build good personalities, develop social skills, counseling systems, and reduce negative behavior. The out-of-classroom learning experience benefits curriculum activities to improve the quality of journalism learning (Lee, Jeong, Wilcox & Vlad, 2014).

Skills and Knowledge

Journalism education involves practical skills and contextual knowledge. This is because journalism education indirectly contributes to the development of community well-being. (Ahmad Muran Merican, 2002).

However, Tanner et al. (2014) states that the reality of the journalism profession is that not all employers are looking for similar skills to potential workers. The skills of journalist trainers are needed according to the needs of the organization. All university-based journalism programs form courses based on the same core subjects (all have a technical bent) and suggest that there are some agreements among educators with what the industry needs from journalistic graduates. The journalism industry requires strong general knowledge, has the right skills, the interest in the field of being able to adapt and learn and have specialized knowledge (Yusof, Ismail, Ismail, Aripin, Kassim & Ishak, 2018). Furthermore, rapid technological changes have given rise to new challenges to journalism education (Martin, 2008; Kraeplin & Criado, 2005).

There are several elements of journalism education (Ahmad Murad Merican, 2002). These include writing skills (writing and news editing capabilities), language and critical thinking, knowledge discipline in providing content (law, economics and so on), communication science

disciplines (marketing, advertising and more) and skills computers and publishing (graphics, video production and more).

Meanwhile Hanitzsch (2001) stated that there are three main competences that need to be possessed by journalism students. The categories are: 1) Professional Competence, 2) Transfer Competence and 3) Technical Competence. Professional Competence includes fundamental skills and professional foundational knowledge in journalism. Transfer Competence refers to the delivery capability of the students to the selected audience. Technical Competence covers technology-based skills which are related to journalism studies. These competences are supported by other scholars who argue that the skills are crucial to be integrated with the knowledge (Blom & Davenport, 2012). In addition, fundamental skills such as writing and critical thinking need to be supported with latest technical skills such as managing multimedia applications (Broaddus, 2012; Smith, 2012; Tanner et al., 2014).

Basic knowledge and variety of disciplines are the basic concepts of building a journalistic curriculum. The prevalence of journalistic curricula focuses on the principles, history, technology and practice of journalism (DuToit, 2013). Integration of courses or subjects from other disciplines such as economics and politics needs to be included in journalism education (Donsbach, 2013). This integration can help journalistic students think holistically, process and publish the news creatively. In addition, the competence of journalistic education knowledge will put the student's learning position. At the same time, information literacy-oriented education is an important support in journalism education (Fields & MacMilan, 2011, Drill, 2014). Donsbach (2013), Westlund and Lewis (2017) adds that to have technological education need to be integrated with the latest development of journalism education and various disciplines of knowledge.

Blom and Davenport (2012) added journalists need to expand the discipline of various knowledge and skills such as legal knowledge and media ethics, judging news, writing / reporting capabilities, internet research skills and certain knowledge (science, business, etc.). Frost (2017) states ethical and economic journalism education will determine the future of education itself. At higher education institutions, this education will continue to be spent on balancing between knowledge, theory, and practical skills. The lack of funding by the government to develop the education and journalism industry can result in competitiveness issues and advancement of journalism programs at universities. However, Frost (2017) positively states that the journalism industry is a priority in terms of its role in producing trained graduates at universities so they are always smart and energetic to work flexibly in the industry.

Critical thinking another aspect in journalism education. Chaffee, (1985) in Broaddus (2012) identify the characteristics of students with critical thinking that benefit journalists. Among them are students using intelligence, knowledge discipline and active mobility. Journalists should actively seek to acquire and publish information, knowledge and ability to produce journalists work (p. 5). Blom and Davenport (2012) stated that critical thinking skills, personality and practical journalism for various media platforms, and student beliefs need to learn about the world of journalism should be given attention in journalistic education.

Journalistic students need to be competitive and have writing skills, computer graphics, desktop publishing, computer-assisted reporting, information management systems, and multimedia (Broaddus, 2012). This also added by Bor (2014) stating the emergence of online journalism and newsroom convergence into news organization agendas to find employees capable of managing and implementing digital news rooms. Journalism graduates not only have oral and

written communication skills but are skilled in using various web-based and social media platforms to report news. Journalistic educators should be willing to accept the transitions and changes in technology and culture that apply in the media industry. The new curriculum for journalism education should equip students for the careers of digital media-oriented journalists. In addition, pedagogical theorists emphasize that the curriculum must change over the values and practices of the community, culture and workplace to provide students with the skills and achieve the ultimate goal of higher education.

Journalistic Challenges

Universities offering journalistic education face the challenge of providing educational needs to students. According to Melki, Fromm and Mihailidis (2013), the university has provided courses related to crisis communication and journalism ethics. The purpose of journalism education is to create professional ethics among students. Journalist educators face the challenge of teaching topics that are too specific, too advanced and unsuitable. In addition, there are many basic topics / basic skills that do not fit the current needs. At the same time, little training is given to students when teaching and students are also not interested in the topic being taught.

In addition, the challenge of journalistic education needs to see the role and value of clear journalism in the teaching of the students. Journalists educators should give a clear understanding of the values, changes and challenges of journalism education worldwide to students (Yang & Avant, 2014). Changes in the landscape of technology and social media also challenge the education of journalism and news organizations. This includes journalist's domination and news organizations in terms of information provisioning, news leakage, news operations, Internet and social media outlets, and digital audience involvement (Gade & Raviola, 2009).

The emergence of blogs, social media and mobile media has had an impact on news production, traditional business models and the true definition of 'journalism' and 'journalists' in the context of the new media. Online media has built global news links, set up a network of professional journalists, citizen journalists and digital audiences beyond the boundaries of the Internet (Berger, 2009).

The interactive nature of Web 2.0 and social media such as Twitter, Facebook, MySpace and Bebo has incorporated convergence technologies with other technology tools such as mobile phones. The development of this technology raises issues such as the professional identity of journalists (Singer, 2003), changes in journalism ethics behavior (Ess, 2009; Singer, 2003), new media environment in political news (Freedman, 2010) and the relationship between new media and democracy (Fenton, 2010).

Another challenge of journalism is news reporting. News reporting becomes overly complex and full of good news at home or internationally in the world of global journalism. This challenge requires journalists to study how to learn and teach global journalism in terms of accuracy in local and international news. In addition, this challenge also includes global journalism research and curriculum so that global news is based on accurate news events around the world and interconnected, despite the different levels (Berglez, 2008).

Methodology

This study uses a quantitative methodology that is a questionnaire survey. Construction of instruments for items of questionnaires based on literature review and focus group interview.

An instrument item has been verified by experts to confirm the item that has been created. A total of 33 respondents for pre-test and 92 for major data collections in different press organizations. The respondents' selection or criteria are i) staff working in journalism newspapers and ii) staff who have been working on journalism (press) working for at least one year. The investigation only selects respondents that match those criteria. The questionnaire was analyzed based on reliability test, descriptive analysis (percentage, mean and standard deviation) and statistical analysis (correlation).

Research Instrument
The journalist was given a questionnaire consisting of six sections and namely: i) Profile of the respondent (6 items); ii) Characteristics of demographic (4 items).

Meanwhile, journalists' attitudes, knowledge and skills items are divided into two parts, currently journalists who are working in journalism (journalist) and journalists who will work in journalism (future journalist). Items include iii) Attitude as a journalist (19 items) and future journalist (19 items) and iv) Journalistic skill as a journalist (21 items) and future journalist (21 items). The items are based on Likert Scale range from 1 (Not very important) till 5 (Very important).

In addition, items also include iv) Knowledge as a journalist (23 items) and future journalist (23 items). The items are based on Likert Scale 1 (Not very competence) to 5 (Very competence). There are also items journalistic challenges (11 items) and based Likert Scale range 1 (Not very frequent) to 5 (Very frequent). Only questions vi) suggestions and comments (2 items) based on open-ended question.

The questionnaire instrument built on the source of Poynter Institute (2013) and focus group interview. For discussion of research findings, researchers focus only on five sections except the dimensions of suggestions and comments.

Reliability Analysis
Reliability refers to the assessment of how far the indicators are built through question items. It aims to check the reliability of the Cronbach alpha coefficient. The alpha scale value must exceed 0.70 (Hair et al., 2006).

As shown in table 1, alpha Cronbach for attitude as a journalist and as future journalists is 0.93 and 0.95. Meanwhile, knowledge as a journalist and as a future journalist has good reliability coefficients of 0.94 and 0.97. Skill variables as journalists, future journalists and journalistic challenges variables also have good alpha Cronbach values of 0.92 to 0.96. Therefore, this study is considered acceptable because the alpha Cronbach value is above 0.6 (Sekaran, 2000).

Table 1: Cronbach's Alpha Test (N=33)

Variables	Items	Cronbach's Alpha
Attitude as a journalist	18	0.93
Attitude as a future journalist	18	0.95
Knowledge as a journalist	22	0.94
Knowledge as a future journalist	22	0.97

Skill as a journalist	20	0.96
Skill as a future journalist	20	0.94
Journalistic challenges	10	0.92

Finding

Demographic Profile

Women (65.2%) among the majority of journalist staff in the Malaysian press industry compared to men (34.8%). In terms of ethnicity, the majority of 84.8 per cent are Malay journalistic staff and only 15.2 per cent are non-Malay journalists (Chinese, Indian and others). Meanwhile, for ages, the majority of respondents (66.3%) were between 22-32 years, followed by 33-43 years (21.7%) and more than 44 years old (12%). For education level, majority of respondents (80.4%) bachelor's degree, followed by diploma degree (10.9%), Master degree (6.5%), PhD degree (1.1%) and others (1.1%). In terms of experience working in journalism field, majority respondents (48.9%) are between 1-5 years experienced working, followed by 6-10 years experienced working (28.3%), 11-15 years experienced working (5.4%), 16-20 years experienced working (6.4%) and more than 21 years experienced working (12%).

Mean and Standard Deviation Variables

Table 2 shows the means analysis and standard deviation. The mean score of each study variable is used to determine the level of consent of the variable. The mean score below 3.00 is represented low, mean score 3.00 to 4.00 is represented as moderate and mean score 4.00 to 5.00 is represented as high.

As illustrated in table 2, only two variables namely, knowledge and skill as journalist were perceived to be moderate by the respondents with the values of (M= 3.801, SD= 0.5940) and (M=3.790, SD= 0.6921). Meanwhile, the remaining variable; attitude as a journalist and future journalist, knowledge as a future journalist, skill as a future journalist, and challenges were perceived highly by respondents. The mean values for each variable were as follows: attitude (as a journalist) (M=4.479, SD=0.4409), attitude (as a future journalist) (M=4.672, SD=0.4152), knowledge (as a future journalist) (M= 4.247, SD= 0.5876), skill (as a future journalist) (M=4.383, 0.5509), and journalistic challenges (M=4.162, SD= 0.8029).

Table 2: Mean and Standard Deviation Variables

Variables	Mean	Std. Deviation
Attitude as a journalist	4.479	0.4409
Attitude as a future journalist	4.672	0.4152
Knowledge as a journalist	3.801	0.5940
Knowledge as a future journalist	4.247	0.5876

Skill as a journalist	3.790	0.6921
Skill as a future journalist	4.383	0.5509
Journalistic challenges	4.162	0.8029

Correlation Pearson Test Analysis

Based on the table 3, it can be seen that there is a positive relationship between the attitudes and challenges as journalist (r=.324, p<.01). This means that the more positive attitudes journalist, the more positive their journalistic challenges in journalist career.

This finding also show there is a positive relationship between the knowledge and challenges as journalist (r=.394, p<.01). This means that the more positive knowledge journalist, the more positive their journalistic challenges in journalist career.

In terms relationship between skill and challenge as journalist, the finding shows that there is a positive relationship between skills and challenges as a journalist (r=.525, p<.01). This means that the more positive skills journalist, the more positive their journalistic challenges in journalist career.

Table 3: Relationship Between Attitude, Knowledge, Skill and Challenge as A Journalist

Variables	Values r	Values p
Attitude	.324**	.002
Knowledge	.394**	.000
Skill	.525**	.000

 **. p<.01

Referred on the table 4, it can be seen that there is a positive relationship between the attitudes and challenges as future journalist (r=.256, p<.05). This means that the more positive attitudes future journalist, the more positive their journalistic challenges in journalist career.

This finding also show there is a positive relationship between the skills and challenges as journalist (r=.210, p<.05). This means that the more positive knowledge future journalist, the more positive their journalistic challenges in journalist career.

In terms relationship between knowledge and challenge as future journalist, the finding shows that there is a no relationship between knowledge and challenges as a future journalist (r=.203, p>.05). This means that the knowledge future journalist not significantly influences journalistic challenges in journalist career.

Table 4:   **Relationship Between Attitude, Knowledge, Skill and Challenge as A Future Journalist**

Variables	Values r	Values p
Attitude	.256*	.014
Knowledge	.203	.052
Skill	.210*	.045

* .p<.05

Discussion

The results show that as a journalist and future journalist, it is important for them to have attitudes of curiosity, accuracy of information, punctuality, handless work stress well, handles criticism well, sociable, brave, be a team player, have leadership character, like challenges, open to changes and innovative, disciplined person, likes to do work fast, loyal to profession, trustworthy, be confident, be reliable, and have passion at work. The attitude of forming human values in the profession of journalists. According to Knight and Hawtin (2010), journalistic education professionals cover aspects of attitude. It includes the culture of society, the universal value to seek truth and to serve the public, and respect for humanity values.

In terms of skill as a journalist and future journalist, it is important for them to have skills to analyze and synthesize large amount of data, networks for contacts and develop resources, skillful in online information searching, mastering the interview techniques, searching for news and checking sources without using the Internet, skills in graphic and multimedia, storytelling, flow of writing, write using correct grammar, master various forms of journalistic writing, having good social skills, speaking skills, proficient in English language, have the ability to use HTML or other computer language, shoot and edit video and photographs, recording and editing audio, skills to tell or publish stories with design and visuals, and multitasking.

As a journalist and future journalist also, they need to also be competence on dominated knowledge political science, economy and finance, science and technology, ethics and law, media technology, history, statistics, media and society, literature, arts and culture, advertising, marketing and promotion, psychology, public relations, environment, basic journalism and broadcasting, media theory, news writing, media writing and editing, media research, public speaking, language, photography and others general knowledge.

According to Yusof, Ismail, Ismail, Aripin, Kassim and Ishak (2018) the journalism industry requires strong general knowledge, has the right skills, the interest in the field of being able to adapt and learn and have specialized knowledge in journalistic work.

From the perspective of journalistic challenges, journalist and future journalist often faced with challenges to produce news in multiple formats (e.g.: blog, website, print, etc.), dealing with constant changes to coverage areas and beats, working in uncertain economic environment, competing against other outlets for the best stories, processing and filtering incoming information efficiently, managing relationships and sources for story development, connection with unknown public relations representative adapting to new media (e.g.: social networking, twitter, etc.), forced to do more with less and others. According to Yang and Avant (2014) journalists educators should give a clear understanding of the values, changes and challenges of journalism

education worldwide to students. Changes in the landscape of technology and social media also challenge the education of journalism and news organizations. This includes journalist's domination and news organizations in terms of information provisioning, news leakage, news operations, Internet and social media outlets, and digital audience involvement (Gade & Raviola, 2009).

The findings also show that the significant of relationship between attitude, knowledge, skill and journalistic challenge as journalist. The results of this study are in line with Yang and Avant (2014), Bor (2014), Donsbach (2013), Gade and Raviola (2009).

The findings also indicate that the significant of relationship between attitude, skill and journalistic challenge as future journalist. The results of this study are in line with Yang and Avant (2014), Bor (2014), Gade and Raviola (2009). However, there is no relationship between knowledge and challenges as a future journalist. This finding aligned with the finding Berglez (2008). The results of this study give indicator to the challenge of journalism education. News reporting becomes overly complex and full of good news at home or internationally in the world of global journalism. This challenge requires journalists to study how to learn and teach global journalism in terms of accuracy in local and international news. In addition, this challenge also includes global journalism research and curriculum so that global news is based on accurate news events around the world and interconnected, despite the different levels (Berglez, 2008).

Conclusion

Malaysia journalism education need to revise the curriculum of journalism relevant to today's demands for newspaper organization and the changing landscape of social media. Industry practitioners claims that attitudes and skills are important to being a journalist. Attitude includes accuracy of information, punctuality, disciplined person and others. Skills include writing (writing and news editing capabilities), language and critical thinking, knowledge discipline in providing content (law, economics and so on), communication science disciplines (marketing, advertising and more) and skills in computers and publishing (graphics, video production and more).

There are also certain claims made by the industry practitioners that some knowledge taught in universities are irrelevant. Therefore, the academics need to encourage students to become reliable journalists. The understanding of journalism is not as a skill but as a social, cultural, and philosophical expression, and general education is needed to cover the journalistic aspect of life. Thus, the redefining of the journalistic profession and restructuring of course offerings and areas related to journalism should be reviewed according to current needs (Ismail & Ismail, 2017).

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