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# The Impact of International Media Training on Radio Professionals in Indonesia

Nurhaya Muchtar

*University of Tennessee - Knoxville*

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To the Graduate Council:

I am submitting herewith a dissertation written by Nurhaya Muchtar entitled "The Impact of International Media Training on Radio Professionals in Indonesia." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Communication and Information.

Norman Swan, Major Professor

We have read this dissertation and recommend its acceptance:

Kenneth Levine, Catherine Luther, Paul Gellert

Accepted for the Council:

Dixie L. Thompson

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

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and recommend its acceptance:

Kenneth Levine

Catherine Luther

Paul Gellert

Accepted for the Council:

Carolyn R. Hodges  
Vice Provost and Dean of the  
Graduate School

**The Impact of International Media Training on Radio Professionals in Indonesia**

A Dissertation  
Presented for the  
Doctor of Philosophy  
Degree  
The University of Tennessee, Knoxville

Nurhaya Muchtar  
August 2009

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## **ABSTRACT**

Professional journalism training in developing countries has been one of the most important elements in the U.S. democracy assistance program since the late 1980s. Numerous organizations were involved with these projects focusing on both journalism and management training. This study looked at the impact of the training from the perspective of training participants. Radio professionals were the subjects for this research because they experienced the training and could describe what they thought about training and how they made use of it in their work. Indonesia was selected because it was one of the countries that received a large amount of funding for training.

The purpose of this study was to determine the impact of international media training on radio professionals in Indonesia. The study examined the effectiveness of training organizations in implementing training programs in Indonesia. Diffusion of innovation theory was used as a theoretical framework based on the premise that training has been one of the most common tools used to diffuse new ideas and knowledge other than the formal education setting. A mixed-methodology by combining focus group discussion and survey was used in order to understand the impact of training for Indonesian radio professionals.

Finding suggested that most journalists and managers adopted training and diffused the new knowledge and skills to fellow professionals. Some of them continued to adopt while others stopped due to both internal and external challenges. Journalists said management was the main obstacle to for adoption; while managers blamed the market situation. In addition, other factors that occurred in training also played a role in adoption including participant selection, needs assessment, training materials, trainers and the structure of training.

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## **List of Abbreviations**

BBC: British Broadcasting Corporation

CIDA: Canadian of International Development Agency

CIMA: Center for International Media Assistance

CoE: The Council of Europe

DFID: British Department for International Development

EAR: European Reconstruction Agency.

FES: Frederick Ebert Stiftung

FNS: Frederich Naumann Stiftung

GAO: Government Accountability Office

IBB: International Broadcasting Bureau

IREX: International Research and Exchanges Board

OSCE: Organization for Security and Cooperation in Europe

OTI: Office Transition Initiative

PRSSNI: Association of National Private Radio Broadcasting

RSF: Reporters Sans Frontiers

UN: United Nations

UNESCO: United Nations Educational, Scientific and Cultural Organizations

USAID: United States Agency for International Development

VOA: Voice of America

WB: World Bank

## **Chapter 1 Introduction**

### **Background**

The fall of communism that was marked by the collapse of the Soviet Union and the Berlin Wall in the early 1990s prompted an outpouring of media training in developing nations. Numerous organizations from Western countries, including the United States Agency for International Development (USAID), the Soros Foundation for Open Society, the British Broadcasting Corporation (BBC), Voice of America (VOA), and United Nations Educational, Scientific and Cultural Organizations (UNESCO) are among those that have been active in conducting media training, not only for the former communist countries, but also for other countries with new, emerging democracies.

Media training in this study is defined as both journalism and management related training given by international media training organizations in order to build and strengthen independent media to promote democracy in a particular country. Trainers were recruited mainly from developed countries. The recipients of this training were mostly journalists and other media professionals who worked for local or regional media in small and big stations. Participants were invited to workshops that lasted from three to 10 days in their country, or two weeks to a year for fellowships or overseas training. Training also included in-house training, where trainers came to the stations to train staff with knowledge that fits both individual staff members and the station as a whole. The institutional recipients were radio, print media or TV. Selected participants received different types of grants, which were generally spent in a combination of various activities such as journalism training, seminars, workshops, exchange visits, fellowships,

equipment grants and cooperation with professors to develop journalism education in universities (United States Government Accountability Office (2005).

Media training falls under media assistance—economic, technical, and financial assistance provided by the international community to build and strengthen independent media. As a funding category, media assistance falls under democracy assistance, which is the largest part of foreign aid due to its primary role in developing civil society, strengthening legislative bodies and political parties, and increasing transparency (Bollen, Paxton, & Morishima, 2005). Democracy assistance involves a complex network of national development agencies, inter-governmental organizations and non-governmental organizations that can be donors, recipients or both (LaMay, 2007).

Media training was introduced in order to help promote free elections in transition countries—countries in which a totalitarian or autocratic political order had collapsed, opening the way for liberalization and democratization (Kumar, 2006). Many of these developing countries faced huge changes, not only in the political sector, but also economically. Media in these countries can play a role in supporting the transitional government and educating the public by disseminating essential information. Over the years, media training has involved strengthening local journalism and management skills, as well as reforming the legal and regulatory regimes, helping and nourishing civil society organizations that promote free press, and building an institutional environment that is conducive to the free flow of information and ideas (Kumar, 2006).

There are three kinds of training and funding organizations. The first kind was bilateral, and major sources of funding included the United States Agency for International Development

(USAID), the Canadian of International Development Agency (CIDA), the British Department for International Development (DFID), and the Swedish of International Development Agency). USAID is the largest agency in this category and often worked with subcontractors because they have expertise in training (Kumar, 2006). The second group was international governmental organizations including the United Nations (UN), the World Bank, European Commission, the Council of Europe, OSCE (the Organization for Security and Cooperation in Europe and UNESCO. The European Commission has the largest budget in this category and has worked with OSCE, EAR (European Reconstruction Agency) and the Council of Europe. The last group in the donor category is made up of private foundations, including the Open Society, the Bill and Melinda Gates Foundation, and the Knight Foundation among others. These organizations worked either through their embassies, organizations from their own countries or collaborations with local organizations. These groups included two categories: donors who generally provided resources and subcontractors who were responsible for designing and implementing projects.

USAID categorized three criteria for countries receiving media training: vulnerable countries where conflicts were imminent; areas of active conflicts and post conflict; and developing countries. Each category qualified for different types of assistance. In some cases, those categories influenced funding distribution. In post-conflict areas, for example, funding was also allocated under humanitarian assistance (Price, Noll, & de Luce, 2002), in which the Office of Transition Initiative (OTI) managed this funding distribution. The agency tried to provide a plurality of voices for countries in the first category. In regards to countries in conflict, the agency targeted the creation of alternative media. The third category is the most challenging one since it related to creating self-sustaining media (LaMay, 2007). Each category received different

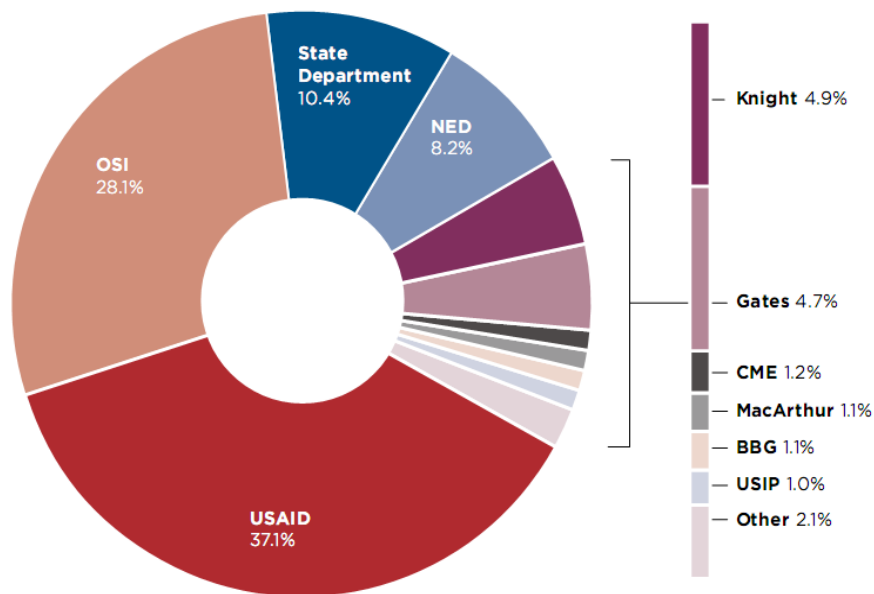


types of grants, however, the grants were generally spent in a combination of various activities such as journalism training, seminars, workshops, exchange visits, fellowships, equipment grants and cooperation with professors to develop journalism education in universities (Gao.gov, 2006). The U.S. support to independent media aimed to create a free press and the emergence of democracy, and was driven by the belief that free press and democracy supported an effective economy and favorable reporting of American policies in the world (Craner, 2007).

The 2008 report from Center for International Media Assistance (CIMA) states that currently there are about 140 funding agencies working in media training, which include government bodies, universities, businesses and philanthropic organizations from all of over the world (see Figure 1). Some of them work alone through their own embassies or partner with other organizations. As the number of organizations increased, some of their project designs and structures were different. The U.S. tended to choose commercial entities due to their independence from government funding while European organizations tended to choose government's services due to their roots and experience in public service broadcasting (Kumar, 2006). Training also was distinguished by the goals of training organizations. Kumar (2006) said that some training organizations aimed for independent media, while others targeted public diplomacy—a diplomatic approach that sought to promote a country's foreign policy interests by informing and influencing the foreign audience.

## U.S. MEDIA DEVELOPMENT FUNDING BY DONOR (2006)

Based on survey responses, interviews, and online searches



Source: Center of International Media Assistance (CIMA).

Figure 1 U.S. Media Development funding by Donor

Ellen Hume (2004) described two stages of media training. In her assessment for programs funded by Knight Foundation, Hume stated the first stage of media training was from the early 1990s to 2000, in which training organizations focused more on areas such as Eastern Europe and former Soviet Union. Training mainly related to election training and basic journalism skills. Learning these skills was considered necessary due to the limited skills in this field. However, due to the social and political changes within a country, journalism training was not sufficient to support independent media due to the limited advertising industry. Weaver (1985) argued that free and independent media was a necessary condition to create democracy, however, the implementation was difficult because media could not become a fully free entity due to economic challenges.

Additional media training focused on management training. These training programs were created due to the limited income that stations were generating, which in some cases, made them incapable to support their station. In addition to diversifying training, this type of training indicated different areas of funding concentration to countries in Africa, the Middle East and Asia. Stage two training often combined the training with technical skills training, such as using digital audio recording in field reports and editing pieces with digital audio software. UNESCO, FNS, Swisscontact, the British Council and the Canadian CJFE had a similar focus, while others filled the gap with thematic training such as election training, reporting for peace, HIV/AIDS reporting, bird flu and environmental reporting.

Thematic training was basically a combination of journalism skills with more specialized topics. Such training included journalism trainers and subject matter experts. Later, USAID broadened the topic due to the belief that media outlets that were financially self-sufficient were typically better able to achieve editorial independence. The USAID programs focused on improving the stations' economic viability, reducing costs and strengthening revenue streams (Hume, 2004).

Hume's (2004) assessment also showed an ongoing struggle for democracy in countries receiving the training, such as those in former communist countries. In addition, she found that other areas in the world such as the Middle East, Asia, Africa, and Latin America remained cut off from basic information about their own governments. She then recommended a reduction in the duplication of training in countries. In addition, she said that program management should be built from the bottom up by incorporating economic sustainability, especially in training

activities. The U.S. Government Accountability Office stated a similar recommendation in its 2006 report.

Training organizations generally hired either journalism professors or media professionals to train in the areas where they fund and implement their projects. However, there were also others who had to apply for a fellowship to training organizers. Trainers were recruited based on their individual experience or a cooperation that had been established between the organizers and the institutions where the trainers work. Some of them came from the U.S., while others came from other Western countries such as England, Germany, Australia, Canada and other countries, depending on organizations or funding agencies that hired them.

The Nieman Foundation for Journalism at Harvard University—an institution that concentrates on developing journalism standards—published reports written by journalism trainers on their reflection of training experiences. Some of the trainers claimed they achieved the goal of their mission. However, they said that it did not change the journalism practice in the recipient countries because of the existing norms and values in those countries (Valentine, 2005).

A team from Grady College of Journalism and Mass Communication at the University Georgia found that overseas training, especially for those who were recruited by the Knight Foundation, gave them a new insight and a positive influence, not only in how they see different cultures, but also in learning how they could adapt if they faced similar situations as their former trainees. The team concluded that becoming international media trainers made them aware of differences in media practices around the world and made them more committed to journalism (Becker, McConnel & Punathambekar, 2002).

## **Media Training in Indonesia**

Indonesia has been one of the major recipient countries of media training due to its unstable condition caused by an economic crisis, restrictions from the totalitarian regime and conflicts across the vast archipelago. The assistance covered training and equipment grants, mainly for radio stations and also consultancies for media policy reform.

USAID has been the major funding agency involved in this work, *Internews*—an American media organization focused on media development around the world conducted much of the training. In addition, the agency also gave indirect funding through another American organization—The Asia Foundation. Other organizations such as UNESCO, VOA, Frederick Neumann Stiftung and Frederick Ebert Stiftung foundations were also among the active training organizations. Most of these organizations chose radio due to its accessibility throughout the country and its significant role in informing the public during an extended period of conflict in many parts of Indonesia (Sen & Hill, 2006; Jurriens, 2007). Some of these organizations targeted well-established radio stations, while others chose smaller stations.

Initially, training content mainly focused on basic journalism skills. These skills were considered necessary due to the limited skills in this field. The restriction to produce news during the New Order Government prevented radio from doing news production (Sen & Hill, 2006; Jurriens 2007). Soon after that, the content themes were more diverse and included election coverage, reporting for peace, HIV/AIDS reporting, bird flu and environment reporting. The training was basically a combination of journalism skills with the selected topics. Due to a lack of coordination, some stations received training a number of times. In many cases, journalists received similar training from different organizations a number of times.

Most of these training projects incorporated technical skills training, such as using digital audio recording in field reports and editing pieces with digital audio software. USAID provided a whole package of media assistance—training, equipment grants, radio production house for program distribution, and assistance for policy reform. UNESCO, FNS, Swisscontact, the British Council and the Canadian CJFE also did similar work in improving independent media.

In addition to media training organizations, international broadcasting organizations such as the British Council, Deutsche Welle and VOA of America offered a slightly different training package, provided that training participants were committed to broadcast their free programs. Many local stations took advantage of this opportunity to be affiliated with foreign broadcasters. VOA, for example, currently has 233 partner stations and broadcasts in 30 different cities in Indonesia. Many of those stations sent journalists and managers to VOA-sponsored training programs.

Initially, participants of the training were not journalists but music hosts, sales and marketing staff, station managers, and even owners. This was due to the absence of news departments at stations due to government restrictions (Sen & Hill, 2006).

Media training was not completely new in Indonesia. It started as a part of training programs held by the private radio station associations in Indonesia. Joko Wahjonotjahyo one of the founding fathers of radio training in Indonesia stated that journalism training was initially started in the mid 1980s as a way to improve radio skills in order to avoid violating governmental regulations:

The government used to have a series of rules and appointed people from police to local government to monitor our work. One day, we told the government to set up a workshop, in which they can tell us openly what they expected from us. Our goal was actually to

teach each other and learn from others on how to avoid the government's trap (personal communication, 8 January 2009).

This initial training was conducted in collaboration with university professors, especially in the area of management and marketing. Government officials came to give talks on aspects related to government laws. The meeting showed there were gaps in skills and knowledge among radio station managers, and there was high interest among radio professionals to develop their skills. The Association of National Private Radio Broadcasting (PRSSNI) held Training for Trainers in the beginning of the 1990s, followed by a series of training sessions across the country. East Java, one of the largest areas on the island of Java, turned out to be the most popular spot for training. Many stations in this area did not hesitate to pay for their own training instead of expecting funding from the association. Wahjonotjahyo said:

There were times when we felt so exhausted because we needed to travel around East Java when the transportation was so difficult, but it's so inspiring to see that radio people, who used to learn by doing and treated radio works mainly as hobby, wanted to learn how to improve their works (personal communication, 8 January, 2009).

Furthermore, Wahjonotjahyo, who is also the director of a radio station in East Java and a long time trainer, said the training expanded from announcing and programming to management and journalism. However, due to a lack of funding from stations, as well as from the radio associations, only limited stations enjoyed these opportunities. The situation changed after the involvement of foreign organizations in the late 1990s that provided a series of media training programs across the country. The projects were conducted by large organizations from different countries such as the U.S., Canada, Australia, Japan, and the Netherlands. Most of the U.S. funding was channeled through USAID, while European funding sources were distributed from

The Council of Europe (CoE)—an intergovernmental organization with 43 states and led by a Prime Minister. The top-down approach made funding decisions more organized than the U.S.-based funding (Price et. al., 2002).

## **Radio in Indonesia**

In order to understand why international media training in Indonesia has focused on radio, one has to understand the history of radio broadcasting in Indonesia and know why it is an important element in information dissemination across the country.

Radio stations in Indonesia faced a lot of restrictions from the Indonesian government for years. One of the reasons was because radio has been the most accessible medium in the country. The involvement of radio professionals in political movements was another factor leading to a series of restrictions from the Old Order to the New Order Government, that led the country from 1966-1998.

There are three periods that highlighted the development of radio in Indonesia. The first phase was after commercial stations were licensed in 1970. It is not clear how many stations were licensed at the time this regulation was introduced, however, by 1974, when private radio associations were established, there were about 274 licensed stations. The number was less than the original number of stations broadcasting prior to the regulation. In East Java alone, there were more than 600 transmitters that competed for airwaves (Lindsay, 1997, p.113). License applications were made through the Department of Information, the Department of Transportation and the Department of Justice (McDaniel, 1994). Some of the rules said stations should not be involved in political activities (Susanto, 1978) and emphasized that programs on



education and information adhere to the state's official philosophy, known as *Pancasila*. In addition, radio stations were not allowed to produce their own newscasts or broadcast foreign news programming. They were expected to relay news bulletins from state radio about fifteen to seventeen times a day, as well as other state programs such as those detailing presidential visits or ceremonies, which could take up five hours a day (Lindsay, 1997). In addition, stations also had to dedicate 10 percent of their programs to public service (Susanto, 1978, p. 235). In order to make sure all stations complied with this rule, the government set up a special body that consisted of police, military officers, staff from the Department of Information and the Department of Justice in every province. This special body was authorized to regulate, monitor, prevent and give sanctions to stations by revoking their licenses if they believed the stations did not obey the laws (Sen, 2003). In addition, the government also used private radio associations as an extension of control (Sen & Hill, 2006).

The second phase was between the late 1980s to the beginning of the 1990s, when the New Order Government began to lose power. The rising middle classes, Islamic groups, and dissident political leaders began demanding openness and transparency in the government. Some stations saw this opportunity to provide a medium to express opinions to their listeners. They produced programs such as talk shows with the involvement of a radio host, experts and listeners who participated through a call-in show. Radio Suara Surabaya (SS), for example, changed its format in 1983 to news and talk due to the owner's belief that radio should be a tool to bridge communications between the state and the people (Soekomihardjo, 2003). Only a few stations followed this path, which was partly because they were owned by individuals with close ties to the President (Sen, 2003). Jurriens (2007) argued this effort should be credited for its role in

forming public opinion—an essential element for the creation of a civil society and democracy. In addition, the involvement of the audience in radio talk show programs was also an effort to create legal local news and information despite the absence of journalism skills and limited news production facilities (Jurriens, 2007, p. 119; Sen & Hill, 2006). This era was considered the earliest stage of development of radio journalism in Indonesia (Jurriens, 2007).

Other stations continued relaying news bulletins from state radio. As an alternative, these stations created news flashes that were about three to fifteen minutes in length at any time of the day. Both talk shows and news flashes began to increase radio's popularity (Sen, 2003). As the number of stations took this path, government control decreased. This was partly because of the lack of equipment to monitor the activity of radio stations. For example, in Jogjakarta (where is this?) during 1996, there was only one radio receiver that was used to check whether the 15 local radio stations relayed news bulletins from state radio (Sen, 2003). The government's decision to legalize news programs on commercial radio the following year is another impetus (Kitley, 2000). Thus, all of these factors, along with the unstable social and political situation due to religious and ethnic conflict, coupled with the economic crisis, not only increased the popularity of radio stations but also supported the birth of community radio as an alternative voice for the people (Gazali, 2003).

The third phase of radio development began after the Reform Government came into power in 1998. The first two presidents who were in control introduced a more liberal broadcasting policy, which included canceling a few media restrictions, abolishing the Department of Information, and legalizing professional associations. In addition, the government introduced a broadcasting law along with an independent broadcasting commission. The law

allowed foreign news broadcasting and different types of media, such as public, commercial, cable, and community outlets—including campus radio. As a result, the number of stations increased rapidly from 700 to more than 1,000 within how many years? (Masduki, 2003). Many radio stations responded to these changes by diversifying their formats and program content. Larger cities, such as Jakarta, Bandung and Surabaya were the first areas to produce their own news programs, while other areas waited somewhat longer in order to avoid problems from local governments.

The broadcasting law allowed the transmission of foreign broadcasting through medium waves. Since then, VOA, for example, has recruited 233 partner stations compared to none before 1998. These stations could become VOA partners and receive a transmitter as long as they broadcast VOA programs. VOA offered media training as an incentive to get stations to affiliate.

In summary, Jurriens (2007) noted there are four things that happened to radio in Indonesia after 1998: the production of news by commercial stations; the rise of community radio; training and production activities of non-government radio news agencies and attempts to transform government radio into genuine public radio. These are new and revolutionary developments in the history of radio stations in Indonesia. This study is particularly related to the third factor concerning training and how it involved the development of radio stations in Indonesia.

## **Statement of the problem**

Today, the number of training programs in Indonesia has been reduced dramatically. This is indicated by the closure of a few media training offices, as well as changes of program focus from a number of international organizations. *Internews*, for example, closed its office in 2006. A few media training organizers said they changed their focus to other countries when press freedom in a country recipient has developed. The 2008 report from Freedom House stated that Indonesia is partly free, compared to a decade ago, when the country was not free. This report has been used as a reference by many training organizations in order to determine the needs of training for media professionals.

In Indonesia, thousands of media professionals have been trained since training was popular in the mid 1990s. *Internews* alone noted that about 2,000 people were trained from 1998-2004, and more than \$9 million was spent on the training (Kumar, 2006, p. 119). While the training continued to flourish until 2006, and other media training organizations proliferated, the real number of trainees was not documented. VOA, in addition to providing free international radio programs, also trained a total of 500 people within seven years with a total budget of almost \$300,000.

After more than a decade of training, there has been a very limited assessment of this training or studies that have been conducted related to these projects in Indonesia, especially in regards to how people have implemented the training and adopted it in their daily work. Since many of these programs were conducted when Indonesia experienced changes due to political

reform, which impacted radio stations, it is not clear whether changes happened due to the internal factor within radio stations or the political and social systems.

Due to the wide range of media training, this study explores international media training in Indonesia from the mid 1990s to present, especially radio station professionals in Indonesia. This study focuses on media training workshops, in which Western trainers came for a week or more to train media professionals in Indonesia. The term “Western” here refers to developed nations with a democratic system. This study explores how media professionals, especially in private radio institutions have adopted media training in their stations and what kinds of challenges they have faced during the adoption process.

The study aims to answer the following questions:

RQ1: What do Indonesian radio professionals see as the relative advantage, compatibility, ease of use, trialability and observability of international media training?

RQ2: Has there been any effort to diffuse training materials to other broadcasters in Indonesia?

RQ3: How did Indonesian radio professionals adopt new skills in their work?

RQ4: What were challenges radio professionals faced during the adoption process?

RQ5: What was the overall impact of international media training on radio professionals in Indonesia?

## **Purpose of study**

The purpose of this study is to determine the impact of international media training on radio professionals in Indonesia. It also examines the effectiveness of training organizations in implementing training programs in Indonesia.

Indonesia was selected because it is the hometown of this researcher and one of country recipients of numerous training programs for more than two decades. Indonesia is also considered one of the transition countries, which experienced political changes and urged most of international media training to offer training for their media professionals. One of the similarities of these countries was the absence of independent media.

Based on Diffusion of Innovation (DOI) theory (do you need a citation here?), this study aims to find out how radio professionals have adopted new skills, what factors have influenced their adoption process, the conditions they likely used to facilitate the adoption, and the challenges they faced in incorporating new skills in their daily work. DOI theory explains how innovation was diffused and what aspects have supported adoption. The theory helps understand how training was diffused or adopted among radio professionals in Indonesia.

Radio professionals were the subjects for this research because they experienced the training and faced the challenges in absorbing the materials and adopting it in their lives amidst social and political changes that often impacted radio stations.

The findings are expected to help understand the process of adoption in media institutions, which might be influenced by internal or external factors related to the change that Indonesians experienced since this training began. In addition, it might also help to understand

the success and failure of disseminating new ideas among media professionals in other developing countries.

### **Significance of the study**

There are many significant factors that make this research important to conduct. First, social and political changes that happened during the proliferation of these projects pushed or initiated change within the radio industry. Researchers have not yet demonstrated a causal relationship between these developments. By studying this phenomenon, researchers might learn how the media have changed and whether international media training has played a role in the process of change.

Second, media professionals were often neglected in studies related to media. Though many scholars understood that media played a role in the process of change, many times they looked at media studies as a whole with concentration toward media content or media systems. While all of those topics are deemed necessary, it is also essential to learn what contributed to the change if, indeed, change happened. This researcher believes that without understanding this group, it would be difficult to understand how change happens in a society. This is because media professionals are actors that drive the change.

Third, this study has significant implications for training organizers, media trainers, and media educators, who have focused on media development in their work. It helps to understand the success and failure of disseminating new ideas among media professionals in other

developing countries, and how broadcast media in developing countries have developed amidst continuous change and challenges from different directions.

Fourth, this study is expected to add a new area of research on media development and media training, including a country study of Indonesian media, as well as diffusion of knowledge and technology in the area of radio skills.

Finally, radio broadcasters in Indonesia may be impacted by this study. The lack of studies on the radio industry in Indonesia has left them unaware of what happened in their own world.

### **Organization of chapters**

Chapter one has explained the background and the statement of rationale behind this research. The next chapter will review literature relevant to the Diffusion of Innovation theoretical perspective and media training. Chapter three will explain the use of mixed-method research approaches for this study. Chapter four will concentrate on findings. The conclusion will be included at the end of this dissertation with both recommendations and implications of this study to international media training in general.



## **Chapter 2 Literature review**

Even though media training has been conducted for more than two decades, limited research has been done in this field except those studies written in the form of reports and assessment from funding agencies or training organizations. This chapter explains media training from the perspective of diffusion of innovation theory. Media training in this regard is viewed as an approach to diffuse skills and knowledge in radio. The chapter includes a historical overview of DOI theory and how it evolved over time. Understanding this theory is essential in order to understand how people, including media professionals, decide to adopt an innovation. The chapter will be divided into two parts. The first is Diffusion of Innovation theory and the second part includes studies related to Diffusion theory and media training.

### **Diffusion of innovation theory**

Diffusion of innovation theory was introduced by Everett Rogers who conducted studies in agriculture and rural sociology and popularized diffusion research after he published a book titled “Diffusion of Innovation” in the 1960s. Rogers (1971) defines diffusion as a process through in which an innovation is spread via certain communication channels over time among the members of a social system. There are four characteristics in diffusion of new ideas: time; innovation; communication channels and social systems (Rogers, 1971).

- Innovation: an idea, practice, or object that is perceived as new by an individual or other unit of adoption.

- Time: it affects people from the level of awareness to a new innovation to the implementation stage. It also affects their adoption category relative to other adopters' category.
- Communication channel: the means by which messages are passed from one individual to another. This can be done through mass media as well as interpersonal communication.
- Social system: a set of interrelated units that are engaged in joint problem solving to accomplish common goal. Social system has structure and norms that often influence patterns of behavior, including adoption to a new idea.

Rogers (2003) created a model to describe the paradigm of the innovation-decision process over time (see Figure 2). It shows several stages that individuals experience before they decide to adopt an innovation. Rogers defined it as innovation-decision period or the length of time required to pass through the innovation-decision process. The innovation-decision involved time that spans from knowledge, persuasion, decision, confirmation and adoption. Knowledge refers to the time when an individual recognizes a new innovation and knows how it works. Persuasion refers to a stage when the person forms an opinion or an attitude toward an innovation, while decision refers to the time then they decided to adopt or refuse to adopt the innovation. Within persuasion and decision, this person tends to ask for more information about an innovation to help for decision making. Implementation is the time when someone has accessed or tried the innovation. If he or she likes or dislikes the innovation and decides to adopt or reject the innovation, this is called confirmation stage. All of these periods tend to be relative to individuals.

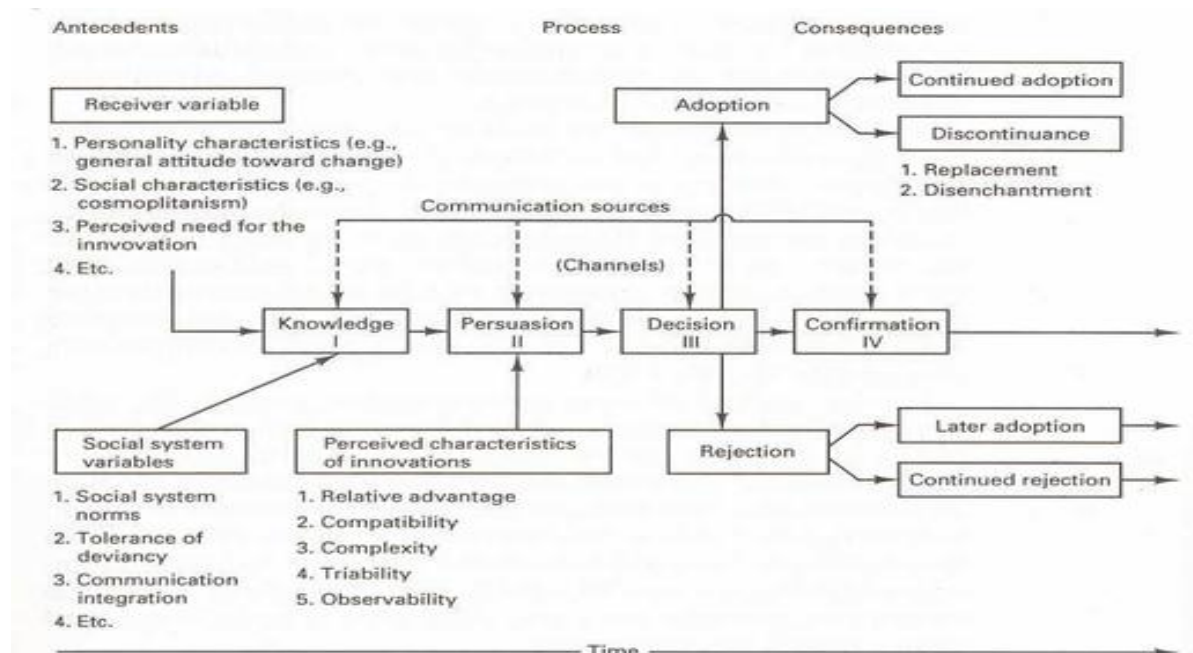


Figure 2 Diffusion of Innovation model

One indicator for the success of diffusion of certain innovations can be found in normal distribution adoption curve, which shows five categories of adopters: innovators (2.5%); early adopters (13.5%); early majority (34%); late majority (34%); and laggards (16%). The percentage of adopter category also refers to their willingness and capacity to adopt an innovation (see Figure 3). Innovators generally play an important role in taking a new idea from outside and introduce it to their area. They acted as gate keepers. Early adopters are the ones who analyze innovation and decide to adopt it. These people are often labeled as opinion leaders who bring success or failure of innovation. Opinion leaders often become the trend setters within a social group.

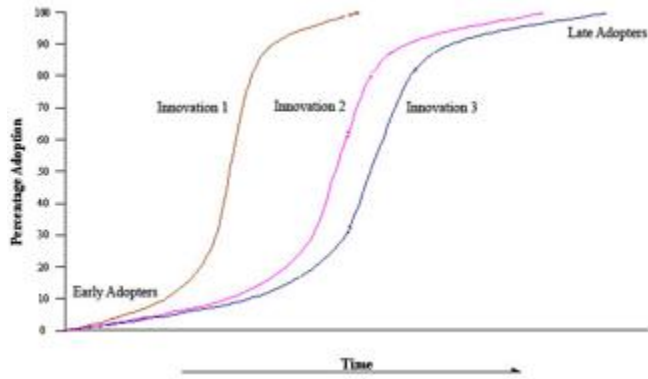


Figure 3 Adopter category

They model a new behavior to others and decide whether the innovation meets the accepted norm and values. Leaders in this case can be community or religious leaders or anybody who is well respected and generates followers. These groups can also be young, have a higher social status and are better off financially than the other groups. Some people in this category are also called change agents. Rogers identified a change agent as someone who can create a link to resources and is able to facilitate the flow of innovation from a change agency to an audience of clients (Rogers, 1971). They can be teachers, opinion leaders, consultants, development workers, salespeople, and even journalists or media professionals at large. People who are in the early majority category adopt new ideas just before the average member of a system. They interact frequently with their peers but seldom hold positions as opinion leaders. The late majority adopt new idea after the average member of a system. They adopt an innovation because of peer pressure or economic necessity. Laggards, the last group in the adopter category adopt an innovation later than everyone. They tend to wait for others or are suspicious before they finally decided to adopt.

Different communication channels play differently in each stage of innovation decision, which sometimes depend on people's attitudes. Rogers divided communication channels into a source and a channel. A source is an individual or an organization that originates a message, while a channel is the means by which a message gets from the source to the receiver. It can also be divided as interpersonal communication as a source and media as a channel. Media often play a large role in the first stage, while interpersonal communication influences people when they seek for advice through friends or families or colleagues because they provide discussion opportunities, which was not offered through the media.

Rogers also recognizes that adoption decisions are influenced by internal and external factors. System norm is one of the examples of external influence that influences decision making. Norms are the established behavior patterns for the members of a social system and serve as a guide of standard of living within the system. In some cases, the decision to adopt a new innovation often does not depend on individuals, but it can also be collective decisions and in some cases it can be authority decision, which often is the case in developing countries (Rogers, 2003).

Rogers said that one of the main reasons for adoption is how people see the advantages of innovations, or what Rogers defines as innovation attributes. There are five perceived attributes of innovations. First, *relative advantage* is the degree to which an innovation is perceived as better than the idea it supersedes. The degree of relative advantage maybe measured in economic terms as well as social prestige, convenience at work and job satisfaction. It is considered the best predictor for a person's decision in to adopt an innovation. The greater the perceived relative advantage of an innovation is, the more rapid its rate of adoption. Second is *compatibility*—the

degree to which an innovation is perceived as being consistent with the existing cultural values, past experiences, and needs of potential adopters. This means that ideas that supported the existing practice of a certain group will likely support the adoption. Rogers (2003) suggested that the compatibility of an innovation, as perceived by members of a social system, is positively related to its rate of adoption. *Complexity* is defined as the degree to which an innovation is perceived as difficult to understand and use. Rogers argued that complexity is negatively related to its rate of adoption. *Trialability* is the degree to which an innovation may be experimented with on a limited basis. Rogers indicated this is positively related to adoption. *Observability* is defined as the degree to which the results of an innovation are visible to others. Rogers said that if people can see the advantage of the innovation clearly, they are more likely to adopt it (Rogers, 2003).

### ***Relevant Diffusion Research***

Since Rogers popularized DOI theory in 1961, numerous studies have been conducted in a range of fields and in different areas of the world. Some of them have focused on all four diffusion aspects; innovation, communication channels, time and social system. Others chose only one aspect of diffusion.

Innovation attributes is one of the important aspects that many diffusion researchers focused on in their studies. One reason is because of Rogers's argument that it dictates 87% of innovation decision. In 1982, Tornatzky and Klein conducted a study to find out which of the five innovation attributes had significant contribution to adoption decisions. Using meta-analysis of previous findings on diffusion of innovation, they found that three of the perceived

innovations—relative advantage, compatibility and complexity—had the most significant relationships to innovation adoption. Their finding showed that some people do not necessarily need to try or observe innovation but adopted innovation as soon as they heard information about it.

Similar findings were introduced by Steve Lansing, an anthropologist from the University of Arizona, who conducted a study in 1987 about diffusion of the Green Revolution—an Indonesian government program in Bali aimed to increase rice production. The programs provided farmers with high-yielding rice seeds as well as fertilizers and pesticides and encouraged farmers to triple-crop the new rice. Indeed, the new rice varieties grew faster and yield more harvest in a year but it made most farmers need water all the time and it created a chaotic irrigation system and supported the spread of pests. Lansing found that adoption to the Green Revolution failed because the approach was not compatible with their tradition. He said that a new innovation needs to be compatible with the local tradition, existing values and people's past experiences in order to sustain and be successful (Lansing, 1992).

Lansing's finding is relevant to this study because of the importance of needs assessment for any projects in order to ensure that an innovation will fit with the demands and help its sustainability.

Besides innovation attributes, Rogers also stressed the important role of the change agent. In 1998, Tuladhar, Donaldson and Noble conducted a study of diffusion of a new contraceptive called *Norplant* in Indonesia that was introduced by the Indonesian government in the 1980s to minimize the growth of population. The Ministry of Health introduced it through intensive local campaigns with the involvement of police, local political leaders and military forces. Many of

these change agents did not know much about *Norplant*. Nevertheless, the adoption reached 3.6 million, the highest number in the world. Through a longitudinal study in different cities across the country, the researchers found that adopters did not get enough information, especially on its side effects to their health. Norplant users were not notified that they needed to remove this device after a few years, or it would create a negative impact to their health. This negligence was also due to the limited knowledge and the absence of change agent-client interaction, which raised ethical concerns and moral questions. The study confirms the importance of knowledgeable change agents in diffusing innovation. The researchers argued that this top-down diffusion approach limited the quality of the diffusion process.

In developing countries, a top-down diffusion approach has been used to diffuse governmental programs. Many times, diffusion processes included the use of government's media. Radio as a medium has especially played a large role due to its accessibility across the country. Sommerland (1966) says the multifunction of radio generally because it was not restricted by illiteracy or problems of distributions or by low income. This is especially important in developing countries, where the government often influenced dissemination of information. The government imposed group listening through radio rural forums, where farmers or other groups met regularly to listen to a broadcast concerning some aspect of community development and provided a space and venue for them to discuss an issue based on the radio programs. The subsequent discussion was often led by someone who had special knowledge of the issue. The combination of radio and the change agent helped diffuse information from the government. In addition, collective learning and decision making created more stable attitude



changes than individual actions and it helped create a more favorable attitude toward innovation (Hedebro, 1982).

In 2002, more than a decade after his study on the role of radio drama in diffusion of family planning in Tanzania, Rogers and his colleague, Peter Vaughan, conducted another study to analyze the process that Tanzanian radio listeners went through before they decided to adopt family planning. Using a survey method, they found that individuals experienced different stages, which they called a multistage model of communication effects before they decide to adopt an innovation.

The importance of a change agent to the quality of diffusion was also shown in studies related to technology adoption. In 2003, Vishwanath and Goldhaber published their studies on cell phones usage. They wanted to find out what kind of external factors influence consumers' adoption to an innovation. Based on 611 telephone surveys in Buffalo, New York, they found that media use and change agents had a significant influence on their perception of cell phone use. The finding confirms that attitudes toward innovation were a factor in the adoption. In addition, the study confirms that relative advantage, compatibility and observability are strong motivating factors in adopting a new innovation among late adopters. The font here is different than below. It says it's List Paragraph, and the graph below is Normal.

Rogers identified a change agent as anyone such as opinion leaders, family, colleagues, and even friends. They were a strong factor in interpersonal communication and contributed to the adoption process. This factor also influenced adoption among journalists.

In 2000, Maier conducted a survey of people in top level positions in the newspaper business to find out about barriers or opportunities to newsroom use of computers for gathering

and analyzing information in the process of developing news stories and information. Using a national survey, Maier wanted to find out whether they adopted Computer Assisted reporting (CAR) in news gathering and challenges that they might face in the adoption process. The findings suggested that only two thirds of participants used a computer and the Internet regularly to communicate with colleagues and generate ideas for news stories. In addition, most participants did not make use of other existing programs such as statistical software for news analysis. The finding also suggests that early adopters were very few and they tended to be self-motivated individuals, while laggards were greater. Can you be more specific here? What does “very few” mean and laggard were greater, but how much greater? Maier found that complexity was the main drawback for adoption and that interpersonal communication becomes the main motivating factor for adoption.

Singer (2004) had similar results related to the role of interpersonal communication to support adoption among media professionals. In her study about media convergence in four news organization in Tampa, Florida, Singer looked at issues of convergence in four Tampa newsrooms in early 2003. Media convergence is a combination of technologies, products, staff and geography among print, television and online media. Using a combination of qualitative and quantitative methodologies, Singer aimed to determine aspects of convergence that are the most important for journalists. The finding suggests that journalists saw many advantages of convergence over traditional newsrooms, including factors involving external competition, public service and personal career growth. But they were scared of the compatibility of different newsroom cultures and approaches to news, a lack of training and lack of observable success. The researcher also found that journalists perceived convergence as new challenge to boost their

capability in order to compete for their career growth. Singer found that journalists in these news rooms approached interpersonal communication as the most important element in adoption. On the contrary, cultural and technological differences in news gathering became the main factors that slow the adoption.

The strength of interpersonal communication often lies in the capacity of the change agent. A strong change agent and media is a good combination to support the adoption process. This concept follows a two-step flow model theory. The theory was originated by Kat Lazarfeld in his 1940 study of the presidential election in Erie, Ohio. The Two step flow model suggests that communication messages flow from a source, via mass media channels to opinion leaders, who in turn pass them on to followers. Rogers (2003) said that the two step flow model helped focus attention of the difference between mass communication channels and interpersonal communication channels. The model implied that mass media was not as powerful in influencing people as what people thought it was.

Aside from informal interpersonal communication, which helped spread diffusion of innovation, many organizations chose training as a way to diffuse new ideas and help promote adoption in the workplace. Training is essential for any industry in order to ensure that employees can create products that fit and meet the standard requirements of their industry. Indeed, Rogers did not refer to training as one of diffusion methods. However, previous studies show that training has been used by world organizations to diffuse new ideas especially in health intervention. USAID and UNESCO, for example, were among those that were active in training health personnel since the 1960s.

In 1978, Heiby conducted a study on the effectiveness of training on low-cost health delivery systems in Nicaragua. In 1976, the Nicaraguan Ministry of Health ran training projects for traditional birth attendants called “parteras” in order to diffuse simple health services in rural areas. Prior to training, there was no formal selection of training participants. Since many participants were illiterate, organizers created a practical and task-oriented training program and repeated materials in order to create a better understanding and memory. After participating in a five-day training program, each *partera* was granted a kit that included aspirin, contraceptives, multivitamins, obstetrical equipment and oral rehydration salts. Within two years, almost 800 *partera* had been trained, however, there was little evidence that diffusion had occurred. Heiby found that there were few problems found in training. First, training materials were still too complicated because trainers and funding agencies often used jargon which was not familiar to the *partera*. Second, participants were not selected well. Organizers did not know their level of knowledge and their abilities. Third, even though trainers continued to evaluate their trainings and made improvement in their approach and materials, they did not base their evaluations from the participants, but on their own observation. Fourth, organizations did not give enough information about trainees to the trainers. Finally, even though it was practical training, there was no opportunity during the training that allowed trainees to implement the materials under trainers’ supervision. The above problems, coupled with the fact that many of the *partera* were not active in their neighborhood became the main reason for limited diffusion. The study shows that diffusion from the *parteras* did not succeed due to the problems in participants’ selection as well as training materials.

The importance of training materials has been the focus for successful outcomes in training. In 2000, Anna Ohanyan and John Lewis conducted a study in the country of Georgia in East Europe on the effectiveness of training in changing attitudes and perceptions toward conflict. USAID, which funded peace and conflict resolution training for youth from a period of 1998-2000, organized the training in a few stages. Prior to the training, sixty Georgian youth were invited for training in the U.S. Two years after that, three hundred Georgian youth and youth from the Abkhaz region in Georgia met in Armenia for a similar purpose. Through a cross-sectional study from both Georgian and Abkhaz sides, the researchers found that both groups were interested in future joint projects among them, but they were not ready to completely trust each other. In addition, the researchers found that certain materials affected Georgians and the Abkhaz differently. Based on the study, the researchers recommended that training materials should have included more materials related to the local conditions.

In addition to training materials, training organizers often have emphasized the diversity of training approaches in order to obtain maximum results in knowledge and skill transfers. In a 2004 published article about the effectiveness of different training methods, Robin Dipietro tried to compare which training approach was more effective in training employees in fast food restaurants. The subjects of his studies were employees in managerial positions in 24 fast food chain restaurants based in the Midwestern U.S. Prior to his study; they participated in customer satisfaction training. Dipietro compared the effectiveness of this training offered in the form of classroom training, on-the-job training, and interactive media training using word documents, e-mail communication, computer simulations and videos. In addition, the researcher measured results through mystery shopper scores, customer complaints as a percent of total customers, and

customer satisfaction survey scores. Using pre-test and post-test repeated measures analysis of variance (ANOVA), he found that there were no differences among those training approaches in the outcomes of the training. However, Dipietro found that each training method had its own strength, and that companies needed to choose the right approach depending on the expected outcome and the available funding. He argued that in-house training could make the staff see how new skills could be used in their work and to practice them in their own restaurants. The positive aspect of classroom training was that it was cheaper than in-house training when it was evaluated with the cost per person.

Even though this study was not conducted in media institutions, it shows how other industries have used training in diffusing new ideas for the sake of developing new practices. In addition, it helps to understand how training helped diffusion of new innovation in workplaces. As mentioned above, media institutions are among many industries that heavily rely on training through formal or informal training.

### **Research on media training**

Similar to other industries, media institutions provided training for their staff members so that they could obtain high listenership or a lot of subscriptions. However, some media institutions could not provide adequate training due to their limited resources. This happened in developing countries in which freedom of press and freedom of expression were restricted. This situation caused media institutions to rely on formal education.

In the mid 1950s, UNESCO conducted a survey in 28 countries in Asia, America, Africa and Europe to find out how media professionals in those countries, especially journalists, learned

how to do their jobs. The reports showed they learned journalism skills in two ways; the traditional way of learning by doing, and a formal journalism school education. The strength of the traditional approach was that journalists had hands-on experience. However, the reports said these journalists found difficulties when they had to report a news story that required an advanced analysis and more knowledge other than journalism skills. Thus, formal journalism school helped to fill the gap. Formal journalism schools, especially in the U.S., provided both theories related to media as well as practice. In developing countries, formal journalism schools did not exist until these countries declared independence. Even so, universities often offered only a theoretical approach. In Indonesia, for example, universities started media studies programs in the 1950s, which was under the department of social and political science, however much of the curriculum consisted of concepts related to language, literature, history, geography, political science, economics, sociology and a theoretical basis for the profession such as history, law, ethics, responsibility, and the social impact of the media. While vocational techniques such as news gathering, reporting, editing, feature and editorial writing, were offered in non higher education institutions such as polytechnic or one to three year diploma schools.

Sommerlad (1966) said that journalism training in developing countries was often dictated by the stage of economic development and the status and the tradition of the press in a particular country. In addition, it depended on available trainers. The fact that training and education for journalists in developing countries emphasized theories in fields such as political science and economy, reflected how the state viewed the role of media as an instrument of education and national progress.

Due to the lack of standard higher education for journalists, many media institutions offered training not only to train journalists on new skills but also to make sure that journalists' work met their standards. In 1989, the International Labor Organization conducted a survey in 60 countries. ILO reported that journalists generally received on-the-job training regardless of their educational backgrounds. The survey showed there was a collective agreement among these countries on how employers viewed training as an essential element to make journalists qualified in their jobs. These training programs could be as long as two years. In countries such as France and Belgium, such training had to be recognized and approved by journalist associations and public authorities. Some of these countries added additional requirements such as a license, educational background, and probation periods before people were fully granted to work as journalists. Even though this is a very important finding for international standards, it did not provide input on how training was designed and who was involved in training, and whether it involved trainers from the same country or from abroad.

In 2002, Napoli conducted a case study on media training in Albania. When the study was conducted, Albania—a country of 3.2 million, had 51 television stations, 38 radio stations and more than a dozen newspapers. Three big organizations, Promedia, IREX, and USAID were among the most active organizations conducting media training. In his case study, Napoli found these large organizations hired trainers from Western countries to do in-house training. They taught Albanian journalists how to produce good quality news stories. The participants could produce news stories as expected, however, this practice did not sustain due to different social realities that both trainers and the trainees faced. Trainers came from societies that practiced objective journalism while the trainees worked in a country that adopted development



journalism, in which journalists were expected to report stories that supported economic development promoted by the government. Albania was not the only country that received media training. There were others, such as Indonesia, which continues to receive similar trainings available through workshops, in-house training and other similar program.

Prior to the proliferation of media training, Indonesia was one of the countries that provided limited formal schools for journalists and other media professionals. In 2005, Thomas Hanitzch conducted a study in Indonesia to find out how Indonesian journalists learned their journalism skills. Using mixed-methodology by combining surveys, interviews with media professionals and case studies in five universities in Indonesia, Hanitzch found that most of the working journalists did not graduate from journalism programs in higher education. They adopted skills and techniques through internal training from the media institution where they worked. Furthermore, he found that only 52% of Indonesian journalists had bachelors degrees. Hanitzch's findings contributed to the present study in terms of understanding the educational background of most journalists in Indonesia.

Romano conducted a survey of journalists in Java—the most populated island in Indonesia, in the late 1990s. The author found that government restrictions shaped journalists' ways of thinking and the practice of journalism in Indonesia. Her analysis showed that the restrictions shaped their perceptions. Most journalists thought of themselves as a “keeper” rather than the “watchdog” of the society. This journalism culture was partly influenced by the notion of *Pancasila* press, which was actually derived from development journalism, also called positive journalism. The concept was initially adopted by developing countries as a way to reject Western ideas, as well as encouraging the progress in economic, social and cultural issues. It

influenced not only media professionals but people at large; especially those who were close to power. It also influenced the final product of news and information for the public.

Media professionals, especially those who worked for radio, also faced a range of restrictions that limited their creativity due to concerns over tight restrictions. This was also the reason why funding agencies and media training organizations introduced training for radio station beginning in the late 1990s after New Order Government. The training organizations used training to diffuse new skills in media as a way to develop the quality of the media. Media training also was essential to fill the gap left by formal education in Indonesian higher education.

However, research was conducted until seven years after the implementation in order to see whether former training participants adopted training materials in their work. In his case study on the implementation of media training in Indonesia, Khrisna Kumar (2006) and his team specifically looked at a single training provider, *Internews*—one of the largest training organizers in Indonesia. *Internews* focused on assisting radio stations and radio professionals because it offered a low-cost way to provide local, relevant news to communities, particularly those in remote areas neglected by newspapers and television. Radio also served as an effective medium to improve accountability of local and national government. In addition, radio was considered receptive to the idea of outside assistance that would improve their news reporting and coverage.

Kumar and his team found that *Internews* focused on assisting only fifty stations that the organization had adopted as partners. The team found the selection of partner stations was based on the commitment of station managers to establish newsrooms and broadcast local news. In addition, they also asked the managers' commitment to hire and develop news staff and to be

serious in developing sustainable funding resources for the news division. *Internews* received \$9.18 million for the course for six years from 1998-2004. It offered workshops for both basic and advanced broadcasting skills, as well as more specialized training programs such as reporting for peace.

In this study, Kumar (2006) conducted interviews and site visits to *Internews* partner stations across the country. In addition, he also conducted interviews with *Internews* managers in Indonesia, as well as in the headquarters' office in Washington D.C. Kumar found that many radio professionals preferred *Internews* over other training organizations because *Internews* offered comprehensive training, from basic to advance media training in journalism and management, as well as other assistance needed for station development. However, in regards to training, they found there was some duplication in training as well as a communication gap between foreign trainers and local participants. The latter led *Internews* to include local trainers as well as local media or training organizations in conducting their training to create a better training environment and better relationships with local organizers.

Kumar also found that former training participants viewed training as valuable because it provided new ideas and approaches. However, participants said they wished that training could have been tailored to individual station problems and solutions. The interviewed participants reported they established sales teams and worked better with general managers who had a better understanding of sales and marketing strategies and promotion techniques. They also had better and balanced income, with 50 percent coming from national advertising and the rest from and local advertisers and sponsors. Prior to training, they said that only 10 out of the 50 partner stations had efficient organizational structures, establishing clear lines of authority

and separating individual responsibilities and structures. By the end of 2003, 40 of the stations improved their station management. Initially, only 15 stations had a general manager, program director, and sales manager, each with clearly defined roles and responsibilities. By the end of 2003, all stations had these positions in place. Audience research was previously limited to 9 stations. By 2003, 20 stations were conducting audience research and 15 more planned to do so as soon their financial condition permitted. In addition, by the end of 2003, all 50 station partners established news departments and aired news on a regular basis. The organization claims its 50 partner stations have increased news programs by 60% after training.

In terms of journalism training, very few stations adopted training in their work, which the researcher said was mainly due to the unwillingness of station managers to provide resources and editorial freedom to their journalists. Moreover, Kumar found that a few stations had changed their focus from news to entertainment and were even affiliated with political parties. Kumar says that one of the biggest obstacles for adoption of journalism skills is due to managerial decisions.

Kumar highlighted *Internews'* contributions to diffusion as a practical way of media training, which tended to emphasize skills and practice rather than theory, as well as establishing the link between financial self-sufficiency and editorial independence, providing not just journalism training but business related training such as sales, advertising and programming. As a result of the training, some educational institutions in Indonesia started to combine both practical training and commercial viability.

Kumar was aware that *Internews* contribution to the development of radio in Indonesia was relatively small. It only assisted 7%, or 50 stations out of more than 750 stations across the

country. In addition, the fact that *Internews* only assisted those which were already interested in news contributed to the result.

Kumar said that in a few cases, international media training supported the emergence of local journalism trainers, even though it was not clear whether they reached this position because they adopted training materials in their work or because of the number of times they joined a training program. In addition, it was not clear to what extent training materials had been adopted.

Kumar's finding showed three lessons learned in project implementation in Indonesia. First, in-house consultancies and training were more effective in teaching media skills. Next, understanding local conditions is necessary for successful training programs. Lastly, radio plays a large role not only in informing the public but also in bringing and encouraging government transparency and accountability through interactive programs that connect local people and government officials. In addition, Kumar said that media training programs that were conducted by *Internews*, and organizations such as UNESCO, the BBC and others influenced professionalism among radio station practitioners, and it created a need for news production that influenced the emergence of a national news network.

Even though Kumar's research contributed significantly to this area,, his findings were only related to one particular organization. He said that his results were generated with a research team that helped him conduct research not only in Indonesia but also other countries based on three sources of information; reviews of literature from scholarly papers, internal reports and assessment as well as from newspaper reports . Kumar said that his team visited these countries and studied documents based on reports and assessments. In Indonesia, the team only interviewed four people—three of them were managers of *Internews* network and only one was

an Indonesian station manager from a large station network in Jakarta, who was an *Internews* partner station. Moreover, the fact that his research focused exclusively on *Internews* projects made the findings seem too minor considering the high number of training organizations in Indonesia.

Another interesting study on the result of training in Indonesia can be found in Craig La May's study. In 2005, he conducted a study on media assistance, not only in Indonesia but also other countries. Media assistance refers to all type of assistance for media including training, equipment grants and assistance for media law reforms. However, he was not focused on training but media assistance in general. In Indonesia, he conducted in-depth interviews with *Radio Journal Perempuan* and Radio 68H--production houses that produced weekly programs for radio stations across the country. The former created weekly feature programs provided free to radio stations across Indonesia, while the latter provided different kinds of news programs from live reports, news bulletins and feature stories. Both organizations received initial funding from USAID. La May argued that the editorial mission of *Journal Perempuan* raised concern over the journalist's relationship to civil society and the kind of journalism that suits the needs of post-transition democratizing societies. The fact that the organization depends on funding also created ambiguities about objectivity and editorial independence.

LaMay's finding described many problems facing media training not only in Indonesia but also around the world. He says that there was a "joint problem" of economic viability and editorial quality from the point of view of journalists in developing countries. This was due to the fact that the end goal of training and other assistance was to create a free and independent media, however, in order to establish it, media had to be economically sustained, otherwise other

entities will take over and things would return to how they were when the media was controlled by governments or other power structures. A similar dilemma was also experienced by training organizations.

LaMay's studies added to an understanding of challenges in the management of news networks. His background study on the history and development of media assistance around the world provided an understanding about how this area of study needs to be explored. However, he focused on a broader picture of media assistance, which limited the understanding of what kinds of changes funding organizations made in regards to training. Media training had been the core of media assistance. Depending on how large and significant a country is, dictated whether they would receive other assistance such as policy reform or a news network.

In an effort to acquire an in depth understanding of what was going on within the management of media training projects, this researcher conducted a study on challenges of training organizations (Mughtar, 2008) Through long interviews with 10 participants who had top positions in media training organizations in Washington D.C, she learned the availability of funding dictated media training operation. In Indonesia, for example, diffusion of media skills through training was a high priority between 1998-2003. However it declined along with decreased funding for training. This example indicated that the availability of funding influenced the diffusion process. However, funding was what triggered competition among training organizations and prevented coordination among these organizations. The research participants blamed the fast growth of international development work as one of the reasons for the difficulties in competitiveness on all levels, making collaboration seem impossible.

While many training organizers saw that coordination was the key to reach their goals and overcome their challenges, they said that it is unlikely that it will be implemented due to competition in finding sources. Collaboration and coordination were possible only in areas where facilities were at a bare minimum, such as Afghanistan and Iraq. Other than that, it is difficult, because large organizations tend to favor their own interests. In the long run, it affects a program's sustainability.

Through interviews with fifteen media trainers, Muchtar and Haley (2007) found that some of the trainers indicated problems in transferring media training skills to participants. They said they received unclear information from training organization, which made it difficult for them to achieve their goals. In many cases, they said they were left alone despite their lack of understanding of other cultures and languages. The trainers believed that understanding a culture should be the key because it can help prepare the right material for the participants, choose the best approach, help create trust between them, and support the transfer of knowledge and skills to their trainees. They said that training organizers were responsible to fill the gap by providing this information since they have been in the country longer than any trainers.

Thus, based on her research on media trainers and training organizers, this researcher believes that it is necessary to conduct a study to determine trainees' perspectives on media training and the effectiveness of the diffusion process on radio journalism and management. Trainees in this case could be the future change agents. They were trained by training organizers so they could change their behavior and viewpoints on radio journalism. Since these people are also media professionals, who are sources as well as change agents, their positions are unique, not only in diffusion of new trends of radio journalism among their colleagues, but also to the



audience at large. By studying this process, this researcher expects the result can fill the gap in understanding the impact of international media training, particularly in Indonesia.

### **Summary of most relevant studies**

Diffusion of Innovation has been studied for more than forty years. Some studies are related to areas from which diffusion theory originated—agriculture, while others are from health, marketing, and education. From DOI literature, the studies show several ideas.

- Relative advantage, compatibility and complexity had the most significant relationships to innovation adoption. Lansing's (1992) findings on Green Revolution in Indonesia shows that compatibility is especially important to ensure a successful and long lasting diffusion of innovation.
- Rogers and Vaughan (2002) studies on the use of radio drama in diffusing health messages showed that radio was a good tool to diffuse new ideas. Radio drama portrayed the effects of success and failure of innovations through the characters they played in the drama series. Research on DOI and media provides a basis for understanding the importance of radio as a tool to diffuse innovation.
- Tuladhar, Donaldson and Noble's study (1998) on Norplant use in Indonesia showed the importance of a change agent in diffusion of innovation. Those who had good knowledge and were approachable tend to be successful in diffusing new ideas and practices. The findings also emphasized the importance of interpersonal communication among adopters.
- Maier's (2000), and Singer's (2004) studies on diffusion of new technologies among journalists, showed similar findings on the importance of interpersonal communication

among journalists. Their studies confirmed that journalists tend to believe in interpersonal communication before they adopt new skills.

In addition to the above studies, studies related to training showed that training has been helpful in diffusing new ideas because it combines both interpersonal communication and media and supported adoption.

- Heiby's (1978) and Ohanyan and Lewis' (2000) studies showed that training had been used as a way to transfer and diffuse new innovations. They found that selection of participants and training materials had to be considered thoroughly along with the proper needs assessment in order to achieve better results, not only in changing attitudes but also in supporting diffusion of new ideas.
- Dipietro's (2004) study on differences of training approaches showed there were no differences between in-house training, classroom teaching, and interactive media training, based on the results. However, this approach was deemed necessary to consider due to significant differences in terms of cost.

International media training also has been studied. Kumar's (2006), LaMay's (2007) and Muchtar's (2008) studies on media trainers and media training organizations are directly related to this present study. Kumar found that former training participants, especially journalists, were keen to adopt new skills in their work. However, some of them were prevented from doing so because their managers prevented it. LaMay's study on a national news network in Indonesia showed training programs created a new demand for a news network for radio stations. The study also shows an overall problem in international media training around the world was due to

the lack of sustainability, which affected the decline in the rate of adoption of local news programs due to dependency on foreign funding. Muchtar's studies showed that funding, coordination and program management were among the few challenges that training organizers faced, while the study on trainers showed that challenges in managing training were mainly due to lack of information and coordination from training organizations.

Past research has shown that training programs are essential elements to support a higher quality industry. Radio stations must compete for better quality in order to increase listenership, which has pushed media professionals to continue on-going training. The contribution of international media training organizations in developing media around the world has helped increase expertise and professionalism among media staff. In Indonesia especially, most radio stations broadcast radio news programs, which were forbidden during the New Order Government. The fact that there were other external factors that supported the popularity of news programs, such as policy reform that directly affects these stations should also be taken into account. Thus, it is necessary to expand research within diffusion of innovation in the area related to media training in order to create a link and greater understanding among both academics and practitioners. A larger study is necessary to determine the overall time impact of media training.

### **Research Questions**

Based on the studies and findings above, this study examines the impact of international media training on Indonesian radio professionals. The primary purpose of this study is to determine the

effectiveness of international media training in Indonesia. It uses Diffusion of Innovation theory as a theoretical framework. This study specifically examines the following.

- Innovation: radio management/journalism skills. The study assesses innovations differently in terms of skills for managers and journalists. For journalists, it includes researching news sources online, covering news stories, interviewing, writing, editing and presenting. For managers, the skills include management, sales, marketing, ratings analysis and programming.
- Communication channel: workshop style of training. Workshop is defined as training in which international trainers came in and trained a dozen participants or more in a period of three to fourteen days.

Due to the length of time between the first and current training program, this researcher does not include time, because it is difficult to measure. Thus, this researcher seeks to answer the following questions:

RQ1; What do radio professionals see as the relative advantage, compatibility, complexity, trialability and observability of international media training?

RQ2: Has there been any effort to diffuse training materials to other broadcasters?

RQ3: How did Indonesian radio professionals adopt the radio skills in their work?

RQ4: What are the challenges that radio professionals face during the adoption process?

RQ5: What has been the impact of international media training on radio professionals in Indonesia?

## **Chapter 3 Methodology**

### **Research Design**

The primary purpose of this research was to determine the impact of international media training for radio station professionals in Indonesia. This study applied mixed methods by combining survey and focus group research. This mixed approach started to gain popularity in the 1960s and has been used in many disciplines including psychology, health, education, sociology and others. Researchers who have used mixed methods have argued that multiple approaches are necessary because their research questions could not be answered with one method alone (Leech & Onwuegbuzie, 2009). Tashakkori and Teddlie (1998) defined mixed method as a study that combines quantitative and qualitative approaches into a research methodology of a single study or a multiphase study.

This study used mixed-methodology in a single study with the primary focus on using a qualitative approach. The combination of surveys and focus group discussions was selected in order to gain more understanding of the phenomenon of interest. Survey research was used as an extension of the focus group research in order to capture information that was not clear in the focus group. In addition, it is helpful to compare consistencies based on the participants' responses.

The subjects of this study were radio professionals from private radio stations in Indonesia. The participants were radio professionals who completed many international media training programs in Indonesia. They ranged from radio hosts—both music and talk show programs to reporters and managers. For the purpose of this study, this researcher distinguished

between two groups: journalists and managers. In reality, most radio journalists have to do other jobs such as hosting music shows, except those who work at stations in larger markets.

### ***Focus Group Discussions***

For the purpose of this study, the researcher conducted nine focus group discussions with how many participants. Focus groups are structured discussions among a small group of participants led by a skilled interviewer and are often used to learn how people think about a topic (Singleton & Straits, 1998). In many cases, focus groups can also be based on structured and semi-structured interviews (Babbie, 2003). Krueger and Casey (2008) admitted that focus group research was not accepted by social scientists until the 1950s because they were doubtful of the accuracy of individual interview results, which were generated from predetermined questionnaires. In addition, focus groups generate less information about individuals' motivations and views compared to in-depth interviews. The long tradition of quantitative procedures, which have used different perceptions of reality, and the tendency to believe in numbers are other reasons for the resistance among researchers towards using mixed methods.

However, researchers also have realized that focus groups can yield rich information when participants interact with each other by agreeing or disagreeing about the selected topic. Thus, focus groups can bring more perspectives through the involvement of individuals and group dynamics (Hakim, 2000, p. 35).

Focus group discussions (FGD) were conducted in five different cities in Indonesia; Jakarta, Jogjakarta, Surabaya, Makasar and Palu. The first three were located on Java island, which is considered a large market, while the rest are on the smaller island of Sulawesi—a

smaller market. In addition, each area has distinctive characteristics. Jakarta and Surabaya are large metropolitan cities while the rest are smaller in market size. Due to different market and sociological differences in different regions in Indonesia, this distinction was necessary in order to understand the social realities that influence the adoption of radio journalism skills among radio professionals.

This researcher was assisted by a local committee in each FGD location. Each local committee was comprised of two to four staff members who work for a local station in a particular city. A local committee assisted as the main contacts with the potential focus group participants and helped the researcher identify the right FGD participant. Due to time limitations the researcher had visiting each location in Indonesia, the local committee was necessary. Having a local committee was also helpful to ensure the focus group discussion was based on a local situation, its customs and traditions. The researcher recruited an experienced broadcast TV journalist who has participated in international media training in the past to serve as the research facilitator. This person helped the researcher organize the focus groups, observe several of the focus group discussions and assisted with transcription. A benefit of having the facilitator, who is also a journalist, was her ability to understand jargon and certain situations the participants described in order to avoid any misunderstandings. The decision to include both a local committee and a research facilitator for this activity was to help the process run efficiently. Prior to this research activity, the facilitator signed a pledge of confidentiality.

The researcher conducted the discussion in a meeting place that was neutral and accessible by most participants. Depending on the condition of each area, some of the discussion sites were in restaurants, and others were in a meeting room of local radio stations. When

possible, the researcher arrived at the location one day early in order to observe and talk with a few people who could help explain the recent developments in local radio broadcasting. Due to the limited information on the current development of both local radio as well as international media training, this was necessary to help understand the context of the situation. In addition, it also helped the researcher prepare the right questions that fit with the local situation and the FGD participants.

Both the venue and the date for focus group discussions were made in agreement between this researcher and the local committee. The decision to include a local committee was due to the limited time the researcher had in Indonesia and the limited contact the researcher had with participants, especially working radio journalists due to their high turnover rate.

A total of nine focus groups were conducted in five different locations across Indonesia. Five of them consisted of radio reporters, and four were with station managers and owners. The selection of the participants was based on a discussion with both training organizers as well as local media associations.

Before the focus groups, the researcher created a discussion guide (see Appendix 1) in order to ensure the researcher followed the participants' lines of thought. The basic discussion guide consisted of nine general open-ended questions. Questions covered descriptions of the participants' experiences in training, what they might have done after the training and challenges they encountered if they adopted training in their work. In addition, the researcher included a few questions related to media professionals in one particular area. These questions were based on informal discussions with a few people in the FGD area. They were university professors, media analysts and media professionals. Due to the limited time the researcher had in each FGD venue,



she felt this pre-FGD activity was necessary in order to understand local media developments, which FGD respondents might refer to during the discussions. During this pre-FGD activity, the researcher also tried to document the background of each FGD participant so she could address each of them appropriately. The researcher was aware of her inexperience in managing FGD, so all of the above preparations were fully considered not only to help her understand local media and the challenges the FGD respondents faced, but also to be able to manage group dynamics.

The researcher served as a moderator for each discussion, which lasted approximately 90 minutes. The discussions were conducted in Indonesian, the native language of the researcher and the participants. During the discussion, the researcher often asked the participants to provide examples. Asking respondents to give examples about their experiences enriched the discussion and helped the researcher to understand their experience in their own words. Probes were used throughout the interviews to delve deeper into participants' reasonings and experiences. Topics of conversation were not limited to the basic discussion guide and new ideas introduced by participants were actively explored.

Overall, the flow of discussion was often dictated by the participants. The researcher prepared a discussion guide, however, in some cases the participants introduced new topics, which were not asked about earlier but acted as an extension of other participants' opinions.

The focus group discussions were recorded with a digital recorder. Recording allowed the researcher to capture the participants' exact words, which provided the data for the study. The responses were translated into English during the transcription process. The researcher was assisted by a research facilitator in transcribing the material. Specific comments may be reported in study reports. The following is a description of each FGD location.

## **Jakarta**

Jakarta is the capital city of the Republic of Indonesia. It is the home of the central government as well as the center for business and trade. Jakarta has the country's top educational facilities and cultural organizations, and uniquely serves as the seat of national as well as regional government. These factors made Jakarta a melting pot of people from different regions across the country. According to the Indonesian Census (2009) today, there are almost 9 million people living in the area. Jakarta is also home to 11 national TV stations. In addition, there are about 42 commercial radio stations in this area. Jakarta stations often acquire about 60% of the national advertising budget every year.

This researcher contacted Jakarta respondents through e-mails and phone calls. Out of fifteen journalists, five people responded and were able to attend. However, there were no radio managers who responded to phone calls, text messages, e-mails or Facebook messages. Therefore, the researcher finally decided to cancel the plan for a focus group discussion with managers and only conducted one with journalists.

The focus group discussion was held in a small boutique café located in a quiet neighborhood in the southern part of Jakarta. The venue was selected due to the accessibility of its location and the cozy place along with good food selection it offered for the participants. The researcher provided food as an incentive. A separate room with its quiet atmosphere created the possibility for recording the discussion.

There were five journalists who came for the FGD; four males and one female. They had a minimum 10 years experience each working as radio journalists. Some of them started working as radio journalists in their home towns outside Jakarta before moving to Jakarta. While all of

them are still working in a radio-related job, only two are still working as radio journalists. Most participants started working in radio during the New Order Government. Only one started working in the late 1990s. Most of the participants knew each other, and some of them used to work together. However, none of them work at the same station now.

The fast pace of life in Jakarta also influenced the way people talked, which tended to be straight forward and to the point. This background influenced the flow of discussion. Sometimes the journalists went back and forth in comparing the training during the repressive government and the present conditions.

The discussion went well despite the delay of starting the discussion for about two hours since most participants were trapped in traffic jam due to heavy rains and a flooded city. When it finally started, there was no one who dominated the discussion. Because the participants knew each other very well, many times they referred to names, stories, and situations they all knew about and had experienced together. This researcher often had to ask for clarification in order to avoid any misunderstanding.

## **Jogjakarta**

Jogjakarta is located in Central Java and has about 4 million people. It is known as a special regional province because it is led by a sultan (king) who serves as a lifetime governor. Jogjakarta is also a hub for culture due to the kingdom, its palaces and numerous ancient temples in and around the city. It also has more than a dozen universities including the oldest university in Indonesia. Jogjakarta has national training facilities for both radio and television practitioners and has 28 private radio stations (personal communication with Masduki, December 12, 2008)

The researcher gave full authority to the local committee due to the good relationship between the researcher and one of the committee members who currently works as a communication professor and an author of some communication books. This FGD had the most systematic local committee. The researcher provided meals and covered transportation cost for each participant.

The discussion was held in a meeting room of the local committee's radio station. The station is located adjacent to a local graduate school. This station is also one of the most respectable stations, which is known as a campus station with its popularity in news programs and talented journalists who currently work in diverse media. Prior to the discussion, the committee prepared a large room that could seat more than 100 people and had equipment. This preparation was made to offer respect to both the researcher and the participants. Fortunately, the local committee agreed to change the venue to a smaller staff meeting room that was more conducive for recording purposes.

There were six managers and six journalists who came to the FGD. Two of the journalists were female, while the manager group was all males. Two of the journalists currently work for community radio while most of the managers have worked in radio more than three decades. Some of them were owners of their stations. The discussion was a bit difficult to manage. The journalists were so attached to their stations, and they were careful to answer questions. The researcher had to continue stimulating the discussion because they often talked about themselves rather than providing answers to questions. Similar occurrences happened among the managers. Among the managers, two of them never joined a training program from international media training organizations. Among the journalists, there were two who worked for the same station

but had never received training. This situation influenced the flow of discussion. One of the managers who never joined the training was actually an owner of one of the largest radio stations in Jogjakarta. His presence influenced the dynamic of the group discussion. Sometimes people seemed hesitant to talk and let him talk longer and spend more time due to their respect for him. This situation created a challenging atmosphere for this researcher as well.

Both FGD activities were conducted on the same day. The FGD with the managers was held after lunch while the journalists got their turn after a coffee break late in the afternoon. Refreshments were provided during the discussion. The researcher paid both transportation and meals for the participants. Each discussion lasted for approximately 90 minutes.

Compared to other research areas, the local Jogjakarta culture is more reserved. As a result, it affected how the managers communicated with each other. Instead of talking straight to the point, participants spent time discussing other material before making their point. Managers seemed hesitant to talk due to respect to the elderly. Many times, this researcher had to make a point every time each participant expressed an opinion in order to avoid mistakes.

Similar things happened with the journalists. They are so attached to their stations, and were careful to answer questions. The researcher had to continue stimulating the discussion because they mostly talked about themselves and did not respond to the questions.

## **Surabaya**

Surabaya is the second largest city in Indonesia and the capital of East Java. The city has about five million people, with two million in the surrounding metropolitan area. Surabaya is one of the busiest ports in the country with 42 private radio stations. Some of these stations belong to large network groups. (personal communication with Errol Jonathans, January 4' 2009)

The local committee worked at radio *Suara Surabaya*, one of the most popular news and talk radio stations in the country. They were responsible for selecting participants as well as hosting the FGD activities. Two journalists were assigned by their director to contact the potential participants. This assistance was necessary due to the researcher's time constraints and lack of contact information for potential participants. The researcher contacted the two assigned staff *from Suara Surabaya* and briefed them on criteria for selecting the FGD participants. As for managers, the researcher contacted them individually via e-mails, text messages and telephone because she knew most of the local owners and managers who used to attend management training.

The discussion was located at the station's meeting room, which was also used for training. The station was selected as the venue not only because the station manager offered his office for the discussion but also because the researcher knew the room would be an ideal place for this kind of meeting due to its easy access.

There were six journalists who came to this discussion; two women and four men. Most of them worked for a network station (Catholic station, news network, Business network). One of the participants who have been a journalist for fifteen years was more experienced than the others. Most of the participants started working as journalists when they were still in school. The researcher was very clear in the description of potential participant. However, it turned out that one of the journalist participants never joined international media training. The consequence was that it slowed the flow of discussion because the business journalist wanted to contribute to the discussion, and there was no way for the researcher to ignore his opinions as a courtesy to the local committee.

As for managers, there were four male managers who came to the FGD. Their attendance was also mainly to meet each other. They are managers and owners of radio stations in Surabaya and the surrounding areas. Most of them had participated in two to six training programs from international media training. Three of them had been active in radio since the early 1970s and became radio trainers in the early 1990s. Four of the managers were training participants as well as local and national trainers. Their role as trainers could not be avoided since Surabaya is the initial contributor of radio training in Indonesia and has the strongest programs.

Compared to Jogjakarta, Surabaya citizens are known for their openness in conversations. At points during the discussion, they argued with each other because their ideas were completely different. A few times, the participants commented about each other's responses, which alerted the researcher to manage it properly so she could ask all necessary questions rather than having a few people controlling the discussion.

## **Makassar**

Makassar is the capital city of South Sulawesi and the largest city on Sulawesi Island with about 1.8 million people. It is a primary port with regular domestic and international shipping connections. Makassar is also a major fishing center on the island of Sulawesi. The majority of residents are of the *Bugis* ethnicity. The busy city reflects the number of media outlets available. Today, there are about 28 radio stations in this city (personal communication, Taufiq Nahwi Rasul, December 26, 2009).

The preparation for this FGD was similar to the Surabaya FGD. For the same reason as the FGD activities in Surabaya, the local committee selected the journalists participants. With the

recommendation of the committee, the researcher contacted each of potential manager participants. However, due to the closeness to Christmas Day, many managers could not attend. There were only two managers and five journalists who came to the training.

As for journalists, all of them met the criteria. There were two female journalists and three male journalists. Most of them worked as radio journalists, but one of them recently moved to a Web company, working as a web journalist. Most of the participants have participated in more than 10 training workshops. Also, the majority of them have two jobs, working for a local radio station and serving as a correspondent for national or international network.

The discussion was held at a local seafood restaurant with a meeting room that met the researcher's request. A seafood restaurant was selected mainly because it had a separate room with a recording facility. Based on the committee's recommendation, the researcher only provided meals and refreshment for the participants and not the transportation cost.

The local culture is similar with Surabaya making it easier for the researcher to discuss questions with the participants. The researcher arrived in the city one day in advance so she could better plan and understand the city.

## **Palu**

Palu is the capital city of Central Sulawesi. The city is surrounded by both hills and sea and has a population of approximately 300,000 people. Compared to Makassar, Palu does not have a similar vibrant market. This is partly because of the location and minimum direct transportation to this city. Palu is located near areas where ethnic and religious conflicts happened in the late 1990s, creating an impression that the city did not give enough support for



businesses and is not a safe place to live. There are 12 radio stations, and most of them are independent (personal communication with Hary Azis 28 December, 2009)

The participant selection was similar with other cities, were local committees selected and contacted potential journalist participants, and the researcher contacted individual manager participants. Fortunately, all participants fit the criteria for the FGD since all of them had participated in international media training. Some had more training than others, depending on their stations' management decisions.

There were six participants among journalist participants; four males and two females with a minimum of three training experiences each. Some of the journalists had participated in more than 12 training programs that were held in the early 2000s. Most of them also had held two positions, including working at a local radio station and also serving as a contributor for other media, such as national TV, news networks and foreign news service.

The discussion was located in a meeting room at one of the radio stations in the region. Compared to the other FGD meeting locations, there is no such place in the city that is conducive for this meeting. The local station was selected because it is also a center for the local journalist association. Many participants said they wanted to have the FGD at this location due to a Bridge competition that they were involved in, and they would not have to worry about being late. The FGD was held one day after Christmas, and only two managers attended.

The discussions went well. The local culture is similar to Makassar, which made it easier for the researcher to discuss questions with the participant. The researcher arrived one day early, which helped her plan better and understand some of the problems the radio stations faced.

## *Survey Methods*

The survey method is useful because it reports each person's individual feelings, opinions, beliefs and perceptions. It assures that everyone is asked the same questions in the same way. In addition, it is easily pre-tested because it can be given to a large number of subjects at one time and can be distributed to subjects in multiple locations at one time via the Internet. If survey research is designed correctly, it may be less vulnerable to effects that threaten the validity of experiments, such as maturation, participant mortality and faulty equipment (Babbie, 2003).

This study used purposive sampling, which is often used when a researcher already has a target sample in mind for a particular study (Babbie, 2003). The target demographic was radio professionals who have participated in any media training held by international organizations. Earlier contact to training organizations had been made in order to ensure the accessibility to data of former training participants; however only VOA shared this information.

The subjects for this study were radio professionals from private radio stations in Indonesia. Most of participants were radio professionals who completed media training in Indonesia. They ranged from radio hosts—both music and talk show programs—reporters and managers. Due to the nature of radio stations in Indonesia, which vary by size and coverage areas, some stations do not have their own reporters but general employees who have different responsibilities ranging from hosting different programs, writing scripts, producing advertisements and marketing. This situation also applied to station managers. In smaller stations, managers were often owners of the stations and worked as host of programs, however, in larger stations or those located in larger markets, their work was more specific as managers.

There were 38 survey questions for journalists and 39 questions for managers. The questionnaire included both open-ended and close-ended questions. The order of questions in the questionnaires was essential because without the correct order, it may have created difficulty for respondents to answer. The questionnaire began with less threatening questions in order to attract respondents and make them feel comfortable completing the survey. For the purpose of maintaining their attention, the researcher separated demographic questions related to training first, while biological sex and age were included last. This design was purposely made so the researcher could obtain maximum responses from the survey in case the participants decided to stop before completing the survey. Some questions in this section, Section A, were related more to their past and current positions and the type of training workshops that they have attended in the past.

The survey questionnaire used in this study included both open-ended and close-ended questions (see Appendix 2). The closed-ended items used a multiple choice approach by adopting a 5-point Likert scale format, ranging from strongly disagree, disagree, no opinion, agree and strongly agree. This researcher used five factors in perceived innovation within DOI theory in the next few sections. Section A asked demographic questions. Section B (questions 12-13) was related to compatibility of the training; section C (questions 14-18 for journalists and 14-20 for managers) was related to ease of use; section D (questions 19-22 for journalists and 21-22 for managers) was related to trialability. Section E (questions 23-24 for journalists and 23-25 for managers) was related to observability. Section F (questions 25 for journalists and 26 for managers). Section G (questions 26-33 for journalists and 27-34 for managers) was related to relative advantage. The last part, section H, included a few open-ended questions that were

related to age, biological sex, and the number of journalists and total staff members at their stations. They also were asked to add their own comments at the end of the survey.

In the beginning, the questionnaire was written in English in order for committee members to review it and determine that it tested what it needed to test. After a few revisions, the researcher translated the survey questions into Indonesian—the language used by both the researcher and participants. The researcher tried to adjust the translation to the local context. She then sent it to five individuals with similar characteristics to the target participants; three radio journalists and two radio station managers. The researcher was aware there were differences in the meaning of some words in Indonesian languages in different local contexts. Most Indonesians speak Indonesian and their local languages. Sometimes certain words in Indonesian mean something different depending on the local culture. In addition, radio journalism training created new vocabularies. Because most trainers came from Western countries and spoke English, some of the English words were adopted but they mean different things, depending on their understanding of the training. These five survey reviewers helped proofread the survey to make sure that it was appropriate and met the standard use of Indonesian language. They also took a pre-test to check whether the questionnaire met the researcher's purpose. This process was necessary not only to check for the correct translation but also to find out how they felt about the survey. As a result of the pre-test, this researcher corrected not only the order of the questions but also the translation of some sentences in the survey. In addition, questions related to complexity were changed for ease of understanding.

The survey was self-administered and was available in print and online formats. A statistician from the University of Tennessee Statistic Consulting Center helped to create the

online survey. Respondents received a cover letter that indicated their consent for releasing the answers on the survey for research purposes. The online survey was made available through list serves that targeted radio professionals, or other network facilities, such as Facebook and organizational Websites. The printed version was distributed to both radio stations and journalism association offices in several cities. The list serves included the journalism group, Pantau Komunitas with about 2,500 members that consisted of print and radio journalists, praktisi radio (radio practitioners) with about 500 VOA member affiliates and about 200 members.

The mail survey was printed and distributed by the researcher's facilitator in Jakarta and distributed it to the researcher's contacts in 15 different cities. These were not the same cities the researcher visited during focus group discussion. Each survey package consisted of two copies of questionnaires for journalists and two copies of questionnaires for managers. The researcher also included a cover letter with instructions and a request to make more copies if there were more staff members at the stations who had participated in international media training. Return stamps and envelopes were also included in each questionnaire package. In addition, separate survey packages were sent to local journalism associations and made available for radio journalists or members of the journalist associations in the areas.

The survey was distributed to both reporters and managers, so the researcher could compare the results from both groups. In order to obtain a maximum response rate, the survey was distributed by mail and e-mails. Due to the extra cost and a long survey, it was not distributed through text messages even though this communication tool has been one of the most popular communication research devices in Indonesia.

However, most of the printed surveys did not arrive before the focus group discussion started. As a result, the researcher called the main local contacts as well as radio stations in each city where printed surveys had been sent. Originally, the printed survey was distributed a few weeks before the focus group so that the researcher could use the focus group as a follow up questions that was not clarified in the survey. However, due to slow responses, the researcher finally concentrated on preparing FGD activities and did not base her discussion guides solely on the survey responses.

The researcher asked FGD participants to fill out the survey prior to the FGD activities. The researcher sent e-mails to FGD participants a few days before the discussion day as a part of an introduction and to provide an explanation about the discussion procedure. The researcher asked each of the potential participants to complete the attached survey and bring it to the FGD activities.

Overall, the researcher only received 78 questionnaire responses; 5 of them based on e-mail responses; 43 based on FGD attendees, 4 through Facebook and the rest were from online surveys. The researcher assumed that one of the reasons of the low response rate was that Indonesians are not accustomed to completing print or online surveys, compared to developed nations such as the U.S. or the U.K. This researcher also assumed that the low internet penetration and bad internet connection were the main obstacles for the small number of online surveys. About 150 people attempted to complete the online survey, and only 37 of them completed it. About 100 printed surveys were sent, and 41 respondents completed it. Overall, the response rate was relatively low at a combined 25% for both printed and online surveys.

## **Data Analysis; Analysis and Evaluative Criteria**

### ***Focus group***

Analysis of the focus group discussions occurred throughout the period of data collection. This is possible due to the nature of qualitative research. The focus group data were analyzed by analytic induction, which consists of scanning the transcripts line-by-line for themes and categories, developing a working schema from examination of initial cases, then modifying and refining it on the basis of subsequent cases (Goetz & LeCompte, 1984).

Trustworthiness of the analysis is the primary measure of the research procedure (Lincoln & Guba, 1994). To enhance trustworthiness, the analysis included participants' words and descriptions. These actual words are the primary evidence the reader uses to assess the validity of the study and gives the reader a basis for accepting, rejecting, or modifying an investigator's conclusion (Goetz & LeCompte, 1984).

### ***Survey***

The survey was made available in printed and online formats. Once it was completed, the researcher used SPSS statistical software to run descriptive statistics and determine percentages for each item in comparison with others. Descriptive statistics were used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures (Babbie, 2003).

## Chapter 4 Results

This chapter provides results for two information gathering techniques: survey research and focus group research. The combination of survey and focus group methods was selected in order to gain a broader understanding of the impact and effectiveness of international media training on radio professionals in Indonesia. Surveys were used as an extension of focus group discussions in order to capture information that was not clear in the focus groups. In addition, it was helpful to compare consistencies in answers. The following findings are presented in three different parts. The first part includes the results of focus group discussions and surveys of radio journalists. The second part includes the results of focus group discussions and surveys of radio station managers. The third part includes a summary of comparisons among radio journalists and managers.

The focus group discussions were held in five different cities in Indonesia; Jakarta, Jogjakarta, Surabaya, Makassar and Palu. The first three cities are located in major markets, and the last two are located in smaller markets. Among the five cities, Jakarta and Surabaya are considered large metropolitan cities, and the others are in small regional locations. The size of stations in these areas tends to be larger than stations in other regions.

A total of 43 participants participated in FGD. Thirteen were managers and 30 were journalists (Table 1). Most of the participants were recruited for this study through personal contacts and references from training organizations. Some of the participants had worked



together in the past while others had moved to other stations or other media such as television or online media since the last training they attended.

The discussions lasted around 90 minutes in each location. This researcher acted as moderator in each FGD. A discussion guide was prepared ahead of time based on informal discussions with local journalists or managers prior to FGDs. Some of the questions asked were quite broad to allow probing based on the participants’ responses.

This researcher used different approaches depending on the group and the areas where the participants worked. Local cultures and social context were taken into consideration when the researcher moderated the discussion in order to understand everyone’s responses and obtain the maximum results from the challenging group dynamics. Some of the discussions started by the researcher asking about the impact of training, and other times it began as a discussion about issues in training, depending on small talk that preceded the discussion. This approach served the purpose of maintaining participants’ interest and helped attain maximum results from the discussion.

During the discussion, most participants brought up issues related to what happened during the training session because it was related to their decision in adopting training materials in their work. The researcher prepared a discussion guide, however, in some cases the

**Table 1 Participant Profile**

<b>Number</b>	<b>Background</b>	<b>Average Years of Experience</b>	<b>Biological Sex</b>
13	Managers	30 years	All males
30	Journalists	14 years	8 females and 28 males

participants brought new topics which were not asked or as an extension of other participants' opinions. The following findings are divided into two groups; journalists and managers.

## **Radio journalists**

### ***Focus group discussion result***

There were thirty journalists who came to the FGD. Each group consisted of five to six participants. The journalists worked mainly at radio stations, but many of them have other jobs as well. The average length of experience was fourteen years. Those who had worked for more than 10 years said they used to work mainly as radio hosts before their stations started producing local news.

Most of the participants said they had attended more than three training workshops from international training organizations. In Makassar and Palu, the number of training sessions that each participant had participated was more than a dozen.

Three topics came up in every discussion; participant selection, challenges in adoption and the sharing process after the training. Other topics came up in some areas but not in others due to various reasons, such as the number of training programs that journalists had participated in, the popularity of news programs, and the size of their stations. The following is an explanation of the results based on questions prepared in advanced in the discussion guide.

Many journalists described two kinds of training: skill training and thematic training. Skills training included writing, interviewing, news gathering, producing, reporting news stories and sometimes doing research for news sources online, while thematic training was often based on themes represented by training organizers. One of the most popular skills training was basic

journalism training. A participant from Jogjakarta summarized what other people in the group said. “Basic journalism training related to what we do in our works, you know like field work, news gathering, interview techniques or using recording equipment and of course things related to writing.”

In fact, most participants said that they had attended basic journalism training. The main distinction between basic journalism and other types of training was that the participants gathered news in the field and produced news stories with equipment provided by the training organizers. In a few cases, trainers assisted the journalists with field work exercises and production. The participants said this approach introduced them to new ideas, skills and techniques on radio journalism.

As for thematic training, the selected theme often depended on where the participants lived and issues that were popular in their regions at the time the training was offered. In Palu, for example, most radio journalists had received conflict and peace reporting training due to the proximity to the ethnic and religious conflict site in Poso, while the Jakarta and Surabaya journalists received more advanced journalism training such as investigative journalism or environmental reporting. Some themes included bird flu reporting, conflict reporting and election reporting. Most thematic training had some elements of skills training too. When the participants were asked whether those training programs were related to their work, most said yes, and they also said the skills taught in the training were not only related to their work but also supported what they had previously done. However, they had different opinions about thematic training. Journalists from Makassar and *Palu* who participated in conflict and peace reporting described thematic training:

We have trainers from different countries, not only U.S. and U.K. but also German and French. The main problem is that when they taught conflict, they used cases that happened in Europe. Of course, it is so different from here, because we have different media system and regulation. So, when it comes to their suggestion on the best way for journalists to report conflict stories, we think that it won't be the case here.

## **Trainers**

Another topic that journalists often commented on was foreign trainers. Since international media training was introduced, most of the recruited trainers came from different countries. They were either working journalists or professors in media in their home countries or in international settings. The participants said that most of the recruited foreign trainers were great reporters. Their background generally influenced what material they shared and how they shared it with the participants. The participants said that the use of foreign trainers affected the materials of training. Trainers introduced a range of radio broadcasting skills and knowledge that these journalists had never heard before. A reporter from Jogjakarta, who currently works as both station manager and journalism professor, seemed to capture the majority opinion about foreign trainers:

I see that different culture that the trainers bring is interesting to know. For example, things related to deadlines. During training, we thought we didn't have to finish the assignment. But it turned out that we had to finish it in a very limited time. Once I joined three day-training. First day was for material, second day we covered a story and finished the production on the third day. That tight deadline made us understand how foreign reporters work. So, they taught us not only training material but also journalism culture. I think this is important.

Only one participant from Surabaya had a different opinion than the rest of the group:

To be honest, I don't see any differences between international training organizations or international media trainers with Indonesian trainers and local training organization. I agree, in the beginning, we gained a lot of information about how they work as a journalist, we heard their experience and we learn basic journalism. But over the years as

we joined more training, I don't think it's effective anymore because many times we learn and heard the same thing. There's nothing new. For example, I joined training from FNS then with the BBC. Actually it has a different theme, the BBC chose conflict, but there was so much repetition.

When the journalists were asked why there was a different opinion about trainers, the participants related it to their work experience in adopting training material. They said that each trainer brought examples from their home countries, which were different from other trainers with whom they had training from before. Some of these materials were not related at all to the Indonesian context. Different trainers, different approaches, and different examples of material made some journalists confused about what and how they should apply the training in their daily work. In the end, trainees learned to understand the trainers and their origin in order to understand the lesson shared during the training. A journalist from Jogjakarta described how the trainers' origins and cultural backgrounds affected how he grasped information from the training.

Once, we have trainers from Germany. Some of his materials and examples were drawn from his experiences in his country and Australia. You see, our audience that we serve have different social condition. People in those countries might speak right to the point but our people love beating around the bush. I admit the training material is very good, but we need to consider it based on the society that we serve.

Journalists said most of the trainers used sophisticated gadgets and technology that the participants did not have during the training. However, since most of the journalists in the early days of training had no equipment experience or understanding of radio journalism, they found some difficulty in understanding the material. Most said that this was not because the trainers did not adequately prepare but because they did not have enough information about the local situation. Many journalists said they wished trainers knew and understood the general picture of local journalism conditions and the local culture prior to the training. A Jakarta participant said:

We wanted people who understand and have experience in the local situation. If there are people who used to work for the BBC and understood local situation, and speak the language, that's even better, because we don't want to waste time with the translation.

### **Local trainers**

Even though most journalists were in favor of foreign trainers, they also said that having local trainers would make the training more effective because of the language issue. Another alternative would be foreign trainers who can speak and understand the local language. This idea was especially prominent among journalists from Jakarta. One journalist represented this group in what seemed to be in agreement among the participants.

We wanted people who understand and have experience in the local situation. If there are people who used to work for the BBC and understood local situation, and speak the language, that's even better, because we don't want to waste time with the translation.

Apparently, all of the participants from Jakarta have worked as a local trainer. Prior to this job, they worked as an assistant trainer, helping the local participants understand the concepts.

Journalists from other areas had similar ideas about local trainers, however, they had a suggestion about finding foreign trainers who can speak the local language and understand the local condition.

### **Interpreters**

In most international media training programs, trainers were assisted by local interpreters. All journalists said that language differences often became a stumbling block to understanding the training materials. Foreign trainers were assisted by interpreters in delivering materials and in discussions with participants. Most journalists said that good translation played a major role in the training's success. However, others said that some of the recruited translators had no

background in media and this lack of knowledge negatively influenced the training program.

Those journalists who could not speak English complained the translation slowed the training process, while those who understood English complained the translation was sometimes wrong.

I feel that translation made the training tedious because they need to repeat the material through translation from English to Indonesia and vice versa. It made it long and sometimes not focused. There are times when we didn't finish the material of the day but we needed to finish it anyway because we run out of time.

This situation was worse in regional areas, such as Palu and Makassar where there were only limited professional interpreters with media experience and English proficiency.

It was really uneasy situation when we're in the training and we had interpreters who even did not want to say exactly what the trainers said. Usually it relates to various reasons, maybe they didn't really understand the material or maybe they were afraid to say it. You know, foreign trainers speak their minds while there were so many restrictions here in the past, it would invite a hot debate so he (the translator) hides something.

The journalists reported that it was difficult to find foreign trainers who could speak the local language. Those who understood the local conditions would have been another good option. A journalist from Palu described one case of how different social settings influenced the treatment of journalists.

Most of the things that the trainers taught are based on international standard. However, there are some things that don't work here. For example, embedded journalist, you know, journalists can be inclusive within military, especially if they wanted to cover conflict. But it won't work here. Other example is they advised us to wear bullet proof vest, or any vest with a huge word "press" on it. People here didn't care because they targeted civilians as well.

## **Participant selection**

One of the recurring complaints that emerged in all FGD groups was participant selection. Many journalists described several different methods for selecting participants for

training programs. They said it generally started with an invitation from the training organizers, indicating to station managers the name of the training and target participants. Many times, the organizers let managers decide who they would choose to represent the station. A participant from Jogjakarta, who currently works as a news director, said that equal opportunity for all staff members was one of the criteria used to choose their representative.

We tried to give a chance to everybody, so everybody should have equal opportunity. The second consideration is time shift. Because there are only a few of us in the station, so we need to consider this factor to make sure our station run as usual while one of us joined training.

Journalists from Jakarta criticized this method of selecting participants because it allowed people without a journalism background to attend training. They said that many times these participants did not fit in with the other training participants who were journalists. They were sometimes sales people or administrative staff who saw training as an opportunity to visit a large city where the training was often conducted.

However, in other areas, managers used different approaches in selecting their staff members for training. The Palu journalists said image was one consideration for selecting staff for training. They said their managers wanted to improve the image of their station in the opinions of other participants who came from stations across the country.

I saw and heard what they (managers) said, “See, my staff is very smart in the training and he asked a lot of questions,” you know, it must be because they think of prestige of our station when they sent us.

Some journalists believed this was one of the reasons why stations in this area tended to send the same people with the assumption that they could follow the discussion during the training.

Most journalists agreed that training participants should be appropriate for the training. They expressed their wish for training organizations to do a better job of selecting training



participants. One participant in Jakarta, who used to work as a radio journalist and then moved to a training organization, described how one training organization selected training participants.

Actually, they (training organizations) just use a quota system. If they target 10 people and got 10, they're happy.

When asked what they referred to as quota system, the journalists said that funding agencies largely depended on their agenda rather than meeting the local needs. By agenda, they meant the number of training programs a year rather than the individual improvements among radio professionals.

In addition, many journalists said that there was a tendency for funding agencies to include participants from diverse background and regions, just so they could indicate to the funding agencies that they covered the whole country. However, there was often a large social gap among regions, which reflected their stations as well as radio professionals who worked there. A Jakarta participant, who used to work for a regional station, described how participant selection mattered.

Most of the training materials are great, but there are too much differences among the participants so it was hard for participants to even connect and understand each other. You know, some participants work in big cities, others were from regions. You see, staff who work at provincial levels and regional stations, of course, they have different human resources which was often indicated by their use of technology and other resources. Also, if we talk about news, those who work in big city stations were serious in news programs while others were mainly copy cats. I'm sure trainers tried so hard to fulfill everybody's demands. The existence of those participants was just to fill the spots without necessarily contribute to anything to the training or their stations.

Jogjakarta journalists had different ideas about why they objected to combining people from diverse backgrounds, including geographical backgrounds. Indonesia is country with more than 1,000 local languages, and even though Bahasa Indonesia has been used as a lingua franca

and national language, most people across the country mixed it with their local language in everyday use.

We have problems understanding participants from different regions. It's really a challenge. I'm not talking about English but Indonesian language that should connect us among participants. You know, in training, we have people from Sumatera, Kalimantan and even Papua. Even, our Indonesian language was not effective because we all use local terms as well.

Journalists said they would have expected the training to be planned and managed like a systematic school with consideration not only for the level of participants but also the social conditions of the stations they represented. A Jakarta journalist, who currently works as a local trainer, suggested selecting participants with similar backgrounds.

The ideal would be that there should be grade. You know, people should be classified. They should be put into training that matched their background.

Due to many training programs and a relatively small number of radio journalists in certain areas, many participants received training up to a dozen times. This may have affected dynamics and the effectiveness of training. Even though journalists appreciated training when they participated in it the first time, their views changed over time after participating in more than a dozen workshops. Journalists from Makassar and Surabaya seemed to agree about the negative impact of frequent training. A Makassar journalist said the flow of discussions during the training made him feel suspicious.

I think they made use of us. This is just my opinion because the way they brought up an issue, which was actually a small issue, and they made it in such a way by asking more and more questions to us, so finally the topic seemed a serious one. The first few training were great. I learned so much. But until recently, I'm sorry to say, there is always be a mission behind certain trainings. I mean they carry certain mission. For example, the environmental training that I participated, it was ok in the beginning, but it turned out that

they invited somebody from ministry of environment. See... they carry a mission, they have their own mission.

A Surabaya journalist said his frequent participation influenced how he felt about overall training projects. He said,

It was effective, but now is like a ritual, something routine, nothing special, it has lost its direction. There're too many hidden agenda, too many projects, I feel like I wanted to vomit.

Apparently those who were suspicious toward thematic training received training at least five times. Journalists in two cities, Makasar and Surabaya, attended more than 10 training programs each and found nothing new in their training. Their main argument was that similar training had been held a number of times and those organizers chose their own themes with no room for negotiation and needs assessment. Needs assessment refers to assessing the internal and external situations that radio stations face such as programming and financial situations. A journalist from Makassar said,

There's nothing new from the training. I get that from previous training. The worst thing is the fact that the attendees are not supposed to be there. They are managers, so they already knew the material.

A participant from Surabaya who attended more than five training programs said:

Nowadays we have some suspicion in terms of these training. If it's skill training, it's good, we can apply it. But thematic training, we feel that it's related to international agenda, you know, because of funding. It's not necessarily something that we can apply here. It seems like something that they pushed it to happen, you know. Things like bird flu.

Other participants from Palu defended their presence in trainings. One journalist participant who also worked in management and often attended journalism training said:

Actually I came there to check whether there's something new. Besides, you know I share my knowledge from other training to other participants. So, it supported transfer of knowledge among participants. They shared what work in their place and I share my experience. We discussed this outside the training. So, this experience really insightful for me, as for training material, yeah.. I know it all.

## **Content**

Participants had different ideas about what they learned most from the training programs, depending on their interest and their job at the time they joined the training. Most people mentioned writing, and others mentioned editing and production, especially feature production.

A Surabaya journalist said:

You know at that time, what we did mainly is on the field, do live report, sometimes with insert other times, is without. When they introduced me a new skill in feature production, I finally knew the power of feature especially in building ambiance, which is in line with the strength of radio as a medium that can touch an imagination and feeling. When we're told how to produce feature, for example something serious that happened, we can human interests stories from it.

A journalist from Makassar agreed:

I remember most of the skill training, from field report, choose a story angle, field work, writing a script. And of course we'll remember this if we talk about radio, one sentence for one idea. We have to select a word properly, better simple and meaningful rather than rambling around.

There were only a few journalists who commented on other topics:

For me is the concept of balance. One more thing is related to tips or trick. That it is better to present the right information not the fast one. Better right than fast. I guess, I can't say much about skill. Maybe because I used it every day, so it becomes usual.

Prior to their first training experience, many of the journalists admitted they followed the way print and TV journalists did their work—not only in how they wrote their stories but also

presented them. A journalist from Jogjakarta said training shaped his new understanding of radio:

I used to have a partial understanding on news in radio or radio journalism. Maybe it's because I used to work for campus media. I mean I follow different version. I thought the right way was the style shown by RRI (state radio) until the BBC gave us training. So I started comparing different products. As I learned and joined more training, I finally knew that basically radio journalism is different from print journalism.

One thing that seemed to be a consensus among radio journalists was they learned more about writing, which they recalled in different terms such as the KISS concept, which stands for "Keep it Short and Simple" and writing for the ear. A Jakarta journalist, who claimed to spend a lot of time every time he conducted an interview, described how training helped make his work more effective.

I learned to look for an answer because the answer does not necessarily become a good sound bite. So, what I did was when I interview and I heard a good sound bite, I might repeat or paraphrase it. Because a good sound bite will help me think of an angle of my story. That's what I did and what I shared with other participants as well.

## **Adoption**

Most journalists said they had every intention to adopt the training material as soon as they finished the training. Because they did not have an educational background in communication or journalism, they were excited to learn something new. A Makassar journalist distinguished thematic training and skills training.

We used the training material in our work because many of the materials are relevant and help us in our work as journalists. As for thematic training, it takes time. It all depends. If the theme is related to the current issues, of course we're interested to cover it. We have to admit, we're so passionate at least after a week of training, but after that it all depends on the situation.

Two of the most popular skills for journalists to adopt were writing and editing with Cool Edit Pro software, allowing the use of multi-track editing. Prior to training, many radio stations, especially those located outside Java, used manual editing. The journalists began to use computers only in 2002.

Most participants said they chose to adopt new practices in their daily work, depending on their responsibilities. They said they applied the training in their work gradually as long as it did not create a major change. They took a personal and individual approach in incorporating new skills in their work rather than creating new programs. For example, those who worked as hosts said they adopted writing and interviewing skills in their work. They said that in the beginning they did it to prove to themselves and to their colleagues that they could do it.

Most journalists said that some of them had opportunities to create changes by creating new programs. A Jogjakarta journalist realized that he could not make a major change because of office policy, so he adopted training materials differently.

I think what matters is that we do something with the training material, even if it's small and adapted to our station's format. We did drastic change once or twice in terms of style and content. But overall, what we do till today is trying to present the same news stories that other stations have with different presentation style. Sometimes we try to find fresh news, other times we used the one we had but looked for the in depth version.

A Jakarta journalist who worked for a station in Jogjakarta described how he adopted training materials gradually into his work.

I do believe that change is a process. As you know there were so many training programs here. So, what I did was try to compile it in such a way, which I name it as news- radio version. I didn't make any change (after training) because the theories were not applicable, maybe because the trainers are foreigners. For example, they told us that we should read the news like telling a story. It's difficult, you know. It sounds easy for them (the trainers) maybe because we tend to follow TV hosts.

Some participants adopted changes in the way they created news bulletins. This opportunity happened after in-house training, in which trainers came and trained new staff members in one station for about a week. Within this time, the trainers often had possibilities to talk with managers and other staff to help explain the benefit of new programs. A few participants in Palu said they produced news bulletins for about six months before completely stopping.

## **Diffusion**

Apart from gaining new materials from training, most of the participants were expected to do something. Depending on where they worked and what their jobs were at the time, the participants indicated what they did after training. Some of them said they had to share the material through short presentation to their colleagues, along with the results of their co-production during training. Others said they did not have to do anything.

There were many different opinions expressed about sharing information with colleagues after the training. Some journalists said they had to share training materials as soon as they arrived back at their stations. Some made one to two hour presentations to their colleagues. Others had to apply the training material to work, and then present examples to their colleagues. Only Jogjakarta journalists said that they did not share any of their training with their colleagues because there were no opportunities provided by their managers. They said their stations' formats offered news programs. A Jogjakarta journalist explained why he did not share training materials and did not apply it his job.

No, they didn't provide a space to share. Besides, you know that at that time most stations were not serious with their news and journalism work. So most of us who came to the training was sent for the sake of ourselves and not represent our institution.

A few participants in Jakarta, who were working as local trainers, said that diffusion of training information was still limited. They have seen some improvements in radio journalism in regards to some techniques but not in other areas.

What I've seen really developed is the ability to use cool edit Pro. They're really good. It really made differences. In terms of writing, it's good, it's improving. But in other skills, no... it's still bad. You know why? Because there's no knowledge transfer. Those who joined training did not share information to their colleagues. So I have to say that journalism in Indonesia is still stuck and about news program, I think most people still think that news does not generate money, so they don't that care to apply training into their work.

### **Obstacles to adoption**

Even though most of the journalists said they planned to adopt training materials in their work, some found a few conditions that were stumbling blocks. The first obstacle was related to the training materials.

Most of the things that I learned from the training were ideal. But when we tried to adopt and adapt it to our work, it didn't work. Part of the reasons was that content of the training was based on their (trainer or organizers) point of view.

Some journalists said that thematic training was more challenging to apply. A journalist from Palu, who had many assignments to cover stories in conflict areas in Poso, described his experience when he adopted new skills:

I joined peace journalism training and there were a few things that I could not apply. I was told that when we go to a conflict area, we need to be in a certain place, I couldn't do that, it's too difficult. I was hit many times, by stones or any other things. You know, there's nothing safe. So I guess, whatever they (trainers) said worked in their home country do not necessarily work here in Indonesia. For example, people or police here treat journalists differently from those in the U.S. or other countries.



Second, journalism training was held far before management-related training and that created a knowledge gap between journalists and their managers. During journalism training, journalists said that trainers emphasized objective reporting, while managers were trained in profit making with no real connection to news programming. Most journalists in Palu said the knowledge gap between journalists and managers was great.

When we received the training, we didn't talk about business. We're told that we should be independent and that media should be independent. This is hard because when we talk about business in media, they consider everything that can bring profit. They're (managers) more interested in programs that can generate audience. I believe this consideration happened in all media.

Most journalists expressed similar ideas. They were aware that managers and journalists had their own goals in training but they said they wished training organizers would have created more awareness of the importance of news programs. In addition, they said that both management and journalists should be integrated into training programs. The Jakarta and Palu journalists agreed that journalism and management training should have been integrated. A Jakarta journalist agreed.

Journalism training should discuss how to create good news program that generate money. If print and TV can sell news program why can't radio do the same thing? I know that radio in Jakarta can do this but what about stations in the regions?

However, a Palu journalist said that integrated training should give managers journalism training as well.

I think it's ironic if new reporters had to join basic journalism. I believe we need to change it, a station manager needs to take it. They need to know everything in the station, including news programs. We have a problem here, most of our managers knew news through learning by doing. We, the staff, learned from the expert, something that were totally new. They learned the 80s style of journalism, we learned the 2000s . This is really a problem because it created a communication problem among us. Of course they

never admitted that they don't understand but clearly their understanding to news are totally different than us.

Journalists in Palu and Jogjakarta agreed. While Jogjakarta journalists said they understood why management had reasons for not forcing their ideas to create changes, the Palu journalists complained that management should be more flexible.

It's all because of company policy. Many times we found ourselves conflicting with the policy of our stations. Training materials, if it's contradictory with the company's policy, of course we can't do it. I do believe that trainings create better quality journalists but it doesn't have good correlation with media development in Indonesia because we tend to see the media, not individuals, once we indicate media development. We've seen more and more great reporters but as for institution, they're stagnant.

Another strong reason was the belief that news does not sell. One of the journalists in Jakarta agreed.

Many former trainees often complained that their knowledge is gone because they didn't have a chance to apply it. This is mainly because they didn't get support from their managers. This is because their managers believed that they can earn money with the minimum effort rather than spending money for feature production. It's true.

Many stations broadcasted news in the early days of reform with a format based on their segmentation and positioning. However, stations could not report their news stories due to ownership of the station. A journalist from Palu whose director was involved in local business and politics said:

There are a few owners who involve in politics. So, we can't report objectively because it might be counterproductive with our owners. There was a time when I wanted to report a corruption issue, I really want to report it because the public has the right to know but I couldn't because my station owner asked me not to.

## **Benefits of training**

Most journalists agreed that media training taught them how to do their jobs better. In some cases, training made their work more effective and efficient. In addition, it made the journalists more creative. A Jakarta journalist, who worked for a large network station, described how training changed his work behavior.

It changed gradually through a process. What I experienced was that our work became effective. In the past, we might finish our work late at night. This is not only me, but also others. I was a reporter when I joined the training. My editor did the same thing. So it was great. You know, most of our programs are pre-recorded. So, we make sure we finalize our programs a night before. We used to finish our work at 11pm, but then we could finish it even at 9pm.

A Jakarta journalist described his experience applying the training materials in his work.

I understood what it means by news is story telling. I tried it in my news room as well. You know, most of the time, after a press conference, So, I tried once, made a better plan and made my report into a story. Then I asked people around the office such as drivers and janitors, they said that the reports seemed better. They didn't specify what aspect. I guess maybe it made the news story nice to hear and easier to understand.

## **Changes in radio due to training**

Most journalists seemed to believe that international media training has played a major role in developing radio professionals in Indonesia. However, some had different opinions about the effectiveness of the training. Part of this could be related to where they were from and where they worked. Those who lived in large cities tended to be more critical than others. A journalist from Jogjakarta described how radio journalists worked in the past compared to now.

I believe that the last 10 years helped dictate who we are as radio journalists. Training and equipment grants helped increase the image of radio journalists. And I believe it created an impact to journalism in general. In the past, we reported what was written in

the newspaper while today the print media quoted us on their paper. It also happened in other cities.

A Jakarta journalist described his experience working as radio journalist in the early 1990s before radio news was popular in Indonesia.

Many journalists from other media used to look down on me because they relate radio mainly in music. Today, they saw us the same level as journalists from other media. But if we're talking about quality, I don't think we've produced good quality news reports that fit with radio style. It's true, we won in terms of immediacy, that's our strength.

One of the participants from Yogyakarta who has been in radio for more than two decades said:

I think it's a bit difficult to say whether training created an impact to radio journalists. But if we see the last 10 years, we have to admit that we had one step ahead from the previous decades. I think it is related to how I see what we're supposed to be. I wish we could be a watchdog for local government administration. We should keep the local voice.

Many journalists said that most journalism trainers emphasized the importance of local news at radio stations. However, despite the high interest in local news programs, its existence has decreased in Indonesia during the last few years. One participant said the decreasing local news at radio stations is due to the different perception of news among radio professionals. The emergence of international broadcasters and the increasing number of network stations has affected local news. Also, the government introduced a local autonomy law in 2000 that supports the journalists to think that way. Other participants who lived outside the main island of Java made similar comments. A participant from Palu described what regional journalists gained from international media training.

Training from international training organizations changed local journalists to be international journalists. I saw this especially from my colleagues who work here in Palu and Poso. Most of us joined training more than three times. I do believe we can work

everywhere if we have to report a story. I feel there is no more distinction between radio journalists from Palu and Jakarta or Surabaya. We're ready to cover everywhere, including Jakarta.

Makassar journalists said there were benefits of international media training.

I value the networking. International training often combine and mix journalists from different regions across the country. After the training, we shared information and it made us more confident to work as journalists.

However, they said that training did not do much in terms of developing radio stations in Indonesia. Some participants blamed that on the lack of structure in training. A journalist from Jogjakarta said:

I think it all related to the fact that there's never been any needs assessment prior to training. Training organizations often prepared their projects without asking people like us. They might ask their local partners they should at least asked our manager, so that they knew what kind of training we needed. Unlike our experience, the organizations decided the topic. I bet they might want to hold training because of diplomacy and efficient to do it that way.

Jakarta journalists blamed social factors.

There has been a different perception on what it means by news radio. Some people define it "broadcasting news", others referred it as "producing news". Those who defined as "broadcasting news" believe that transmitting programs from VOA, BBC, and others are the same thing and it made their stations called news radio.

The 2002 broadcasting law allowed international news agencies to partner with local stations and their news affiliates became one motivating factor for the popularity of these news programs in stations across the country.

There's one thing that I need to add in regards to the influence of owner. As others said, many times owners said "why should we bother having news room, because it needs more money, we need to hire reporters, and other necessary equipment". So what they did was that they welcomed programs from VOA, BBC, ABC, DW, 68H and others and put their transmitters in their studios. This is neglecting local issues. I believe that network station is bad for local radio.

Most journalists said they thought this development was mainly due to low revenue. Others said that it was because training offered other assistance including equipment grants with less commitment from managers. A Jakarta participant said he thought some radio managers were not committed.

It's true we need to find radio owners who're committed. Sure, it takes time to make money for news. Some stations only tried two years and gave up. We need to find these people and we can do that through assessment. We really need to know this because as you know, many owners tended to say, "Yes, yes, yes" just because they want to have free equipment but actually they don't have even have the heart for news.

A journalist in Surabaya whose station was a pioneer in news and talk said there is a symbiotic relationship between radio and society.

You know in the past, people were afraid to talk so, we, the media were expected to be in the front line to encourage them to talk and speak their minds. But now, everybody talk openly, so we need a new input on how we can approach this situation. I wish that international organization saw this opportunity to find new ideas and give us a new inspiration on how to work in this environment. In the past, people were so afraid even to whisper but now most people dare to scream, so we need a new approach.

Overall, the journalists in all cities said the outcome and the impact of training would have been more visible if training organizations had anticipated the problems. They said that changing the tradition of training management would be good if there is an opportunity for sustainability of the training in the future. A Surabaya journalist who worked for a news station said:

I think this is a high time to change the system. So far, it's always be a top down approach. They told us the theme of the training, for example; out of the blue, they contacted us and offered training on media in the third world countries. You know, we can't explore differently in such a broad topic. I wished we can initiate certain topic that we need but still related to the theme.

### *Survey results*

44 journalists responded to the survey; 68% were male (n= 30), and 32% (n=14) were female. Of the 44 respondents, 30 of them were participants in FGD. In the age category, 27% respondents reported their age was between 25-30, and twenty six (59%) people reported their age was between 31-40.

Most of the journalists reported they had been working as journalists from only a few months to thirteen years. Out of 44 participants, 32 % were no longer working in the same job they had when they joined training. Some have other jobs such as a national correspondent, media consultant and trainer or lecturer at local universities while the others worked in other positions in the same station such as a program director, news director or producer. Survey respondents reported they worked in eleven different cities in Indonesia. Some of them (66%) were located in larger cities, and others (34%) worked in smaller markets such as Banda Aceh, Kendari, Kediri and Malang. The number of staff members at the stations ranged from 5 to 125.

Most participants reported they have attended more than one training session. They reported that nearly 75% attended fewer than four times while the rest (25%) participated up to 10 times. Many of them reported that they have attended Basic journalism training. Those who answered “other” training indicated the training included election and gender reporting, ethnic and human rights issues, health journalism, web journalism, investigative reporting, corruption reporting and Training of Trainers (TOT) (see table 4 – 50 in Appendix D ).

In addition, some of them indicated they had attended management-related training including sales and marketing. Survey respondents said they received training from diverse international media training organizations (see table 5).

Most participants attended their last journalism training in the 2000s. Only two people reported they joined their most recent training at the end of the 1990s. The reasons they attended varied. Most said they wanted to learn new skills (see table 6).

### **Compatibility**

When they were asked whether training was related to their existing practice, most participants (91%) agreed that training was related and supported what they had done in their jobs (see table 7-8).

### **Ease of understanding**

In terms of understanding the training, 96% of the journalists said the training was easy to understand (see table 9). The journalists also specified which materials were easy to understand, and 89% (n=39) said that writing and editing were easier to understand compared to other training materials (see table 10-11). Training in news presenting is slightly lower; 88% (n=39) said that training in news presenting was easy to understand (see table 12). Similar things occurred in news gathering; 86% supported the statement (see table 13).



## **Observability**

In this group of questions, the participants were asked what motivated them to try training materials in their work. About 81% of the participants said they were inspired to apply training in their work after observing individual exercises as well as group work during the training (see table 15). However, when they were asked whether their reasons to adopt materials emerged after they saw the success of other former trainees in their work, only 32% (n=14) said that was the reason they applied training material after they have seen other participants' success in their work (table 16).

## **Trialability**

The next group of questions was related to trialability, whether the participants tried to apply the materials in their work. About 89% said they tried to apply training materials in their work (see table 18).

When they were asked which skills were the easiest to apply, 89% said writing, editing and news presenting techniques were easy to apply (see table 19-21).

In terms of news gathering, 86% said the techniques were easy to apply (see table 22). Internet research and news reporting received similar responses, 82% said these skills were easy to apply (see table 23-24).

## **Relative advantage**

The participants responded differently on what aspect of training attracted them to training the most. About 82% (n=36) said that training offered new skills for them (see table 25). What is interesting was the diverse opinions on questions about whether the new knowledge and skills offered increased skills to improve their work. The answers spanned from strongly agree to strongly disagree. About 90% said the training indeed offered better skills, while others were separated between no opinions, disagree and strongly disagree (see table 26). When they were asked whether they felt they had improved their skills after participating in training, 89% (n=38) said that training helped developed their skills (see table 27).

A high percentage shows in writing skill. About 91% (n=40) of the participants said that writing benefited them (see table 28). In terms of editing, particularly in using digital editing software provided by training organizers, about 80% said editing training helped in their work (see table 29). As for news gathering, 87% said news gathering improved their work. News gathering is anything from interviews, recording and approaching news sources (see table 30).

As for news reporting, 91% (n=40) supported the statement that training improved their reporting skills (see table 31). As for research for news stories on the Internet, the percentage is the smallest. Only 68% said that training improved their skills in research for news stories (see table 32). As for news presentation, 84% (n=37) said presentation skills helped improve their work (see table 33).

## **Image**

The next group of questions was related to the impact of training to improve the image of journalists. 89% agreed with the statement that training made them a better reporter (see table 35-D). When asked whether training helped improve their stations, 91% of participants reported that training helped improve their stations' performance (see table 36).

When journalists were asked whether training made them more marketable or helped them obtain a better position or job, they had interesting responses to the statement; 73% supported the statement (see table 37). Questions related to better image also generated an interesting finding in terms of the spread of opinions from strongly agree to strongly disagree. Less than 50% said training made them more respected (see table 38).

## **Adoption**

When they were asked about the reason behind the adoption, 71% (n=31) reported they did it because of their own initiative (see table 40). However, 12% (n=5) said they adopted training because of their bosses (see table 41). Table 42D shows a summary of means and standard deviation for the category of reason of adoption.

When they were asked specifically which skills they adopted after training, 91% (n=40) said they adopted writing skills (table 43). In terms of editing, 84% (n=37) said they adopted new editing skill in their work (table 44). As for news reporting, 86% (n= 38) said they adopted news reporting skills in their work (Table 45). On news presentation, 66% said (n=29) they adopted news presentation in their work (see table 46). This was surprisingly high due to the journalists'

remarks that radio professionals were bound to local culture in order to maintain listenership. As for research for news stories on the Internet, 69% (n=30) said they adopted skills in research for news on the Internet.

What was interesting with this question was the different opinion between no opinion, disagree and strongly disagree, which the researcher believed is because some trainers included this aspect while others did not (see table 46). As for news gathering, 82% said they adopted new news gathering skills in their work (see table 48).

### **Diffusion**

When the participants were asked whether they shared information from training with their colleagues, most participants (91%) reported they shared training materials with their colleagues when they returned to their workplaces (see table 50).

The following is a summary of means and standard deviation for survey result in journalist group (table 2).

**Table 2 Summary Result for Journalists**

		<b>Mean</b>	<b>n</b>	<b>Std. Dev</b>
Relative adv.	New skill	3.91	44	.936
	Better method	3.93	44	1.087
	Improve skill	4.07	44	.873
	Field work	4.02	44	.762
	Writing	4.11	44	.689
	News reporting	4.14	44	.632
	Presenting	4.07	44	.695
	Editing	3.95	44	.861
	Research	3.82	44	.843
Image	Better reporter	4.30	44	.734
	Better station	4.02	44	.731
	Better job	3.91	44	1.074
	More respect	3.20	44	1.069
Compatibility	Related	4.16	44	.745
	Supporting	4.25	44	.751
Ease to understand		4.09	44	.520
Ease to understand	News gathering	3.95	44	.873
	Writing	3.95	44	.746
	Editing	3.98	44	.698
	Presenting	3.98	44	.762
Observability	Group work	3.95	44	.714
	Others' success	2.75	44	1.144
	Manager's wish	2.41	44	.948
	Own intention	3.84	44	.987
Triability	Trial	4.14	44	.668
	News gathering	4.02	44	.849
	Writing	4.18	44	.815
	Editing	4.07	44	.900
	Research	3.73	44	1.065
	Presenting	3.80	44	.930
	News reporting	4.16	44	.861

### *Summary of key findings from journalists in FGD and survey*

The researcher found there was a consensus among journalists in most areas. This finding also was consistent between the focus group discussion and the survey result. Journalists said skills training taught them about new skills and better methods of doing their work. The fact that training involved group work and discussion encouraged them to apply it in their daily work.

The journalists said most of the materials were easy to understand, except thematic training because some of the materials were not related to the journalists' work. They also said their perception of radio news changed after participating in training.

The journalists also have a consensus in terms of a key factor for the success of training. They said that a few obstacles that caused difficulties of understanding training materials were the wide differences among participants and the absence of needs assessment, which created repetition as well as confusion. Foreign trainers could be a benefit as well as a problem if their approach to the materials was not applicable or related to the local context. Interpreters could also contribute to the confusion if they do not have a media background.

Most journalists said they adopted training in their work. Most of them did it gradually while others, especially those that received in-house training in addition to workshop, created news programs by fully adopting the training. Some managers said the adoption may take a long time, and others said that it happened temporarily for about a year or so. They also said that management was the main reason for terminating the adoption.

In terms of diffusion of training, journalists said that management was supportive. Their managers asked them to present new materials through one to two presentations upon their return to their stations.

Overall, participants said that international media training created a huge impact, particularly in increasing the level of professionalism among radio station staff members. However, due to the social conditions, only a small impact is visible to the overall radio industry.

## **Radio Managers**

### ***Focus group discussion result***

There were 13 managers who participated in focus group discussions. Some of them were also owners of their stations. Most of them had been managers for more than 10 years, and only one had the position for less than three years.

Some managers said they had participated in management training two to three times. However, there were two people who never joined management training but had attended journalism training. Some of them said that they joined the training because they were invited, and others said it was because they were asked by their supervisors to attend the training.

Most managers had different opinions about their experiences with the training. Most of them commented on the selection of participants, and others commented on training materials and training approaches.

Compared to journalism training, management training tended to be shorter. It ranged from three to five days. The number of training workshops offered for managers was also limited compared to journalism training. The pattern was similar with the journalism training, in which

the organizers sent invitations to station managers. A Surabaya manager described how preparation mattered.

Some training was well prepared, others were not. Usually, if they prepared it well in advance and trainers have data and information about us, the training went well. We can make understand and use the material. However, most of the time, they knew nothing about us when we met which made them seem lack of preparation. I believe that if we knew each other's background beforehand, it will make understanding the training better and faster.

## **Trainers**

Trainers for management training were either station managers or media consultants in their home countries. They came from different countries. The participants described the diversity of trainers. Some of them enhanced a diversity of ideas, while others created confusion because they brought along their concepts based on their cultural perception and social realities. Broadcasting industries in their countries, for example were supported by strong management systems and regulation, which is different from Indonesia. A manager from Palu whose station is located in a small market described a few realities that he faced compared to the trainers.

Most trainers didn't have an understanding of what we experienced so they used their mindset. Of course we have different situation compared to those who live in UK or US. For example, we talked about telephone survey; you know how much we should pay here. Telephone cost is enormously expensive here. They also talked about the Internet; they don't know how slow and terrible our internet connection is.

The participants said that such differences in viewpoints due to cultural and working experiences often caused the participants to need further explanation. A manager from Makassar echoed similar ideas about trainers.

The hardest part of the training is trying to understand their (trainer) mindset; you know European trainers are different from American trainers because their markets are different



as well. I believe most advertisers (in the U.S.) know the media. There is also Arbitron that shows them on market situation. We have no data here; we have no such thing as Arbitron.

Some participants from Jogjakarta echoed similar ideas. One of them, who seemed to capture the group's opinion, said, "Some trainers told us that the advertising budget in the U.S. and U.K. can reach more than 10 percent, but here in and Indonesia, only 3-4 percent."

These differences were reflected in the materials. While all participants said that overall content was related to radio in Indonesia, the examples were not. This difference became a stumbling block to think about how to implement the idea. A participant from Makassar gave an example of different management practices between them and the trainers.

Bonus in marketing, for example. We used to offer bonus 1 or 2 if they have 5 spots with us. The trainers advised us not to do it because our clients might asked for bonus without necessarily have the spots and pay us. Of course we think is different way, you know, you won't get bonus if you don't put your spots.

A few participants in Surabaya, who also worked as local trainers, realized it would be hard to give the right examples for the training. One of them said,

Training material should cover and relate to all trainees, otherwise only a few people understand and make use of the training. Sharing and discussion allow us to understand the material in our own context.

The participants said foreign trainers needed to learn more about local culture and practices because business practices were often influenced by them. A manager from Surabaya whose station is a part of a large network described the influence of local practices that influence programming at his station.

I believe whatever we heard from abroad is not necessarily applicable here. They might say that such and such is professional in their home countries but it might not suitable here for us. It won't be professional here. For example, they told us to have talk shows

for only a few minutes, but I don't think it works here because in our culture, people love a night long puppet show. They'd love to listen to people's talk for an entire night.

Among all trainers, most managers favored trainers from the U.S. because the trainers had backgrounds in profit-oriented stations. A station manager and owner, who was also a radio trainer, said:

When we finally got an American trainer, it dawned on me why radio stations in America are good because they are focused in their work. I never forget Sam told me about 4 P in radio, which stands for Personnel, Program, Profit and everything he said gave us an in depth understanding, which made the training more professional and meaningful for all of us.

In addition to trainers' backgrounds and the content of training materials, participants also commented on their approach in training. A participant in Palu said that something as minor as the way the trainers dressed and the way they communicated with the managers could help build the participants' confidence in learning and approaching trainers for questions and answers. A manager in Makassar said most participants were active in discussing materials as the trainers related the training to their work. He said,

There was a time when there was a conflict among us because the trainer wanted us to keep quiet and just listen. You know super formal. She got mad when we talked.

A Surabaya manager said similar things about approaches of trainers in group discussions. He said,

Trainers are so diverse, and even extreme. There are some trainers that allowed us to discuss and debate, others are like Hitler, they asked us to shut our mouth otherwise they would leave to their home countries.

## **Local trainers**

Most participants realized that trainers might also feel frustrated in communicating with participants who were generally passive English speakers. Thus, they said that having local trainers could help smooth the process in transferring the training materials to them and bridge an understanding between the trainer and the participants. Local trainers could relate to case studies or problems that radio stations in Indonesia have faced in relation to material shared by the foreign trainers. Participants also said that local trainers would help the participants understand the concepts from trainers but also supporting the participant's self esteem. A participant from Surabaya described his first experience in management and sales training.

I was lucky. We had both local trainer as well as interpreter. The co-trainer was really active in relating the material into Indonesian context. When some of us looked confused, they would jump in and explain the training material into our local context. It was terrific and really helped.

## **Interpreters**

Some of the local trainers acted as interpreters. The participants admitted that interpretations from local trainers were better than word-by-word translation, which was often distracting. A participant from Jogjakarta commented on what kind of interpreter is best for this type of training.

They (interpreters) need to understand training material and can follow the discussion. I expect they can understand radio management, only those who're proficient in English, so they will be able to express what the trainers said.

Surabaya participants said similar things about the role of interpreters, especially in how they can assist everyone in the training. One participant described a general problem that participants faced in training in terms of communicating to trainers.

It's so hard to discuss our own problem during the training. First, we needed to be brave enough to raise our concern and issues with trainers. Many of us couldn't do it. As a result, we couldn't get much because we don't know how to relate it to our work.

Most participants said they helped each other understand the materials. Participants from Palu said that they learned a lot from other participants who came from different regions.

I learned a lot from sharing. You know, trainers gave material and it often confused us. But when we discussed among ourselves, that's how I started to understand the material. It also helped us to get to know each other and to establish working relationship with other stations in the future.

### **Participant selection**

While mixing participants was considered necessary, the managers said there needs to a case where everything is not completely different. More importantly, they said that training participants needed to be people who match the workshop criteria. They admitted many stations chose potential participants who were not necessarily in similar positions as the targeted participants. The participants suggested regional training as an option for more effective training. A manager from Surabaya suggested a better way to combine participants.

I understand it might be more expensive to combine Maluku and Papua and hold it in one of those two places. Training can also be in other places such as Sulawesi and Medan. This approach might create a better understanding rather than combining people from the capital city of Jakarta and remote area in Papua. A less diverse group might be better in this regard.

As was mentioned earlier, management, sales and other similar training programs were offered in shorter time frames than journalism training (three to five days). There was less time to practice individually or in groups. Participants depended on discussions with others and heard what kinds of training materials worked or did not work for their stations. Questions and answers during discussions highlighted what was shared among participants. It also helped them put

theory into context and alerted them about conditions at other stations and solutions they should consider if they faced a similar situation. They said training and training organizers have to be flexible in scheduling, allowing some time for discussion. A manager from Makassar agreed.

Q&A helped us understand each of our conditions. It also showed us how they could implement training in a real situation in Indonesia. For sure, not all of the content could be applied. So if we're considering adopting, how should we do it? We can discuss about it with other stations.

A manager from Palu supported that idea.

When there was a participant who seemed not understands a thing from the training, indeed, it made the training slow. However, I also attended a trainer in which all participants fit with the target, it was really good to get feedback and learn each other. When they (other participants) asked questions, it made me think about similar situation that might happen to me one day. It gave me an inspiration. For me, diversity could create an opportunity to understand as long as we're honest to each other.

Managers valued this sharing session during training. However, they said many trainers tended to stick with their plans too much, ignoring the participants' questions.

I think it's better if they designed it fifty fifty. The trainer doesn't have to use all session, just give a short material then let the participants asked and discuss. This is an explorative study, so we all where we should emphasize that we all have different problems depending on where we live and trainers cannot solve all of our problems. This would be helpful and make us think further as well.

In the long run, this sharing opportunity even brought a new way to cooperate among stations, sharing programming and creating a new partnership in sales and marketing. A manager in Palu explained how this experience made him change his perception.

We did not value partnership in the past because we thought that it only made us bad, but training changed this perception. We realize now is a new era where partnership need to be made. This new perception made us more open to share. Well.. what matters is that we don't steal your money, right?

However, sometimes, they said there were too many differences among training participants, which made it difficult for the training to proceed. Most international training combined participants from different areas in Indonesia. They were not necessarily close in region and culture. They also were different in terms of market size. The different backgrounds influenced the dynamics of training and demotivated the discussion process, and in some cases affected the learning process. A manager from Makassar described his frustration toward the flow of discussion.

It's really disturbing to know the differences among us. You see, we're the station from the big city, but if we have somebody whose station in the remote are, it's really wasting the time, you know, especially when they asked question. I wish I could ask them to shut their mouth, but I couldn't because they have the same rights as me.

## **Content**

The participants had different opinions about what they learned most from the training. One thing they agreed on was integrated management. Most participants in the four FGD said they used to run each department within the station independently.

I saw it as an integrated management style. This is new to me because we used to think each of our department work separately. Sam told us about four P, stands for People: how do we see our listeners, how we should serve them? How should we influence them? How can you promote your program to them. That's for the first P, People. The other Ps are personnel. How should our personnel serve our audience with a good marketing? This is really new for me.

Many times the memorable knowledge indicates what they adopted in their work. Some of them said audience research, and other people said it was as simple as the concept audience for radio and how this understanding helped them produce the right programs.

Participants agreed that management relates to managing people and a system. However, they said they used to manage each division in the stations separately and let each division run on its own. There was no consultation on how certain programs, for example, should be made to support marketing or satisfy their audience. They said that management training taught them that radio management should be integrated by including all division in the decision making process.

## **Changes**

Management training was conducted later than journalism training. Most participants said they had developed a new understanding of radio management after training. A manager from Palu said:

About management, I understand it as a systematic work that we all should do in the station, it tells each of us know what we're supposed to do. However, there are many challenges to adopt, many times it depend on the "man behind the gun", because managing people is harder than building a system itself. We depend on people to operate the system. They have different background and have different intention. This is what I feel when I applied it in my work." As for marketing, I finally knew that actually our product is audience. If we maintain our audience, we'll get ads. Some people work on their own; each department works on it own. They don't see themselves as a part of an integrated system. A program director often launched a new product without even consulting a marketing division whether the program can generate income.

Most of the participants from other areas said similar things related to the concept of audience.

Only participants from Surabaya had an understanding of radio due to their background as media trainers as well as their educational background. Another idea was related to budgeting. A participant from Jogjakarta said,

I used to think that I had 40 full time staff. It turned out I was wrong. My staffs are only 15. So, reporter is not considered the same thing as staff. I mean in terms of budgeting. Their payment and cost are under production cost.

## **Adoption**

Some stations are among leaders in their areas. They also are local leaders in radio station associations. These stations helped diffuse new ideas, not only to their stations but also to other stations within that region, which in the long run affects the local market. A station manager who was also the local chairman of radio station association (PRSSNI) in Palu described how he tried to diffuse training to other stations within his area.

You know, only a few people here could participate in training. So what we did was, we invited a few people from other stations and we shared what we learned from the training such as strategies in pricing. We told them that we can't decide whatever we want. There has to be some consideration. Since then, we learned together how to do proper pricing for ads.

The manager described that generally each radio station decided different prices for 60 seconds of on-air advertising. In Palu, there is not a ratings company such as ACNielsen or any other. As a result, some stations offered the lowest price possible for local businesses, which created a negative impact on other stations within the same market. ACNielsen is only available for 11 different cities, and Palu is not one of them.

A few managers said they tried a few training ideas at their station. Since some of the training coincided with journalism training, their understanding of radio management supported them in creating a change at their stations. One change was in creating news programs. Those managers who chose to apply new knowledge in the beginning, however, were not as active as they used to be due to insufficient income. Some stations chose to partner with foreign broadcasters to fill the need for news. A manager from Palu described his experience after creating a news program at his station.



Producing news stories is expensive. We can't afford to produce news program that we can sell like those in *Suara Surabaya* and *Trijaya*. We haven't reached that level. We tried, but our budget is plummeted. Another reason is we lost reporters because we pay little, so they moved to TV or become international correspondent because it's so easy to move there, so we lost people that have been trained before. And of course, I have to admit that it takes time for radio in Indonesia to change, we still keep playing song till now, you know because we used to be repressed, we couldn't do anything except playing songs, otherwise they take our license.

In addition, some participants explained that how training was adopted depended on certain situations. A manager from Palu described the process in his station.

For program, we usually tried to decide through a staff meeting. Indeed they often come with new idea but we need to see whether it match with the existing programs. The positive side of training is that it made my staff more confident, even too confident sometimes. But they forgot that we're network stations. There are things that have been decided by the headquarter offices. We can only fill 40% of our local content to the programs.

Many of them were aware of challenges, so they started small. One participant described how he made use of new knowledge by integrating management in his work. A manager from Palu said:

Since then (training), I made a policy that we need to share information among ourselves. If the program people created a new program, they need to present it to everybody, including the marketing people. They can't make any new programs without consulting others. When they present, they also need to explain in detail, who their target audience are and the marketing people can give them suggestion how we can sell it.

However, most managers said they did not adopt training on a larger scale as some journalists had done in the form of producing news bulletins or feature production right after training. A participant from Jogjakarta said:

Training added my knowledge on management strategy, in terms of application; there were a few problems, because we need to adjust it based in our clients. So, whether training is effective or not, the answer is it depends.

A participant from Surabaya had a similar comment.

Yes (I adopted training) but only personal, not that it impacted the whole station. I'm pessimistic that training can be applied in radio stations across the country. In order to make change, they need to deal with their colleagues and supervisors, and that's not easy. Training does not necessarily help.

## **Diffusion**

Compared to journalists, many managers said they did not share much information with their colleagues because of the nature of their work and their understanding of training materials in relation to their work. They wished that training was more specific and consisted of discussion as well as exercises or simulations. A Jogjakarta manager said there were some benefits of training. He said,

It added my knowledge and it is essential but that's it, because we don't really know how to apply it. If only we have more time, we might be able to discuss and get more benefits.

## **Obstacles in adoption**

Managers shared many different ideas about challenges of adopting new knowledge and skills at their stations. Some managers said that interference from owners often stopped the adoption process. This mainly happened at independent stations compared to network stations.

I experienced interference from my boss, the owner of the station. He has nothing to do, so he came to the station almost every day and talked to my staff. He wanted to find out about the station, then later he interfered my policy by talking to my staff about it.

Another challenge was the environment. Compared to the U.S., where information about ratings and markets is clear, many markets in Indonesia have no clear ratings system. Stations can be number one in ratings, but their markets are not strong. An institution like Arbitron also was not available as a reference for pricing. Thus, stations' decisions for 60-second advertisements had a

wide range of difference. Stations on the outskirts of Surabaya, for example, charged \$4 per spot, while a station in Surabaya could charge up to \$70 per spot. Those who worked at regional stations said they could not depend on local ads, however they had problems in getting the money from national ads unless they visited the office headquarter in Jakarta. These situations also minimized bargaining power among radio stations. In addition, ownership makes a difference for audience and potential advertisers. It means that stations with strong affiliations or and those that belong to a network are more likely to get ads.

The participants also said that good management in Western countries was the key for success in radio business. A station manager and owner in Jogjakarta explained how training made him realize the challenges he faces.

You know, we didn't have to work so hard, as long as our stations can survive, be it. The trainers made us realize that we need to work hard. We used to think that audience will approach us anyway, but in fact we need to approach.

## **Benefits**

Most managers said training offered them great material that helped them better understand radio management. However, some participants said some material was new, but some was not. The area a manager was from and the size of the market tended to dictate how much they already knew before training. A Makassar journalist said:

We learn not to see something in boxes. The marketing people have to understand programming because we all know that audiences don't like ads. The programming staff has to understand creativity as a value added in programming. I believe this integrative work made our work stronger.

Some managers said that they changed some practices in their stations, others said they did not.

A manager from Palu said:

We made an adjustment in our office by designing a new working system. The training taught us how to manage our office in order to increase our listenership. Honestly, I didn't know much on what we sell, until a trainer asked us what we sell in radio, most participants said program. We were surprised to know it's not program but audience. We finally realized that no matter how good our programs are if there are no listeners, it will be useless.

The development of radio in Indonesia became a stumbling block for some managers to accept changes. Even though the government has created broadcasting regulations, the implementation was still confusing. Managers from both Makassar and Palu shared similar ideas on this issue.

I wish our law and the implementation is strict enough. Too bad it is not. One example is in terms of public radio, they air ads on their stations. That's not right. It influenced the market. Our market became smaller, so we have no choice but affiliating with international broadcasters because we don't have money and we want to inform our audience.

Thus, a few of the managers highlighted the need to train regulators or members of local and national broadcasting commission. A participant from Surabaya said:

We often face challenges from regulators because they created a regulation and policy without necessarily understanding the situation. So, we don't know how to begin, should we educate them on how our medium is or whether we tell them on how we run our business. This knowledge gap often brings us into trouble.

The respondents said radio should play a role in educating and informing the audience and creating a strong civil society. They also said the nature of radio allows this action.

A few managers, especially the younger generation, said the high number of trainings created a generation gap.

The growth of new and old practitioners is not even. I should say that younger generation like me (35-45) is considered middle generation. We do want to do the best for developing our stations and our industry. But I'm not sure people have the same mindset. Maybe we're the last generation because others don't have to bother to think about developing radio industry. This is just to say that some people think of training as a blessing others saw it as a threat.

This change also influenced how radio stations work. For these managers, because they used to lead their stations during repressions with limited competition, it reflected how they approached their market as well.

Now, competition made it more difficult. Local network cannot expect from national or headquarter offices. Another reason was lifestyle. In the past, we didn't have to rush for everything, because we believed we'll get it anyway. You know we considered ourselves as family, so it never been a big issue. But now, we have more competitors and it puts us some challenges.

### **Role of international media training**

Overall, most managers in FGD said training was useful because it added to their knowledge base, and like journalists, most managers also learned broadcasting practices by doing. A participant from Makassar said:

For me, international media training is clearly important because most of us do not have a formal educational background in broadcasting. So, we do need the knowledge to industry, which hasn't been improved much until today. This has been a concern for most of us who work radio business. So, it's essential for us to continue learning so that we can compete for the future. Training becomes one of the most important elements to help this effort.

However, managers differed in whether training improves radio professionalism. A Surabaya participant said:

I agree that training was helpful, whether it influence the industry, not sure. I need to remind them that Indonesia is too big to manage within only a decade of training. I believe there should be a better management and sustainability of training to make sure of

the benefit of the training. Using local trainers are one of the options because they can help the discussion and relate it to local context.

A participant in Palu said,

Yes because they create a new understanding and better work on how to work in radio. They showed us diversity in programming for example and better management style for radio.

Managers in Surabaya, who were considered far more knowledgeable and experienced, said the effectiveness of training and the adoption of training material was also influenced by market conditions. A station manager who is also an owner of a station in Surabaya said:

The main problem is that our management style in most stations in Indonesia was really poor. We didn't even understand about our own medium, so no matter how good a management model is, it won't matter. This is not because it is a bad style but more because of the bad management that we have, especially if we're talking about station who're managed by old owners like me.

In addition, managers were aware of internal problems at radio stations. A manager in Surabaya described how station managers were often the source of the problem in adopting new materials.

Overall, I saw that many former training participants had a few key positions but they can't change the industry climate. You know why? Because people like us (their bosses) haven't retired. We know how crazy we are. What happened was they came back from the training, when they returned; they couldn't do anything because of my policy. Their knowledge became useless. So, they moved and they became more successful in new places.

Compared to the journalists group, only a few managers were suspicious of the goals of the training. A manager from Makassar did not believe there was a mission.

The fact that we used to be colonized influenced how we viewed training. You know, people have seen how much budget that these training organizations have spent. So, they started to feel suspicious on the hidden agenda. But I thought even if American government has their agenda, we can't assume all Americans agree with that agenda.

Other, however, saw the training more as a contribution not only to develop individual professionals but also to help create a network:

You know, we become helpful to each other. We shared information and even shared radio jingles. This is positive because it create a new collaboration among stations in Indonesia. I am very happy, suddenly I have friends all over Indonesia because of training and we know them not only by name.

Some manager said that such contributions were visible compared to local groups. The number of training programs for radio professionals influenced the turnover among the staff. It also triggered people to be suspicious of training programs. To date, most managers said they see a need for continuous training, however, it should be tailored to creating a healthy radio station.

What matter for us now is to make our radio industry healthy. The industry has been sick especially in its finance, which affects programming as well as other elements in the stations. So we should know more about marketing strategies.

A manager from Makassar echoed the idea and supported a continuous effort to develop radio.

He said:

Receiving less training made our new staff and the old staff imbalanced. Besides, many people who received training were no longer work in radio. I know training improved skills of many radio professionals but it's not significant if we say that it helped development of radio stations in Indonesia.

### ***Survey Results for Manager***

There were thirty four managers who responded to the survey. Most of them were males (91%, n=31), and only three (9%) were females. The survey respondents reported they resided in twenty seven different cities in Indonesia. Some of them worked and lived in larger cities, such as Jakarta, Surabaya and Medan. The others resided in smaller markets such as Banda Aceh, Kendari, Kediri, Malang and Ternate (see table 51- in appendix E).

Most of them reported they still work as managers. They have been working in this same position from only a few months to seven years. Out of 34 participants, 19 of them (56%) are still working in the same job as when they joined training. The others work in other positions at the same station, such as program director, news director or producer or general manager. In addition, 29% of them (n=10) work as journalists/hosts in addition to their managerial job (see table 51-91 in appendix E).

Most participants reported they attended more than one training. About 70% said they have attended more than five training program, and about 79% have attended journalism training in addition to management training (see table 51).

Some of these training sessions were held by the following organizations. Those who chose “other” reported that these organizations included UNDP, Deutsche Welle (DW), Ford Foundation, UNICEF, Oxfam, Radio Nederland, NAB, Goethe Institute, Australian Institute of Management, and SDG Asia (see table 52).

When the managers were asked their purpose of joining training, they reported their involvement in training primarily was to learn something new. Only 5% admitted that they just wanted to go sightseeing (see table 53).

### **Compatibility**

This question asked whether training was related and supported what they did in their work.

When they were asked whether training was related to their existing practice, 94% of the managers said that training materials were related to their jobs (see table 54). They gave similar



responses to questions about whether training materials supported their work; 94% supported the statement (see table 55).

### **Ease of understanding**

When they were asked whether the training materials were easy to understand, 95% (n=32) said yes (Mean: 4.12 Std. Deviation = .591) (see table 57).

### **Observability**

When they were asked what inspired them to adopt, 62% said they adopted training after seeing practices that they conducted during training, and only 36 % said they adopted training because of other former training participants' success in their work (see table 58-59).

### **Trialability**

When they were asked whether they tried to apply training material, 86% said that they tried to apply training in their work. Through this process, 65% said the training materials were easy to apply in their work (see table 61). When they were asked about their experience in trying to apply training materials in their work, 65% (n=22) said the training was easy to apply in their work (Mean: 3.68 and std. Deviation= 1.007) (see table 62).

However, they had diverse answers on areas and topics in training that were easy to apply in their work. About 74% said the management training was the one that was easy to adopt (see table 63-E). Participants had different responses when they were asked whether marketing strategies were easy to understand. Only 50% (n=17) supported the statement (see table 64). On audience research, 59% (n=20) said that audience research was easy to adopt in their work (see

table 65-E). In regards to rating analysis, only 38% (n=10) agreed that rating analysis was easy to adopt in their work (see table 66 ). Surprisingly, 41% (n=14) had no opinion on it. On programming, 83% (n=28) supported the statement (see table 67).

### **Relative advantage**

In this category, the managers were asked about the benefits of training; 86% said the trainings offered new knowledge and skills that were useful for their work, and 92% said that training offered a better way of doing their jobs (see table 69-70). When they were asked whether training offered a better way to do their work, 92% (n=31) said yes (see table 71). Even though the percentage is slightly smaller, 89% (n=30) of the managers supported the statement that training had improved their skills, and 94% said that it helped improve the performance of their stations (see table 72-73).

When they were asked, which skill had improved after training, 92% (n=31) said that radio management skills had improved their skills in radio (see table 74-E). On marketing strategy, the percentage is slightly smaller. Only 83% (n=28) said training on marketing strategy has improved their skills (see table 75-E). On programming, 91% (n=27) supported the statement that training on programming improved their skills in this field (see table 76-E). On audience research, 71% (n=24) agreed with the statement that training on audience research helped their skills on the issue (see Table 77). The smallest percentage in this category is training on rating analysis. Only 47% (n=16) supported the statement that they have improved rating analysis after training (see table 78).

## **Image**

When they were asked whether training opened more possibilities for a better job or position, and about 74% (n=25) supported the statement (see 80). In regards to questions related to respect, 50% agreed that participating in international media training made them more respectable among other stations (see table 81).

## **Adoption**

The participants said they adopted training materials; 91% (n=31) supported the statement that they adopted new knowledge because of their own initiative (see table 83), and only 18% (n=6) adopted training because of their managers' wishes (see table 84).

When they were asked specifically about which skill they adopted, 83% (n=28) said they adopted radio management (see 85) 71% (n=24) said they adopted marketing strategy (see table 86-E). However, a higher result was found in the adoption of programming skills, with 83% (n=28) supporting the statement (see table 87). On audience research, 71% supported the statement (see table 88). The smallest percentage in this category is on adoption of rating analysis. Only 50% (n=17) said they adopted a rating analysis (see table 89).

## **Diffusion**

When the participants were asked whether they shared information from training with their colleagues, 76% (n=14) supported this statement (Mean= 4.12 and std. deviation= .769) (see table 91).

The following is a summary of means and standard deviation for survey result in the manager group (table 3).

**Table 3 Summary Results for Manager**

		Mean	N	Std. dev
Relative adv.	New skill	4.03	34	.577
	Better method	4.09	34	.514
	Improved skill	4.15	34	.610
	Radio management	4.09	34	.514
	Marketing strategy	3.94	34	.547
	Programming	4.00	34	.550
	Rating analysis	3.50	34	.663
	Audience research	3.62	34	.626
Image	Better manager	4.26	34	.511
	Better station	4.26	34	.567
	Better job	3.74	34	.931
	More respect	3.50	34	.961
Compatibility	Related	3.88	34	.946
	Supporting	4.38	34	.817
Ease to understand		4.12	34	.591
Ease to adopt		3.68	34	1.007
observability	Group work	3.59	34	1.048
	Others' success	2.88	34	1.250
Triability	Trial	3.94	34	.736
	Radio management	3.65	34	.744
	Marketing strategy	3.74	34	.740
	Programming	3.91	34	.621
	Rating analysis	3.24	34	.955
	Audience research	3.56	34	.799
	Own intention	4.21	34	.687
	Manager's wish	2.29	34	1.060

### *Summary of key findings from managers in FGD and Survey*

This study concentrated on a workshop style of training, however, the fact that some of the training overlapped with other types of training, the discussion touched this topic as well. Similar to the discussion with the journalists, the researcher found there was a strong consensus among managers in most areas. However, there were fewer consensuses among managers than journalists. The dynamic of the discussion among members of this group was also different from the journalists' sessions. Part of it depended on how well they knew each other and how they interacted within their local culture.

One of the most important training materials for the managers was an integrated management system. They said learning about this approach was eye-opening because it was new knowledge that most of them said could make their work more effective. In addition, training made them aware of their own stations and their programming as well as the important aspect of the audience.

In terms of the key success of training, the managers said that participant selection was a major factor to consider. Similarities among training participants and their backgrounds would make management training more effective. They also said that selected participants should be selected based on their skills and market size.

In terms of adoption, managers' responses had differences between the survey results and focus group discussions. In the survey, many of them said they adopted training, but many also said that they did not adopt training. Furthermore, they said low revenue was the main reason it was hard to adopt skills they learned during the training. Radio received the lowest share of advertising budget compared to other media. Is this from the government?

## Answers to Research Questions

*RQ1: What do radio professionals see as the relative advantages, compatibility, complexity, trialability and observability of international media training?*

**Compatibility:** Both the survey and FGD results show that training supported the existing practices. Survey results supporting this finding, and 91% agreed that training was related to and supported their jobs. During focus groups, the journalists specified that compatibility of training was particularly in skills training. As for thematic training, the FGD participants said that some thematic training was not related nor supported the existing practice. The journalists said that it was due to a different culture and social reality between the trainers and the trainees, which influenced their work.

Journalists said the background of trainers and trainings materials also affected the compatibility of training. The journalists realized differences between them and the trainers often created confusion in understanding training materials. Therefore, they recommended training organizations conduct a needs assessment in order to obtain background data of training participants. This would help trainers prepare better and encourage more understanding among the participants.

A similar result was found among the managers. Overall, responses in FGD was that training was related and supported their work. Survey results shows 82% of the managers said that training materials were related to their jobs, and 94% said training supported their work. The only difference was that the FGD show that a few skills trainers were introduced to during

training were not compatible, especially marketing strategies and rating analysis. Participants said that many trainers did not know the condition of the markets in Indonesia, therefore, they shared examples and case studies that were not relevant.

**Ease of understanding:** During the focus group discussion, many journalists said skills training were easy to understand because it was directly related to their daily work. Thematic training, on the other hand, for some journalists, was difficult to understand because it was related to concept they were not familiar with such as gender, election, and environment reporting. However, the survey results show that 96% of journalists said the training was easy to understand. Perhaps, it was because journalists generalized journalism training as skills training at the time when they conducted a survey rather than distinguishing between skills and thematic training. Furthermore, they specified what skills were easy to understand; 88% (n=39) said writing, editing and news presenting were the easiest to understand.

During the focus group, the journalists described a few aspects that became obstacles in understanding training materials, including participant selection, trainers, interpreters and content. The journalists said that in most journalism workshops, training organizers combined participants across Indonesia without proper selection. As a result, that created a knowledge gap and confusion among people who were not at the same level. Journalists, who had attended more than a dozen workshops, said they became suspicious about training organizations' agendas as they attended more and more training. The suspicion was particularly targeted to thematic training, in which content of training was based on the training organizations' agenda. The journalists suggested a proper needs assessment and to conduct regional training to minimize this

problem. As for trainers, the journalists said they often delivered training materials with examples from their experiences. The journalists said both the materials and examples were insightful but did not help them understand how to apply the information in their daily work.

Most managers also said that training materials were easy to understand, which was particularly shown in the survey result. During the focus group, some participants said training was easy to understand, while others said that it was confusing because of lack of similarities between trainers and among trainees. The survey result, on the other hand, showed that 95% (n=32) said training was easy to understand.

**Observability:** Many journalists said they had opportunities to practice during the training, which helped them better understand the results or final product of training and supported them in adopting new knowledge and skills in their work. The focus group shows that having opportunities to practice individually and in a group during the training also helped them to adopt training materials. This factor played a large role in adoption rather than seeing other journalists' successes. Survey results supported this idea; 82% of the participants said they were inspired to apply training in their work after observing individual exercises, and only 32% (n=14) said it was because of observing other people's success in their work after training.

Result among managers were slightly different. Managers received shorter training than journalists, and many times it was impossible to have group work together and discuss and practice skills. The result of FGD showed they did not conduct work groups but they tried to discuss and interact during their free time, which sometimes helped them to understand and adopt the training. However, the survey results showed 62% said they adopted training after



seeing practices they conducted during training, and only 35 % said they adopted training because of other former training participants' successes in their work.

**Trialability:** Most journalists said in the focus group that they tried to apply the training materials in their work right after they returned to their stations. The finding is consistent with survey results. The survey shows that 89% said that they tried to apply training materials in their work. Then, they specified what skills were easy to apply; 89% said writing techniques were easy to apply, with similar results in editing and news presenting; 89% supported the statements that both skills were easy to apply. 86% said that the news gathering technique was easy to apply, while 82% said Internet research and news reporting were easy to apply, and 89% said that news presenting techniques were easy to apply.

As for managers, the focus groups show many of them did not try to apply training in their work because applying it as soon as they returned to their stations meant changing the management system. Managers said that they could not influence change. Nevertheless, they said management was the easiest skill to adopt.

However, survey results showed that 86% said they tried to apply training in their work. Through this process, 65% said the training materials were easy to apply in their work. However, they had diverse answers on areas and topics in training that were easy to apply in their work. About 74% said the management training and program planning were easy to adopt, while the rest are slightly smaller; 50% said that marketing strategies were easy to apply; 59% commented on audience research and only 38% about rating analysis. The survey results confirmed the

pessimistic attitude in terms of skills they adopted. However, it contradicts the focus group result that said most of them did not adopt training.

**Relative advantages:** Most journalists said there were many advantages they gained from attending training. They said that most of the training provided new skills that helped improve their journalistic skills but also improve their stations. Most of them spoke highly about writing and news gathering, but not for internet research and news presenting. They said that some training sessions did not provide information about researching information for news stories using the Internet. In terms of news presenting, they said radio has always tried to serve its audience. They used the same language and style that are similar with their audience.

Survey results supported the focus group; 82% (n=36) said that training offered new skills for them, 80% said that training offered better skills and 89% (n=38) said that training helped developed their skills. For skills, 91% (n=40) of the journalists said that writing and news reporting benefited them; 80% said that editing training helped in their work; 86% said news gathering improved their work; 84% (n=37) said they benefited from training on news presentation and 68% said that training has improved their research for news stories. Most of these findings are consistent with the focus group, except news presenting. In the focus group, a few journalists said that it was impossible to follow how the trainers taught them to present news due to differences of the audiences they served.

Journalists said that all of these advantages made them better reporters and made them marketable. Many of them had two jobs or have a better position now. They said the certificates from training helped them apply and obtain better positions. The survey result showed that 89%

agreed with the statement that training made them a better reporter; 91% of participants reported that training helped improve their stations' performance and 73% supported the statement that training made them more marketable in their job and led them to obtain better jobs and positions.

As for managers, they also said during the focus groups that training had given them a lot of advantages, especially in showing good practices and changing their perceptions about radio management practices. Training also gave them opportunities to interact with other managers, which was useful in establishing new networks and collaborations.

Survey findings showed that 85% said the trainings offered new knowledge and skills that were useful for their work; 91% said training offered a better way of doing their jobs and 89% (n=30) of the managers said training had improved their skills. In terms of skills, 92% (n=31) said they had improved their radio management skills after training; 83% (n=28) on marketing strategy; 92% (n=27) on programming; 77% (n=24) supported on audience research, and the smallest percentage in this category is training on rating analysis. Only 47% (n=16) supported the statement that they have improved rating analysis after training.

In the focus group, managers agreed that training made them better managers, however they did not support the idea about whether it made them more marketable. This is mainly because some of the managers are also owners or are already in the top position in their stations. However, the survey result showed that 74% (n=25) said training made them more marketable.

**Image:** Many journalists said international media training helped create a new image of radio journalism. Many of them said there was a perception that radio is only a medium for music, which prevented them from gaining access to news sources. International media training

provided them with new knowledge and skills and also new tools and equipment that helped create high quality news production. Journalists said it positively affected them and their stations. As a result, it made their jobs easier when they contacted news sources for interviews, and they also gained more respect from journalists and from other media outlets. The survey result is contradictory. Only 45% said training made them more respected.

During the focus group, the managers said that training did not change their image of radio that much. They said radio still receives the lowest advertising expenditure compared to any other media. However, they believed that training made them more respected as managers. Survey results showed that only 50% agreed that training made them more respectable to other stations.

***RQ2: How did Indonesian radio professionals adopt radio skills in their work?***

Most of the journalists said they adopted the training materials in their work, especially after the first few skills training session, but not necessarily after thematic training. Some of them adopted training in small ways in the form of applying materials in their individual work, while others who applied the training on a larger scale and created new programs such as news bulletin. The latter often happened at stations that received in-house training. Most participants said they chose to adopt new practices in their daily work, depending on their responsibilities. They said they applied the training in their work gradually, and as long as it did not create a major change.

Those who worked as hosts, for example, said they adopted writing and interviewing skills in their work and proved their abilities to themselves and to their colleagues. They also

said they adopted editing skills using Cool Edit Pro software. Many stations, except large stations in Java, started using computers for editing only during this decade after they received equipment grants from training organizations.

They also said they adopted training mainly based on their own initiative. Especially for research on the Internet, they said they could not adopt it because of the slow Internet connection, particularly when training was dominant in 2000.

Survey results confirmed the findings of focus group. They show that 71% (n=31) adopted training because of their own initiative, and only 12% (n=5) said that they adopted training because of their bosses. When they were asked specifically which skills they adopted after training, 91% (n=40) said they adopted writing skills; 84 % (n=37) said they adopted new editing skill in their work; 86% (n= 38) said that they adopted news reporting skills in their work, 76% said (n=29) they adopted news presentation in their work; 82% said that they adopted new news gathering skills in their work and only 68% (n=30) said they adopted skills in Internet research for news stories.

As for managers, during the focus group discussion, many of them said they did not adopt training materials due to different social contexts and only one manager said he adopted training and diffused it to his station and other stations within that region.

However, the survey results showed managers adopted training in their work; 91% (n=31) supported the statement that they adopted training materials because of their own initiative, and only 18% ( n=6) adopted training because of their managers' wishes. When they were asked specifically which skill they adopted, 92% (n=31) agreed to the statement they

adopted radio management, marketing (82%), programming (92%), audience research (71%). However in terms of rating analysis, less than 50% of managers adopted it.

***RQ3: Has there been any effort to diffuse training materials to other broadcasters?***

Most journalists, except those who came from Jogjakarta, said they shared training materials, especially skills training, with their colleagues at work. The journalists said they were required to share training material only once after they returned to their stations. Most of them diffused the material in an office meeting or during a one to two hour session. This presentation was also a first step for them to generate interest among their managers. This situation was different for those who had higher positions such as news director or program director. These people had responsibilities to train new staff, so they were more likely to diffuse the new skills related to radio to others. This happened at a station that produced new programs based on their training. The participants said that the turnover was high among radio professionals, so the need to train new staff was always needed. This approach ensured that new skills were continuously diffuse to other people, including to those who had never attended international media training. Survey result supported this finding; (91%) reported they shared training materials with their colleagues when they returned to their workplaces.

Managers, on the other hand said they did not diffuse training to others. The managers admitted they did not implement the training because they did not want to change their management style. Another reason for not diffusing training was due to external factors, including the non-supportive market. However, survey results showed that 76% reported they shared training materials after they returned from training.

***RQ4: What are the challenges radio professionals faced during the adoption process?***

Journalists said in the focus group that the main challenge in adopting training was the management. Many journalists said that in the beginning, their managers were positive and supportive of the adoption process, however, they did not give additional support in terms of equipment and additional income to compensate working longer working hours as they produced more creative work in the form of feature stories. They also said some managers who seemed supportive were actually adhering to the training organizers' requests for a strong commitment to news in order to obtain equipment grants.

The managers said the main challenge for adopting management training was that the situation was not conducive to supporting the development of radio in Indonesia, including market and regulation. Ratings and audience research, for example, were very limited. Managers said they had no information they could refer to when they met their clients. ACNielsen only operated in 11 cities. As a result, they could not practice the marketing strategies they learned from trainers. Furthermore, the managers admitted they did not give enough support to their journalists. However, they said this was mainly due to the economic situation. Radio stations continued to receive less advertising, which was mainly due to the increasing number of local television stations. In addition, they said they thought the journalists did not demand more payment but used the stations as a place to practice their skills.

***RQ5: What has been the impact of international media training on radio professionals in Indonesia?***

Most participants, both manager and journalists groups, said that international media training played a large role in developing radio station professionals. Endless training, which started in the mid 1990s until today has provided ample opportunities for professionals to grow. A few factors have influenced the impact of training among radio professionals, including the owners' commitments to training organizers to actively support local news production and the increasing number of listeners who believe radio can provide the faster information than any other media.

Participants said that news programs proliferated in the early years of training. A few factors that influenced this growth was partnering with other journalists. Also, training created a competition in feature production and news reporting, which motivated journalists to adopt new skills and build their reputations. By being more productive, the journalists also received more attention and recognition. However, over the years, their efforts diminished due to the growth of international news services such as VOA, BBC and others that have reduced the potential of local news production. External factors such as social and political change played a role as well because they introduced new broadcasting regulations that have impacted radio.



## **Other key finding from journalists and managers**

The following is a summary of findings based on the comparison of responses from managers and journalists from their survey responses and FGD.

- **Participant selection:** Both journalists and managers said that training organizers tended to let the station managers send anybody to training that possibly met the criteria. The directors claimed they sent the people based on the invitation of the training and based on the staff and their skills. However, the journalists said managers often used favoritism in their selection of staff for training. Managers admitted they had personal consideration, especially if they were concerned the journalist would move to other station after training. Both journalists and managers said that it is necessary for training organizers to be involved in participant selection.
- **Needs assessment:** Both journalists and managers expressed the importance of needs assessment prior to training. Needs assessment will show training organizers know the kind of training that is needed and support motivation among participants.
- **Obstacles to adoption:** Many journalists said they could not adopt training materials into their work because of management. The managers said that adoption should be done, but only if it does not challenge company policy or initiate major change at the stations. In regards to management training, managers said they did not adopt training because of internal and external issues that made it impossible to create a change.

- Most participants said that training from international media training was effective in improving skills' of radio professionals. It even created a better image of radio stations as a medium for information. However, the managers said that it was not enough to say that it helped develop quality of radio in Indonesia. Managers said that many training organizations tended to concentrate on developing radio stations so that they could provide independent news, however, developing radio cannot only focus on news programs, but overall stations. Since news production costs more than other programming but does not generate income, managers had to stop production and rely on national and international news networks.
- Integrated training for both managers and journalists.
- One participant said the perception of radio needs to change in order to sell and popular radio. Going digital for their programming and doing off air programming was an alternative to increase their sales as well as listenership.

## **Chapter 5 Conclusions and Recommendations**

The purpose of this study was to determine the impact of international media training on radio professionals in Indonesia. It examined the effectiveness of training organizations in implementing training programs in Indonesia. The researcher aimed to determine how radio professionals have adopted new skills, and the challenges they have faced during their adoption process. Radio professionals were the subjects for this research because they experienced the training and could describe what they thought about training and how they made use of it in their daily work.

Diffusion of innovation theory was used as a theoretical framework based on the premise that training has been one of the most common tools used to diffuse new ideas and knowledge other than a formal education setting.

This chapter is divided into three parts; a discussion including a summary of the study and the findings based on the research questions, recommendations for training organizers, trainers and training participants and recommendations for future research.

### **Conclusion**

There were 43 participants who attended focus group discussions. Thirty were journalists, and 13 were managers. The focus group discussions were held in five different cities in Indonesia. In the survey, there were 78 participants; 44 were journalists and 34 were managers. Some of the journalists were no longer working at the same station where they had joined training, however, most managers were still working at the same station, but a few of

them have moved to different or better positions. The researcher found there was a strong consensus among managers in most areas but this group agreed on fewer ideas than the journalists. The dynamics of the discussion among members of the group were also different from the journalists' sessions. Part of this difference depended on how well they knew each other and how they interacted within their local culture. The following are the key findings from both journalists and managers based on focus group discussion and survey results.

### ***Training participant selection***

Selecting training participants turned out to be key factor in determining the outcome of training programs. Training organizations often combined people across the archipelago to minimize the budget and to show funding agencies their training covered the whole country. Participants came from different parts of the country; some of them from cosmopolitan cities, while others lived in small towns with very little in common. For participants, this influenced training because their backgrounds dictated the level of sophistication of their stations, and in some cases their educational system. Indonesia has a long history of a centralized government, which has favored the development of some cities more than others. All of these factors created an impact to the stations where participants worked and the participants' capacities in their work. People from large cities often worked in sophisticated studios, while those who lived in smaller regions did not even have computers for their work. From the beginning of training, some participants found difficulties, not only in understanding the materials but also in engaging in conversations and discussions with fellow participants. The situation was worse when there were journalists who had attended more than a dozen workshops and controlled the flow of training.

Managers faced a similar situation. Those from small regions had different marketing strategies due to the absence of rating systems in their areas. They also faced other restrictions from local governments. Managers from cosmopolitan cities often failed to understand conditions that regional managers faced and foreign trainers who came from different countries faced the same problem. This is also the reason why a few managers preferred regional training to minimize differences among participants and allow training to be effective. Stations within nearby regions often faced similar problems.

In addition, better recruitment for participants was considered necessary to help select the right participants for training. Both managers and journalists said training organizers let the station managers decide their representatives for training. The directors claimed they sent people based on the training invitation. However, journalists said managers often played favoritism in selecting their staff for training. Managers admitted they had personal considerations, especially if they were concerned that selected journalists would move to other stations after training. As a result, they sent administrative staff or even a relative who worked at the station for the sake of fairness and rotation among the staff. While this approach might be helpful for internal management, it did not help the development of their stations.

This finding is confirmed in Heiby's (1978) study that training should stress proper participant selection in order to make sure diffusion takes place. With proper selection, organizers could select the right person who fits the training criteria and support the learning process within the workshop.

The researcher believes that selection of participants could affect the outcome of training. If there are more similarities among training participants, it will help both participants

and trainers to be more focus on the topic pertaining to their regions. In addition, it will support discussion and make training run effectively.

### ***Training Attendance***

Like journalists, many managers attended more than one training program. Journalists, who have attended up to 10 times, felt suspicious about training organizations, particularly those responsible for thematic training. They said they were not motivated and came to class without any intention to learn. Managers, on the other hand, were glad about the frequent training held by training organizations. The managers understood that training was necessary and saw it as important for their staff since they could not provide training for their stations.

The researcher believes that multiple participations in similar training sessions will not add any benefit to individual participants or the group. On the contrary, it can decrease the effectiveness of training and result in little adoption of the learned techniques and skills. In addition, the outcome of training would also depend on the type of job the participants performed at their stations. Obviously, if they were not journalists or managers, it would be least likely for them to adopt training in their work.

### ***Needs assessment***

Both journalists and managers expressed the importance of a needs assessment prior to training. Most participants said there was hardly any needs assessment prior to training. Many

training organizations tended to follow a top-down approach where they decided the training themes based on the topics that were current or suggested by funding agencies. Many training programs may not have met the needs of the media professionals. As a result, journalists and managers felt that they were “used” by training organizations and were not motivated to learn.

Many training organizations may have conducted a needs assessment when they initially wrote a proposal to obtain funding for a particular country. In Indonesia, training organizations submitted their proposals about the same time in 1998, so they received the same answers to train better. In reality, some organizations received their funding and executed their projects earlier than others. This is why there is so much repetition among training programs. Needs assessment should be done prior the initial project and also during the training process and include an evaluation from the participants.

Conducting needs assessment seemed to be complicated, especially if training organizations conducted many training programs during a year. However, a needs assessment also appeared to be the foundation of why and how training programs should be designed. This finding supports Lansing’s (1992) finding in his study about the agricultural system on the Indonesian island of Bali. A needs assessment prior training would help select the right theme and topics for training and determine relevant materials that radio professional need to learn. Most journalists and managers were aware of the high cost of training, so a needs assessment could assure a better training outcome.

### *Foreign trainers*

Both journalists and managers spoke highly of foreign trainers because they provided new and better ways to do their work. Trainers who came to Indonesia originated from the U.S., the U.K, France, Germany, Australia and some African countries. Prior to training, the participants thought that media was universal until they found that some trainers were contradictory with other in the terms of the practices they used. Participants were often confused about the different view points from previous trainers and follow-up trainers.

Many managers realized that training materials could not be separated from the trainers' backgrounds; however, journalists did not realize why there were differences among trainers. Managers said they were forced to predict the background culture of the trainers in order to understand some concepts they introduced. Journalists did not mind having trainers from different countries because they believed that journalism values would be similar, however, for managers, they preferred U.S. trainers because of the similarities in their background in commercial radio. While most of the trainers were knowledgeable, a few of them did not have any training or teaching experience.

This finding shows there seemed to be a agreement that foreign trainers brought more benefits to training programs, however, their success also depends on their approach and the content of training. Teaching or training experience helps deliver materials with a solid approach that fits with the training participants. If trainers had both radio and teaching experience, training would more likely generate better results because participants would have a better understanding of training and would be more likely to adopt the skills had learned.



## *Interpreters*

Interpreters played a large role in helping participants understand materials and contribute to discussions and communication among trainers and participants. Interpreters need to have English proficiency as well as background in media in order to do this job. However, both journalists and managers said that many times interpreters did not have sufficient media background. As a result, their translation often became confusing because interpreters provided literal meanings, which mean something different in journalism practices.

Indeed, most media training workshops used consecutive translation, where trainers and interpreters took turns delivering and translating the materials in a different language. While it is helpful for interpreters to remember word for word translation to avoid mistakes, it was also confusing for participants. This is also why many participants preferred translation per idea rather than word for word.

Interpreters who had a media background would be helpful because they understood the jargon and ideas being discussed. It can also made training run effectively because interpreters could assist with further discussions related to applications. The involvement of interpreters in any activity in training would support the understanding of new materials as well as the application that was shown in training. The more understanding the participants gained from training, the better they were in adopting the material. This factor could also motivate them to diffuse the new knowledge and skills to others.

### ***Local trainers***

When training started in the mid-1990s, local media trainers were scarce because of the short history of radio journalism in Indonesia. Most organizations paired foreign trainers with interpreters. Training organizations were aware of the lack of capacity of local journalists to become trainers so many times they hired Indonesians who had worked for years for international broadcasters to do this training. For management training, local trainers could be experienced radio managers or media consultants who knew the Indonesian media landscape very well. Generally, radio professionals in Indonesia were in favor of this practice.

The journalists said that including local trainers helped not only in making the material understandable in the participants' context, but also in solving problems with interpreters. But they said this was not a must. For managers, local trainers were necessary in management training. They said that foreign trainers tended to come from successful markets, which were quite different from the conditions in Indonesia. Too many differences between trainers' backgrounds and their backgrounds often made them frustrated to ask questions.

Local trainers helped both participants and foreign trainers understand each other and support more comprehensive solutions that foreign trainers could provide for the participants. In DOI theory, local trainers are a part of the change agent. Like foreign trainers, they also introduced and diffused new ideas. Their similar backgrounds with participants helped the participants understand the concepts and skills better.

## *Content*

Both journalists and managers said that trainers often delivered training materials with examples based on the trainers' experiences. Many of these materials related to and supported their work. The material was easy to understand, particularly skills training for journalists, and radio management for the managers. They said the materials were insightful but sometimes did not show them how to apply the skills in their work. For journalists, some confusion happened in thematic training, while for managers, they were confused about marketing strategies and rating analysis. Both journalists and managers said the confusion was due to different cultures and social realities between the trainers and the trainees. Participants said that many trainers did not know the conditions in Indonesia. There was no ratings service for radio like Arbitron in the U.S. Ratings were provided by ACNielsen for only 11 cities in Indonesia. As a result, other stations especially in smaller regions found no alternative to using better marketing strategies without a ratings system that most advertisers and radio markets used. Due to the absence of this knowledge, foreign trainers often spent time discussing concepts that participants did not have an opportunity to pursue in their daily work. Having this knowledge ahead of time would have helped trainers offer knowledge and solutions that benefit more of the participants.

This study shows that selecting relevant content is as important as finding the right trainers with the right training approach. Content needs to be relevant to training participants so they can relate the materials to their work. The more relevant training content is to the training participants' background, the more likely they would adopt the new skills and knowledge in their work.

### ***Training approach***

Prior to training, some journalism trainers prepared materials including recorded reports and printed scripts that would be translated by interpreters. Some of them played a few samples of these reports, and participants listened to the reports with the transcript materials. The model of reports that trainers chose often became the basis of what trainers expected from the participants. In skills training, for example, trainers allocated some time to practice interviewing each other, writing scripts that would be translated by interpreters, and conducting field work and interviewing actual sources. In a longer training session where training organizations provided computers for writing and editing final products, journalists also created the final products in broadcast quality. Many journalists said that all of those practical experiences helped them better understand the content of training and supported them in adopting new knowledge and skills in their work.

In addition, discussion during the training session encouraged them to apply the skills in their daily work. All of these approaches showed that what made training easy to understand was the combination of good materials and the right approach in delivering materials and communicating with the participants. Many trainers could connect with the participants because they worked in similar fields. Journalists' personalities tended to be easy going, which played a major role in connecting these different groups of people who came from different parts of the world and created a sense of camaraderie and understanding among participants .

The researcher believes that training approaches cannot be separated from content and participants. Training approaches show how material should be delivered and what supporting

materials or exercises to use. Flexibility in training plan is necessary in order to support the innovation decision process, which might take place during training. The better training approaches that trainers applied in their workshops, the more likely participants could relate to the theories and then practice them in own context, thereby supporting adoption of the skills in their daily work.

### ***Obstacles in understanding content***

Like any innovation, diffusing new practices in radio to radio professionals also creates challenges. Both journalists and managers in Indonesia said that diversity among participants and trainers can bring benefits as well as obstacles to training. Moreover, the lack of interpreters' media backgrounds can create additional challenges in understanding training materials. It would be difficult to tackle all of these challenges in advance of training due to time constraints, however, it is necessary to recognize and minimize these obstacles if at all possible.

Participants seemed aware of these challenges, but it is unclear if training organizations recognize them as challenges since they continue to occur.

### ***Changing practice and perception***

Participants said that training made them change their perceptions of radio news. Indonesian journalists formerly followed state radio in the way they reported and presented news stories. State radio tended to report voices from the government with authoritative ways of presentation. So, when Indonesian journalists learned new skills from the foreign trainers, they said that most of the materials were eye opening for them, especially in writing, editing and news

presenting. State radio used to produce copy—straight read news with no sound bites. Passive sentences were commonly used along with long complex sentences. Foreign trainers, on the other hand, introduced the use of active sentences, one idea per-sentence and using sound bites from a variety of sources, other than only from government sources. For managers, integrated management skills and understanding the stations’ products to sell were new concepts. Since radio stations in the past were based on hobby-based radio, owners did not pay attention to how to generate income. Many stations depended on owners’ other businesses to support the operations. Owners often managed income separately and let other departments operate on their own. Managers realized this was not a good way to run the business since it increased costs rather than generating income.

Most journalists and managers seemed to change their practice in radio because they learned how to include better reports, which improved the image of the stations. In the early years of training, the change of practice seemed to occur in many stations almost at the same time, which was partly due to external factors from training organizations.

### ***Discussion during training***

Participants said they attended training sessions to learn from trainers as well as from other participants. Both journalists and managers said discussions were necessary for learning to occur. Managers, especially, said that trainers needed to be more flexible during discussions and encourage more interaction, especially in areas that managers needed help. There were more differences among managers than journalists in terms of working practices. Therefore, managers

said that trainers need to be more flexible with their syllabi in order to accommodate interaction and discussion among participants.

Journalism training can take from three days to two weeks, while manager training was one to five days. Managers valued discussions as a way to find solutions and gain a better understanding of the materials, which could take place within their free time during the training. This interaction turned helped them in their decisions to adopt training.

Discussions seemed to improve understanding toward training materials, especially in terms of how to apply the material in their own contexts. Discussions can also take the training material to another level where participants decided to collaborate for future work. This aspect shows that if participants could understand content beyond what has been taught, they were more likely to support adoption and diffuse the training through their stations' systems.

### ***Benefits of training***

Both journalists and managers said there were many advantages they gained from attending training, including new skills and knowledge that helped them improve their work and become better reporters or managers. In addition, training showed them how to work more efficiently and effectively. Journalists, whose stations received equipment grants, could produce high-quality reports, which made them more marketable in the job market for better positions .

To date, many journalists have double jobs or now have better positions. They said the certificate from training helped them apply and obtain better positions. Since training was popular, a few things happened, including the emergence of local TV stations and the increased number of radio stations since the early 2000s. Radio professionals were the main target for these

new media institutions because many of them received training. New stations thought trained radio professionals would benefit their stations' development. Many journalists who lived in large cities decided to move to other jobs, while others who lived in smaller regions took an additional job.

However, this was not the case for managers. Managers said that attending training did not open possibilities for better positions. The researcher believes that many managers were already in top positions, so they had nowhere to go for a better position. In terms of respect, both journalists and managers agreed that attending training did not make them more respected among their colleagues. But most managers and journalists agreed that training helped create and expand new networks.

The study shows that positive aspects of new knowledge and skills introduced in training became the main attraction to adopt. From the beginning, the participants had seen the product of training and even tried it on their own. In this case, the benefits continue to be visible, as former participants held better positions for their jobs. The finding shows that the more visible the benefit of an innovation, the more likely for people to adopt.

### ***Adoption***

Both managers and journalists said they tried to adopt training materials in their work. Journalists said they tried to adopt skills training, especially writing and editing skills. They were inspired to adopt new skills at their stations after participating and observing group work. Many of the journalists started small but improved their writing or interviewing. Those who received in-house training adopted new programs by following materials and examples shared by the



trainers. This trial effort later became the basis for their decision has a long-term adoption. If the managers liked their initial adoption, they might help find advertising revenue to support their work, otherwise the journalists adopted new skills in their work but not necessarily in new programs.

As for managers, survey results and focus group findings were contradictory. Survey results showed they adopted training, while the focus group discussion showed the majority did not adopt the training because of different social contexts. In the survey results, some managers reported they tried to adopt programming and marketing strategies, while in focus groups, they said they tried to adopt management principles only. The researcher believes that pressure during focus group might have contributed to different results in the findings.

Despite some contradictions in the findings, the results show that most participants adopted training. However, some of the adoption took place over shorter time periods, which indicates some journalists adopted the skills without waiting for decisions from their managers. For managers, the process of adoption seemed to take longer. Those who understood training very well and attended a training session that met their needs were more likely to adopt the training.

### ***Obstacles in adoption***

The journalists said the main challenge in adopting training was managers. Many journalist participants said that in the beginning, their managers were positive and supportive of the adoption process; however, they did not give additional support in terms of equipment and income to compensate working longer working hours to produce more creative work. They also

said their managers' supportive attitudes were actually to cover the training organizers' request for a commitment to news as a requirement for attaining more equipment grants. The managers admitted they did not give enough support to their journalists. They said that adoption should be done but in any way that did not challenge company policy or initiate major changes at the station. However, they said this was mainly due to economic conditions. In addition, they said they thought that journalists did not demand more payment but used the stations as a way to practice their skills.

Managers, on the other hand, blamed external factors as the reason they did not adopt or stopped adopting. These factors included regulations and the market. Ratings and audience research, for example, were very limited. Managers said they had no information they could refer to when they met their clients. As a result, they could not practice the marketing strategies they learned from trainers. The managers admitted they did not give enough support to their journalists. However, they said that this was mainly due to economic situations. Radio stations continued to receive less advertising mainly due to the increasing number of local television stations..

The study shows that actually adoption occurred in most stations that participated in training. Both journalists and managers seemed in favor of new radio journalism and management practices. However, some of the adoption had to stop due to external factors including limited income and competition. This finding also suggests that successful long-term adoption requires both internal and external support.

## *Diffusion*

Most journalists, except those who came from Jogjakarta, said they shared training materials, especially related to skills training with their colleagues. These journalists said they were required to share training materials only once after they returned to their stations. Most of them diffused the material in an office meeting or for a one to three hour session. This was one of the motivating factors for them to understand the materials and practice during group exercises, so they could show the results in their stations. This presentation was also a first step for them to make a manager interested in a new idea. This situation was different for those who had a good position such as news director or program director. These people had responsibilities to train the new staff, so they were more likely to diffuse the new skill to others. This happened in a station that produced new programs based on their training. As the participants said that the turnover was high among radio professionals, the need to train new staff was always necessary. This approach ensured that new skills were continuously diffused to other people, including those who never joined international media training.

The managers, on the other, said they did not share much information, perhaps because of the nature of their work. They also said there was no urgent need for sharing because they did not want to indicate to other staff that they wanted to change the station's management. Another reason for not diffusing training was due to external factors including the non-supportive market and regulation.

The study shows the diffusion rate was higher among journalists than managers. Journalists were more committed to diffuse training material because many of them had different positions since they participated in training. Those who joined training in the late 1990s were

more likely to be managers at their stations today, so they continued to diffuse new knowledge and skills through one-to-one coaching as well as training the new staff. As for managers, diffusion practice might be less likely because their practice seemed to be dictated by outside factors and their concern to bring negative results to the stations.

### ***Impact***

Most participants, both managers and journalists, said that international media training played a large role in developing radio station professionals. Endless training, which started in the mid 1990s until today, has provided ample opportunities for professionals to grow. The proof of the importance was visible, particularly during the first decade. A few comments from participants on their experience in field work in the 1980s and 1990s showed that training helped them work effectively. The new knowledge also enhanced their confidence. It even created a better image of radio stations as a medium for information. A few factors influenced more impact from training to radio professionals such as the owners' commitment to training organizers to actively support local news production and the increasing number of listeners because radio could provide faster information than other media.

Participants said that news programs proliferated in the early years of training. A factor that influenced this action was they were partners of training organizations. For journalists, some of these training organizations created a competition in feature production and news reporting, which motivated the journalists to adopt training materials as a way to practice their skills and improve their reputations. By being more productive, the journalists received more attention and recognition from outside sources. In addition, journalists said international media training helped create a new image of radio journalism. Since training was popular, radio staff members said

they had more access to news stories. The new knowledge, skills and equipment created a better quality news production. As a result, radio journalists feel they have a better image of radio as a medium for information.

However, over the years, journalists' efforts to create good quality local news has diminished due to the existence of international news services such as VOA, the BBC and others. In addition, the number of professional adopting the training has declined because the training organizations had started new projects. Managers claimed the decrease of local news production was mainly due to the high costs of production. So, they chose national and international news providers to meet this demand instead. External factors such as social and political change played a role as well because they introduced new broadcasting regulations that have impacted radio.

Overall, most participants agreed that international media training played a role in diffusing new ideas about radio practices to radio professionals in Indonesia. It helped professionals not in developing their skills but also expanding networks that helped developing stations across the country. The managers also agreed that media training helped improve knowledge and skills of radio professionals; however, they said that it was not enough to say that it helped develop quality radio in Indonesia. Managers said that many training organizations tended to concentrate on developing radio stations so that they could provide independent news, however, developing radio cannot only focus on news programs, but it has to cover all aspects of the stations.

Even though the current state of radio was stagnant due to decreases in advertising rates, one should not forget that this is due to the external factors that play a role in commercial radio

around the world. As for developing radio professionals, media training has played an important role in initiating the new culture of radio practices in Indonesia, particularly in journalism.

### *Training as a form of diffusion*

The above key findings support previous studies that have used Diffusion of Innovation theory. Rogers (1971) defined diffusion as a process through which an innovation is spread via certain communication channels over time among the members of a social system. This study viewed DOI theory in terms of how Western trainers came to Indonesia to diffuse innovations in radio journalism and management to radio professionals through training. The innovation is knowledge and skills related to radio journalism and management, and the communication channel is training and the social system is radio professionals.

Rogers said that innovation attributes plays a key role in innovation decisions. The findings from the present study confirms that compatibility, relative advantage, trialability and observability were the main motivating factors for radio professionals to adopt new knowledge and skills in radio journalism and management. In addition, this researcher used ease of understanding rather than complexity, which resulted in a positive attitude for adoption. Through the experience of Indonesian media professionals, it was clear that each of the attributes played a significant role in their decision to adopt training. Media professionals, who participated in the early years of training, especially faced challenges; however, because they observed the innovation and had some time to try it, it persuaded their colleagues and managers to finally adopt. A few participants said the trial period was not easy because they had to work long hours

without receiving any financial support from the managers. They only received moral support in terms of freedom to use the new equipment grant provided by the training organizations.

Previous studies in DOI show that diffusion of innovation often combined both interpersonal communication and media in order to support the innovation decision. Those who finally decided to adopt followed five stages in innovation decision; knowledge, persuasion, decision, confirmation and adoption. Knowledge refers to the time when an individual recognizes a new innovation and knows how it works. Persuasion refers to a stage when the person forms an opinion or an attitude toward an innovation, while decision refers to the time they decided to adopt or refuse to adopt the innovation. Implementation is the time when they have accessed or tried the innovation. If they like or dislike the innovation and decide to adopt or reject the innovation, this is known as the confirmation stage. Rogers said the process from knowledge to adoption might take years. He also said it might take a long time for people to decide to adopt innovations.

The findings show the training process made the length of time for the innovation decision shorter. Since the communication channel (training) happened within a controlled environment, such as classroom or training venues, participants could try as well as observe the innovation and supported the adoption. The integrated activities helped make the decision process faster than a normal adoption decision which could take up to a few years.

In terms of the adopter category, journalists seemed to be early adopters. When journalists met in training venues, they leaned, shared the materials and tried the innovation and analyzed it together. Early adopters are the ones who analyze innovation and decide to adopt it. Many of these people were opinion leaders in radio in their own regions. They were the trend

setters because they only influenced their own group of people at large who listened to their reports. They also influenced whether the innovation met the accepted norm and values..

Managers on the other hand seemed to be under late majority because they tended to wait and see the result of their journalists or the success of other stations that had adopted the training.

Rogers said that one of the reasons the late majority adopts innovation is peer pressure. In this case, pressures came from the training organizations

This study shows that media training has been a very powerful social system to diffuse innovations. The training process made innovation decisions shorter through a comprehensive approach that trainers used. Within a period of five to six days, participants were not only learning new knowledge and skills about radio, but were also discussing and sharing information with trainers and other trainees. The process was even shorter during in-house training where the innovation decision took a leap from knowledge to adoption within a very short period of time. Workshop training sometimes took longer for the innovation decision because of the absence of confirmation from the managers. Most journalists presented the information they had learned to their stations upon their return, which shows that training is a powerful method of diffusion to create multiple change agents within a short time.

The researcher believes this study of training took DOI theory to another level because it combines skills, knowledge and technology as an innovation. It combines the integrated communication channels (media and interpersonal communication) and multiple social systems (trainers, local trainers, interpreters and training organization).

Some of the other findings that emerge in this study also supported the previous DOI studies. The importance of proper participant selection supported earlier DOI finding from Heiby



(1978) who conducted a study on the effectiveness of training on low-cost health delivery systems in Nicaragua. His study shows that the Nicaraguan Ministry of Health training projects for traditional birth attendants called “parteras” were not successful because former training participants did not diffuse the materials to the community due to their lack of access and connections to their community. They were recruited due to the personal contact. Even though international media training organization did not chose participants based on good connections, the station managers did. As a result, the outcome was similar. Many former training participants did not diffuse materials because their jobs were not related to training.

The study also supported Roger’s finding on the important role of change agent. Rogers identified change agents as people who can create a link to resources and are able to facilitate the flow of innovation from a change agency to an audience of clients (Rogers, 1971). In this study, the change agent is media trainers. They represented media training organizations in introducing and diffusing new skills and knowledge to media professionals. They played important roles for the ultimate success of training. Their training approach also influenced whether and how diffusion occurred. Focus group result shows how the training material and interaction with the participants motivate participants from Palu to adopt training materials in their own stations as well as to other stations within the same market showed the success of trainers as change agent to motivate adoption as well as supporting future diffusion.

Rogers said the success of the change agent could be seen in their interpersonal communication. He said that interpersonal communication played a large role for adoption especially when they seek for advice through friends or families or colleagues because they provide opportunities, which was not offered in the media. Rogers also indicated that

background of change agent, whether it was similar or different from a potential adopter, indicated the success of diffusion. He identified these factors as *homophily* and *heterophily*. Homophily indicated the change agent has similar background with adopters, whereas heterophily is vice versa. Depending on the innovation, some innovation was better diffused by homophily, others by heterophily. In this study, trainers are both homophily and heterophily. They had similar job experiences, either as journalists, managers, or consultants, but they were also *heterophily* because they faced different realities from their trainees. The combination of both *homophily* and *heterophily* enhanced the possibility for communication and could motivate Indonesian media professionals to adopt the training. The Indonesian radio professionals felt they could connect with trainers because trainers had similar jobs with them in their home countries but trainers were also different because they were more advanced and had more experiences than Indonesian radio professionals.

The finding of this study provides a significant contribution to DOI theory but also to studies of media training and international development. Based on the findings, it is clear that international media training has achieved its goal in Indonesia. Most participants, both managers and journalists, agreed they learned new skills, adopted these skills in their work and have shared the information with their colleagues, therefore diffusion has been successful.

Finally, the present study has contributed to the dialog concerning international media training by giving a voice to participants in the process. The perspectives of the participants from Indonesia could help in assessing the long-term effectiveness of the training programs. Their insights could provide a richer picture of the dynamics of training and highlight areas of success and deficiency in present and past training systems.

## **Recommendations**

After more than two decades of international media training in Indonesia, the researcher believes there is a possibility to improve future training projects. Based on the findings, this researcher proposes some ideas for future training. The findings of the present study have implications for the improvement of future media training. The findings provide ideas for organizers and trainers on how to better conduct these projects. It also includes recommendations for participants on how to make better use of training. Based on the experiences of the training participants in the present study, the following recommendations are suggested not only for training participants but also media trainers and training organizations.

### ***International INGO - Training management***

- **Needs assessment.** This approach might be similar with evaluation but different because it is specifically about the need for future training. A needs assessment was often conducted by training organizations when they were new in a country. A needs assessment could help training organizers in several ways. It shows the current media situation and the conditions of media professionals. Understanding the media situation and the radio will provide background data about participants and the environment they lived in and provide an idea about what kind of training is necessary. This information could help trainers in creating better material that fit the needs of the participants. It could help them to identify what projects they should focus on during the training. Ideally, a

needs assessment should be conducted every time there is a new idea or a new funding initiative. Training organizations should approach potential participants to find out what they need. Potential participants should complete an application that contains background information about them and their stations and their expectations from training. In the case of a top-down approach, where funding agencies approach and provide funding for training organizations, the organizations can still conduct a simple needs assessment by asking media professionals associations or individual media professionals about the training they need. Generally, funding agencies were not specific in training syllabus but provide an overall goal they wanted to achieve. Including local media in training preparations, improve relations between the trainers and the trainees. Any information that training organizations can obtain from a needs assessment should be shared with the trainers.

- **Selection of trainees.** As noted above, many trainees received training more than once. Former participants also complained that differences among participants slowed the training and learning process. Thus, it would be better for the organizers to find a better way to select the trainees. Suggestions from Surabaya managers could be an option. They suggested combining participants from nearby areas. That way, at least they have similar backgrounds, which would be easier for both trainees and trainers. For trainers, it could help them focus their materials to fit with the participants by providing examples or materials pertaining to the local areas rather than trying to fit everybody's demands.
- **Selection of trainers.** Like participants, trainers need to be selected properly. Many training organizations used to hire trainers based on good connections. Even though

many recruited trainers are good, it would be better if this opportunity is open for public, either by posting the need or trainers on organizations' Web sites or through newsletters. Training organizations need to emphasize the ability to train in addition to having previous experiences in media. If training organizations decide to choose a new trainer without training experience, he or she need to obtain enough information, including contacts with previous trainers so they can learn what is expected during training. In addition, training organizations should rotate their trainers' assignments and locations to motivate their creativity.

- **Selection of local trainers.** Indeed, local trainers would be helpful because they speak the same language as the participants; however, training organizations need to do proper selection as they do in selecting foreign trainers. Training organizations tend to hire a media consultant or a professional journalist to train. Both types of trainers have strengths and weaknesses. Whoever they chose, it would be better to provide Training for Trainers (TOT) if possible. If they do training along with a foreign trainer, training organizations need to make connections as early as possible, so they both can make a better plan to follow the training organizations' goals.
- **Coordination.** It would be better if training organizations coordinate national and local organizations to improve training preparation. This effort should also include communicating with radio stations to find out the needs for training. All of these efforts help in a needs assessment and assist in getting to know participants, which would be valuable information for trainers.

- **Sharing information with trainers.** Training organizations, especially those that have local offices, have opportunities to get to know the country and the situation better, which is helpful for trainers to understand the context where the participants live. It would be helpful for trainers if training organization gave a briefing prior to the training by including reports from earlier trainers. Training organizations should also connect new trainers and former trainers so they can share information for better preparation.
- **Database.** Now that media training has been conducted more than two decades, it would be necessary for the training organizers to set up a comprehensive database about training, including information about previous trainers and training sessions.
- **Evaluation.** Future evaluation programs should use various approaches. This might include evaluations done by the training organization, trainers, trainers and independent evaluators. In addition, longitudinal studies using combined methodologies are necessary in order to obtain the depth and breadth. Maintaining local contact with former trainees would be another approach. Looking at the long history of most of these training organizations, this approach would not be too difficult.

### *Recommendations for Trainers*

Regardless how experienced trainers are, if they are new in one country, they need to know as much information about the local customs that influence media culture and other aspects pertaining to training programs.

Trainers, especially beginning trainers should seek information from training organizations related to the country and the condition of media, which would help them in understanding potential participants. Ideally, training organizations should give necessary information, however this is not the case of international development.

- **Working with interpreters.** Realizing the importance of the role of interpreters, the trainers need to include them as much as possible. Their involvement should be included at the initial stage of the preparation, such as the time when the trainers prepare their training syllabus. In a training situation, an interpreter plays a role not only as a translator but also the connector between the trainers and the trainees, and sometimes between trainers and the organizers. It is necessary for the interpreter to know any plans concerning the training but also the content of the materials. Trainers also need to tell the interpreters their preferred approach in training and what they expect from the interpreters. An in-depth discussion with the interpreter prior to the training could be helpful so the trainers can be sure the interpreter understands the topic. Trainers have the knowledge, skills and experience, but without good assistance, the transfer of knowledge to the participants might not be successful. During training, discuss one idea and then stop. Stopping after every sentence helps maintain an accurate translation, but it does not help the participants understand. The trainers need to make sure to say their idea is simple to understand.
- **Working with local trainers.** Many participants said they were in favor of having local trainers because they understand the local situation better. Many local trainers like this opportunity to learn from foreign trainers. Trust is considered one of the most important

elements in this working relationship because it creates effective training. This approach can be a tool to motivate the trainees.

- **Find a good training method and approach.** Journalism professors generally are good trainers due to their experience in teaching, however, their experiences may not be as current as professional journalists. However professional journalists often do not have teaching experience. One training method that Indonesia journalists and managers liked was bringing their own story packages and playing them during the training session. Even though many journalists are not fluent in English, many of them know what is considered a good news story or an interesting package. Radio journalism is a combination of a good story, writing, presenting and producing, which Indonesian journalists referred to as an art of its own. A training group listening to the trainers' package would be helpful for a discussion on training but also would help the trainers to visualize a good story and motivate them to produce a similar package in their own work. Training organizations might provide samples of local news stories, especially the ones produced by the participants to help prepare the right materials for the participants, but the participants also need motivation. This approach also works if trainers meet participants who have been trained more than three times and assume they know everything from training. For journalism professors, they can bring one or two examples of a news story and a feature from a local public radio and also have the script written and translated during group listening.
- **Creating good relations with participants.** Most participants said they wanted to get to know the trainers and ask many questions, but they were not sure about the approach due



to their lack of proficiency in English. Thus, creating a good rapport would help. Something as simple such as saying a few local words or eating local food with the trainees can be some alternatives. Ice breaking exercises should be done during and outside training so that trust can be realized between the trainers and trainees and among the trainees. The latter is essential considering that trainees are the ones who will face challenges in their country. Trust can support solidarity among the trainees, which is helpful in order to push the existence of freedom of speech and freedom of expression.

- **Be flexible with training syllabi.** As participants said they appreciated question and answer sessions during the training because it helped them understand training in their own context. Having a syllabus is indeed important to ensure the goal of training is achieved, however, more importantly for the materials to be understood and for the participants to know how they relate the training to their own context. This kind of understanding will support the possibility for adoption. Remember, many trainees also faced pressures in terms of creating a change once they returned to their stations.

### *Recommendation for local trainers*

Local trainers played an important part of successful training. Most local trainers were selected based on their experiences either as radio journalists or managers. Many of them had no experiences in teaching or training people. The following are a few recommendations that might help for local trainers:

- **Working with foreign trainers.** If both local and foreign trainers had similar backgrounds, training organizations often put foreign trainers as lead trainers and local

trainers as assistant trainers. This situation would be different if they were recruited to complement each other for different materials. The former required local participants to accommodate contents initiated by foreign trainers by adding local aspects in it, while in the latter role, they were allowed to get their own topics that fits with the training.

Whichever role they played, local trainers need to understand their role is not only to train the participants but also bridge communication between foreign trainers and participants.

- **Working with participants.** From the beginning, local trainers should engage in conversation with participants because they speak the same language. Local trainers need to share information from participants in and outside training discussions, so they can collaborate with foreign trainers and offer good solutions for participants.

### ***Recommendation for interpreters***

Understanding the material is absolutely necessary, and a background in media is an advantage. But in many cases, training organizations hired interpreters for their English proficiency. There are a few things that interpreters need to do.

- **Get information about the training program,** including the trainers and the participants. Most of the time, the training organization does not explain these details but focuses on training in general.
- **Have a discussion with trainers before the training.** No matter how good an interpreter is, he or she needs some time to discuss the training with a trainer. Interpreters should use this time not only to understand the training program, but also the goal and the content.

This interaction will also allow the interpreter and the trainer to be familiar with accent and the way each person talks.

- **Get familiar with the topic.** Like any other field, media also has its own jargon, including terms that specific to radio. Read training materials ahead of time, and ask any questions that seem confusing, including the use of jargon.
- **Get to know both participants and trainers.** Interpreters should be involved in both formal and informal activities such as coffee breaks or lunch. Indeed, this involvement makes the job seem never ending, but it helps the interpreters to understand the group dynamics and break the barrier among everyone involved in the training.
- **Respect the trainers.** There are a few cases when many interpreters worked for the same trainer or was hired many times by the same organizations. The former would make the interpreters know most of the materials that trainers delivered. The latter made interpreters insiders and connected them better with training participants. Interpreters played a key role but they need to put themselves more as a connector rather than a leader.
- **Listen, watch body language and write,** if it is necessary. Interpreters are the mouthpiece of training. They build the bridge between trainers and trainees, and they can help the success of training. Interpreters should be observant of their surroundings and watch the flow of discussion and inform trainers when a problem occurs in training that might make it impossible for trainees to understand a particular topic.
- **Be open to criticism.** Most training participants are motivated to learn and have a high level curiosity due to the nature of their work in media. They want to learn as much as

possible within the limited time available. Even though many participants seemed unable to communicate in English, many of them could grasp information because they use similar jargon as trainers. An interpreter made a mistake in translating materials, and participants would not hesitate to correct it. Interpreters should understand this background and realize it is constructive feedback and not criticism.

### *Recommendation for Participants*

- **Language.** Most participants said that language was a problem in understanding training materials. Sometimes this was also related to confidence. If training materials were too different from their own context, it might create confusion and even frustration. Thus, talking to other participants outside training would have been helpful. Another approach is talking to interpreters and asking them to tell the trainers about the problems. Considering that many training programs were conducted in a limited time, writing questions to trainers would be helpful, so that trainers could address and answer the questions at the same time.
- **Understanding trainers' background.** It would be helpful to know the reason why trainers practiced journalism as they did. Considering the compact schedule during training, it would be better if participants asked these questions during informal training and asked questions related to trainers' backgrounds in relation to their work at the end of the session or whenever trainers had time.
- **Maintaining contact** with trainers and fellow participants. Many trainers said they would like to know about former trainees. Participants were not sure about the language, but

many times training organizations would help with the translation. Communicating this way could help if participants have further questions about training in addition to improving future working relations. With today's communication technologies and social networking sites, this idea might be easier to do than a decade ago.

- **Coming to training venue.** Attending training might be overwhelming. The fact that training was conducted in large cities or exotic areas supported different purposes in training. Time management was the key to concentrating in training as well as getting to know the areas. Some training organizations were flexible in timing the trip. Skipping training just to go sightseeing creates bad reputations for individual participants and their media institutions.

## **Future Research**

Based on this study, there are some areas of research that can be explored in the future:

- A similar topic on media training with the focus on training for television professionals.
- Other alternatives could also focus on other type of training approaches such as in-house training or fellowships.
- A similar study can be replicated in other countries. It can also be a comparative study with other countries with similar backgrounds.
- A future study with a similar focus needs to be conducted for a longer period of time with better management to ensure a larger number of survey returns. In terms of focus groups, higher participation from both manager and journalists groups is necessary. In addition, other types of training can be explored in order to see whether training affects diffusion.

- If a similar approach is used by including DOI theory, time factors can also be included, so that it helps to determine when or whether it reaches critical mass in adoption.
- A broader focus on the impact of change in radio to society would also be interesting. It can focus on thematic training, like elections or women's issues. This aspect may include a study of the impact of change not only within the media but also the society at large.
- A content analysis looking at the content of radio news produced by former journalists who attended journalism training. This kind of research will help determine the quality news and journalism in radio.

### **Limitation**

The first limitation is the small sample. The researcher tried to send as many surveys as possible to all list serves pertaining to radio professionals, journalists and media related groups. In addition, she also called many people and sent personal e-mails to remind them, however, in the end, the number of surveys returned was still less than what she expected.

The second is the researcher as the research instrument. This researcher has experiences in managing training for different training organizations for about six years. However, she was known mainly as a training coordinator for *Internews*. During the focus group, she found the participants talked about their experience in *Internews* training more than in any other training.

The third limitation is time. This research was conducted during a holiday season. The researcher believes that if it is conducted during other months, it might generate more participation from managers and higher numbers of survey respondents.

The fourth limitation is that the findings are not generalizable. However, the results can be used to predict situations in other countries that have similar backgrounds with Indonesia. Thus, it is expected that these research findings have made contributions in understanding how media training has been held in different countries. Understanding aspects from participants' sides would help both trainers and training organizations in making better preparations so that long lasting results could be achieved. Indeed, it would be impossible to satisfy the need of each participant and answer all of their questions and requests, however better preparation and proper needs-assessments would make these projects meaningful. It would also ensure an achievement that can satisfy training recipients, funding agencies and others involved in these massive activities around the world.

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## **Appendices**

## **Appendix A Focus group discussion guide**

Tell me about your experience in the training.

Tell me what you did after the training.

How did training help you in your work?

How did you share information related to training to your colleagues?

Have your understanding to radio news change after the training?

Have your practice of radio management/scheduling/programming planning change after attending a workshop? Why ?

What were the challenges to adopt those knowledge and skills?

What do you think of the role of international media training in development of radio in Indonesia?

Is there any other information about attending the training sessions that you would like to share with me?



## **Appendix B Survey for Journalists**

### **A survey of the impact of media training to radio stations in Indonesia**

The purpose of this survey is to examine the impact of international media training on radio station professionals in Indonesia. Although we recognize that people from different media also attended similar training, we ask that only those individuals who are currently working in radio stations or used to work for radio stations participate in this survey.

This research is conducted by Nurhaya Muchtar from the University of Tennessee, College of Communication of Information. The UT Institutional Review Board has approved this survey. If you have questions at any time about the study or the procedures, you may contact Nurhaya Muchtar at 99 Communication Building, 1345 Circle Park Drive, Knoxville, Tennessee, USA and 865.974.1136, email: nmuchtar@utk.edu. If you have questions about your rights as a participant, contact the Research Compliance Services section of the Office of Research at 865.974.3466.

All responses will be kept confidential and stored on a secured computer accessible only by the principal researcher. No identifying personal factors will be used in reporting the results of this survey. Entering your e-mail address in the first question is optional and will be used only to check for duplicate transmission - it will be deleted after the survey is received.

To take the survey, begin clicking on the response options. Completion of this survey will be taken as your permission to participate in this research. If at any time you wish to withdraw from the survey just click the "next" button until you get to the end and then click exit/send.

The survey will take about 15-20 minutes to complete. We realize this is a long survey but each question is important. We really appreciate your time.

#### **Section A: The following questions relate to your demographic information. Please circle or write the answer to the questions below.**

1. What is your current position? \_\_\_\_\_
2. How long have you worked in this position?
3. In what city do you currently work?
4. Is your current job is different from the time you received the training?
5. If you have changed positions, what and where was your position at that time?

6. In what city did you work when you received the training?
7. How many times did you attend international media training? \_\_\_\_ time
8. What kind of training did you attend? (Please circle all that apply)
  - a. Basic journalism
  - b. Conflict reporting/reporting for peace
  - c. Election training
  - d. Environment journalism
  - e. Others
9. Which institution that managed the training you attended before? (please circle all that apply)
  - a. Internews
  - b. UNESCO
  - c. VOA
  - d. The BBC
  - e. FNS
  - f. Other
10. When was the last time you attended the training?
11. Why did you join the training? (please click all that apply)
  - a. I was invited
  - b. I applied
  - c. My boss asked me to
  - d. I want to learn something new
  - e. I want to travel
  - f. Others

**Section B: Each of the following questions related to your thoughts on the relationship between the content of the training and the existing practice in your work. Please indicate how much you agree or disagree with the statement by circling the appropriate response.**

12. The content of training is related to what I have done in my daily.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

13. The content of training supported what I have done in my daily work.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

**Section C: Each of the following questions related to your thoughts on the content of the training. Please indicate how much you agree or disagree with the statement by circling the appropriate response.**

14. The content of the training was easy to understand.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

15. The reporting skills shared in the training were easy to implement in my station.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

16. The writing skills shared in the training were easy to implement in my station.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

17. The editing skills shared in the training were easy to implement in my station.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

18. The presentation skills shared in the training were easy to implement in my station.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

**Section D: Each of the following questions related to how you tried to practice the knowledge and skill from the training in your media institution. Please indicate how much you agree or disagree with the statement by circling the appropriate response.**

19. I have tried to apply the training material into my work.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

20. I applied the training material in my work because of my boss request.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

21. I applied training material to my daily work voluntarily.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

22. What I applied, specifically in the:

a. news gathering skill

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

b. writing skills

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

c. Editing skills

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

c. reporting skills

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

d. presentation skills

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

e. Internet research skills

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

**Section E: Each of the following questions related to your motivation in adopting training in your work. Please indicate how much you agree or disagree with the statement by circling the appropriate response.**

23. I applied training material into my work after seeing the result of our activities in the training.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

24. I applied training material into my work after seeing the success of other participants in their work.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

**Section F: Each of the following questions related to your effort in diffusion of training. Please indicate how much you agree or disagree with the statement by circling the appropriate response.**

25. I shared the information with my colleagues when I returned from the training to practice the new skill from my colleague in the station.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

**Section G: Each of the following questions related to your thoughts on advantageous and disadvantageous of the training. Please indicate how much you agree or disagree with the statement by circling the appropriate response.**

26. Training offered me a new knowledge and skill that helps in my work.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

27. Training offered a better way to do my work.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

28. Training helped improve my skills.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

29. Specifically, attending the training improved my:

a. News gathering skills

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

b. writing skills

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

c. reporting skills

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

d. Editing skills

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

e. presentation skills

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

d. Internet research skills

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

30. I believe that attending the training made me a better journalist.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

31. I believe that attending the training made me more marketable to be hired by other/larger stations?

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

32. I felt that other people gave me more respect as a journalist after I attended the training.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

33. I believe that attending the training help improve the quality of my radio station

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

**Section H: Each of the following questions related to other related issues in regard to training. Please write in the space provided.**

34. What is your gender? (1) male (2) female

35. What is your age? \_\_\_\_\_ Years old.

36. How many journalists work at the station with you? \_\_\_\_\_

37. How many total employees work at the station with you? \_\_\_\_\_

38. Please write if there is anything else that you would like to add.

Thank you.

## Appendix C Survey for Manager

### A survey of the impact of media training to radio stations in Indonesia

The purpose of this survey is to examine the impact of international media training to radio station professionals in Indonesia. Although we recognize that people from different media also attended similar training, we ask that only those individuals who are currently work in radio stations or used to work for radio stations participate in this survey.

This research is conducted by Nurhaya Muchtar from the University of Tennessee, College of Communication of Information. The UT Institutional Review Board has approved this survey. If you have questions at any time about the study or the procedures, you may contact Nurhaya Muchtar at 99 Communication Building, 1345 Circle Park Drive, Knoxville, Tennessee, USA and 865.974.1136, email: nmuchtar@utk.edu. If you have questions about your rights as a participant, contact the Research Compliance Services section of the Office of Research at 865.974.3466.

All responses will be kept confidential and stored on a secured computer accessible only by the principal researcher. No identifying personal factors will be used in reporting the results of this survey. If you do not mind, please entering your e-mail address in the space provided.

The survey will take about 15-20 minutes to complete. We realize this is a long survey but each question is important. We really appreciate your time.

#### **Section A: The following questions relate to your demographic information. Please circle or write the answer to the questions below. Please response based upon the last training you participated.**

1. What is your current position? \_\_\_\_\_ e-mail: \_\_\_\_\_
2. How long have you worked in this position?
3. In what city do you currently work?
4. If you have changed positions, what and where was your position at that time?
5. In what city did you work when you received the training?
6. How many times did you attend the international media training? \_\_\_\_ time
7. When did you join the last training?

8. What kind of training that you attended? (Please check that apply)
- a. Management training
  - b. Sales/marketing
  - c. Programming
  - d. Rating analysis
  - e. Audience research
  - f. Others
9. Which institution that managed the training you attended before? (please check all that apply)
- a. Internews
  - b. UNESCO
  - c. Voice of America
  - d. Deutsche Welle
  - e. FNS
  - f. Other
10. When was the last time you joined the training?
11. Why did you join the training? (Please check all that apply)
- a. I was invited
  - b. I applied
  - c. My boss asked me to
  - d. I want to learn something new
  - e. I want to travel
  - f. Others

**Section B: Each of the following questions related to your thoughts on the relationship between the content of the training and the existing practice in your work. Please indicate how much you agree or disagree with the statement by circling the appropriate response.**

12. The content of training is related to our existing practice

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

13. The content of training supported what we have done in our daily work.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*



**Section C: Each of the following questions related to your thoughts on the content of the training. Please indicate how much you agree or disagree with the statement by circling the appropriate response.**

14. The content of the training was easy to understand.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

15. The management skills shared in the training was easy to implement in my station.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

16. The sales strategies shared in the training was easy to implement in my station.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

17. The promotion strategies shared in the training was easy to implement in my station.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

18. The programming skills shared in the training was easy to implement in my station.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

19. Rating analysis skills shared in the training was easy to implement in my station.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

20. The audience research strategies shared in the training was easy to implement in my station.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

**Section D: Each of the following questions related to how you tried to practice the knowledge and skill from the training in your media institution. Please indicate how much you agree or disagree with the statement by circling the appropriate response. .**

21. I have tried to apply the training material into my work.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

22. Specifically, I applied:

a. radio management skill

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

b. Sales

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

c. Promotion strategies

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

d. Programming

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

e. Audience research

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

f. Rating analysis

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

**Section E: Each of the following questions related to how you observe the training material and skills. Please indicate how much you agree or disagree with the statement by circling the appropriate response. .**

23. I applied training material into my work after seeing the success of other participants in their work.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

24. I applied training material into my work after seeing the success of other station in which the participants worked.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

25. Specifically, I applied :

a. management skill

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

b. Sales

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

c. Promotion strategies

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

d. Promotion

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

e. Audience research

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

f. Rating analysis

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

**Section F: Each of the following questions related to your thoughts on your effort to diffuse training. Please indicate how much you agree or disagree with the statement by circling the appropriate response.**

26. I shared the information with my colleagues when I returned from the training.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

**Section G: Each of the following questions related to your thoughts on advantageous and disadvantageous of the training. Please indicate how much you agree or disagree with the statement by circling the appropriate response.**

27. Training offered me a new knowledge and skill that helps in my work.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

28. Training offered a better way to do my work.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

29. Training helped improve my skills.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

30. Specifically, attending the training improved my:

c. Management skills

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

d. Sales

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

e. Promotion strategies

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

f. Programming

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

g. Audience research

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

h. Rating analysis

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

31. I believe that attending the training made me a better manager.

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

32. I believe that attending the training made me more marketable to be hired by other/larger stations?

*Strongly Disagree*    *Disagree*    *have no Opinion*    *Agree*    *Strongly Agree*

33. I felt that other people gave me more respect as a manager after I attended the training.

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

34. I believe that attending the training help improve the quality of my radio station

*Strongly Disagree    Disagree    have no Opinion    Agree    Strongly Agree*

**Section H: Each of the following questions related to other demographic questions. Please write in the space provided.**

35. What is your gender? (1) male (2) female

36. What is your age? \_\_\_\_\_ years old.

37. How many journalists work at the station with you? \_\_\_\_\_

38. How many total employees work at the station with you? \_\_\_\_\_

39. Is there any other information about attending the training sessions that you would like to share with me?

Thank you.

## Appendix D Survey Result for journalists

**Table D- 4 Type of training**

		N	Percent of Cases
	Basic journalism	37	86.0%
	Conflict reporting/Reporting for peace	24	56%
	Environmental reporting	17	40%
	In-house training	23	54%
	Other	18	42%

**Table D- 5 Name of training organizations**

		N	Percent of Cases
	Internews	28	64%
	UNESCO	9	21%
	VOA	10	23%
	BBC	8	18%
	The British Council	12	27%
	FNS	7	16%
	Other	21	48%

**Table D- 6 Reasons to participate**

		N	Percent of Cases
	Invitation	29	66%
	Part of office work	29	66%
	Register for training	14	32%
	Gain more skills	35	80%
	Sightseeing	5	11%
	Others	2	5%

**Table D- 7 Compatibility-related material**

		Frequency	Percent
Valid	Strongly disagree	1	2
	No opinion	3	7
	Agree	27	61
	Strongly agree	13	30
	Total	44	100.0

**Table D- 8 Compatibility-Supporting material**

		Frequency	Percent
Valid	Disagree	2	5
	No opinion	2	5
	Agree	23	52
	Strongly agree	17	39
	Total	44	100.0

**Table D- 9 Ease of understanding**

		Frequency	Percent
Valid	Disagree	1	2
	No opinion	1	2
	Agree	35	80
	Strongly agree	7	16
	Total	44	100.0

**Table D- 10 Ease of understanding\_ writing**

		Frequency	Percent
Valid	Disagree	4	9
	no opinion	1	2
	Agree	32	73
	Strongly agree	7	16
	Total	44	100.0

**Table D- 11 Ease of understanding\_editing**

		Frequency	Percent
Valid	Disagree	3	7
	No opinion	2	5
	Agree	32	73
	Strongly agree	7	16
	Total	44	100.0



**Table D- 12 Ease of understanding\_ news presenting**

		Frequency	Percent
Valid	Disagree	4	9
	No opinion	1	2
	Agree	31	70
	Strongly agree	8	18
	Total	44	100.0

**Table D- 13 Ease of understanding\_ news gathering**

		Frequency	Percent
Valid	Disagree	6	14
	Agree	29	66
	Strongly agree	9	20
	Total	44	100.0

**Table D- 14 Ease of understanding**

	Mean	Std deviation
Writing	3.95	.746
Editing	3.98	.698
Presenting	3.98	.762
Field work	3.95	.873

**Table D- 15 Observability\_ group work**

		Frequency	Percent
Valid	Disagree	2	5
	No opinion	6	14
	Agree	28	63
	Strongly agree	8	18
	Total	44	100.0

**Table D- 16 Observability-others' success**

		Frequency	Percent
Valid	Strongly disagree	4	9
	Disagree	20	46
	No opinion	6	14
	Agree	11	25
	Strongly agree	3	7
	Total	44	100.0

**Table D- 17 Observability**

	Mean	Std. Deviation
Group work	3.95	.714
Others success	2.75	1.144

**Table D- 18 Trialability\_easy to apply**

		Frequency	Percent
Valid	Disagree	1	2
	No opinion	4	9
	Agree	27	61
	Strongly agree	12	27
	Total	44	100.0

**Table D- 19 Trialability\_ writing**

		Frequency	Percent
Valid	Disagree	4	9
	No opinion	1	2
	Agree	32	73
	Strongly agree	7	16
	Total	44	100.0

**Table D- 20 Trialability news presenting**

		Frequency	Percent
Valid	Disagree	4	9
	No opinion	1	2
	Agree	31	71
	Strongly agree	8	18
	Total	44	100.0

**Table D- 21 Trialability\_ editing**

		Frequency	Percent
Valid	Disagree	3	7
	No opinion	2	5
	Agree	32	73
	Strongly agree	7	16
	Total	44	100.0

**Table D- 22 Trialability News gathering**

		Frequency	Percent
Valid	Disagree	6	14
	Agree	29	66
	Strongly agree	9	20
	Total	44	100.0

**Table D- 23 Trialability\_ Internet research**

		Frequency	Percent
Valid	Disagree	5	11
	no opinion	3	7
	Agree	25	57
	Strongly agree	11	25
	Total	44	100.0

**Table D- 24 Trialability- news reporting**

		Frequency	Percent
Valid	Disagree	5	11
	No opinion	3	7
	Agree	25	57
	Strongly agree	11	25
	Total	44	100.0

**Table D- 25 Relative advantage – new skill**

		Frequency	Percent
Valid	Strongly disagree	1	2
	Disagree	4	9
	No opinion	3	7
	Agree	26	59
	Strongly agree	10	23
	Total	44	100.0

**Table D- 26 Relative advantage\_ better skills**

		Frequency	Percent
Valid	Strongly disagree	2	5
	Disagree	4	9
	No opinion	3	7
	Agree	21	48
	Strongly agree	14	32
	Total	44	100.0

**Table D- 27 Relative advantage \_ skill improvement**

		Frequency	Percent
Valid	Disagree	5	11
	Agree	26	59
	Strongly agree	13	30
	Total	44	100.0

**Table D- 28 Relative advantage \_ writing**

		Frequency	Percent
Valid	Disagree	2	4.5
	No opinion	2	5
	Agree	29	66
	Strongly agree	11	25
	Total	44	100.0

**Table D- 29 Relative advantage \_ editing**

		Frequency	Percent
Valid	Disagree	4	9.1
	No opinion	5	11.4
	Agree	24	54.5
	Strongly agree	11	25.0
	Total	44	100.0

**Table D- 30 Relative advantage\_news gathering**

		Frequency	Percent
Valid	Disagree	3	7
	No opinion	3	7
	Agree	28	64
	Strongly agree	10	23
	Total	44	100.0

**Table D- 31 Relative advantage\_news reporting**

		Frequency	Percent
Valid	Disagree	1	2
	No opinion	3	7
	Agree	29	66
	Strongly agree	11	25
	Total	44	100.0

**Table D- 32 Relative advantage\_the Internet**

		Frequency	Percent
Valid	Disagree	3	7
	No opinion	11	25
	Agree	21	48
	Strongly agree	9	21
	Total	44	100.0

**Table D- 33 Relative advantage\_ news presentation**

		Frequency	Percent
Valid	Disagree	1	2
	No opinion	6	14
	Agree	26	59
	Strongly agree	11	25
	Total	44	100.0

**Table D- 34 Relative advantage**

	Mean	Std deviation
Field work	4.02	.762
Writing	4.11	.689
Reporting	4.14	.632
Editing	3.95	.861
Research	3.82	.843
Presenting	4.07	.695

**Table D- 35Image\_Better Reporter**

		Frequency	Percent
Valid	Disagree	1	2
	No opinion	4	9
	Agree	20	46
	Strongly agree	19	43
	Total	44	100.0



**Table D- 36 Image-better Station**

		Frequency	Percent
Valid	Strongly disagree	1	2
	Disagree	1	2
	No opinion	2	46
	Agree	32	73
	Strongly agree	8	18
	Total	44	100.0

**Table D- 37 Image\_better Job**

		Frequency	Percent
Valid	Strongly disagree	1	2
	Disagree	5	11
	No opinion	6	14
	Agree	17	39
	Strongly agree	15	34
	Total	44	100.0

**Table D- 38 Image better Image**

		Frequency	Percent
Valid	Strongly disagree	2	5
	Disagree	11	25
	No opinion	11	25
	Agree	16	36
	Strongly agree	4	9
	Total	44	100.0

**Table D- 39 Summary of Means and std. Deviation\_ Image**

	<b>Mean</b>	<b>Std. deviation</b>
Better reporter	4.30.	.734
Better station	4.02	.731
Better job	3.91	1.074
More respect	3.20	1.069

**Table D- 40 Adoption\_own initiative**

		<b>Frequency</b>	<b>Percent</b>
Valid	Disagree	6	14
	No opinion	7	16
	Agree	19	43
	Strongly disagree	12	27
	Total	44	100.0

**Table D- 41 Adoption\_managers' wish**

		<b>Frequency</b>	<b>Percent</b>
Valid	Strongly disagree	5	11
	Disagree	23	52
	No opinion	11	25
	Agree	3	7
	Strongly agree	2	5
	Total	44	100.0

**Table D- 42 Means\_ Reasons for adoption**

	Means	Std. deviation
Manager's wish	2.41	.948
Own intention	3.84	.987

**Table D- 43 Adoption\_ writing**

		Frequency	Percent
Valid	Strongly disagree	1	2
	Disagree	1	2
	No opinion	2	5
	Agree	25	57
	Strongly agree	15	34
	Total	44	100.0

**Table D- 44 Adoption \_ editing**

		Frequency	Percent
Valid	Strongly disagree	1	2
	Disagree	2	5
	No opinion	4	9
	Agree	23	52
	Strongly agree	14	32
	Total	44	100.0

**Table D- 45 Adoption \_ news reporting**

		Frequency	Percent
Valid	Strongly disagree	1	2
	Disagree	1	2
	No opinion	4	9
	Agree	22	50
	Strongly agree	16	36
	Total	44	100.0

**Table D- 46 Adoption\_ news presentation**

		Frequency	Percent
Valid	Strongly disagree	1	2
	Disagree	2	5
	No opinion	12	27
	Agree	19	43
	Strongly agree	10	23
	Total	44	100.0

**Table D- 47 Adoption\_ Internet research**

		Frequency	Percent
Valid	Strongly disagree	2	5
	Disagree	4	9
	No opinion	8	18
	Agree	20	46
	Strongly agree	10	23
	Total	44	100.0

**Table D- 48 Adoption\_ news gathering**

		Frequency	Percent
Valid	Strongly agree	1	2
	Disagree	1	2
	No opinion	6	14
	Agree	24	55
	Strongly agree	12	27
	Total	44	100.0

**Table D- 49 adoption**

	Mean	Std deviation
Writing	4.18	.815
Editing	4.07	.900
Presenting	3.98	.762
News gathering	4.02	.849
News reporting	4.16	.861
News presenting	3.80	.930

**Table D- 50 Diffusion**

		Frequency	Percent
Valid	Disagree	3	7
	No opinion	1	2
	Agree	26	59
	Strongly agree	14	32
	Total	44	100.0

**Appendix E Survey results for managers**

**Table E- 51 Type of training**

		N	Percent of Cases
	Radio management	28	82%
	Marketing	22	65%
	Programming	23	68%
	Audience research	16	47%
	rating analysis	9	27%
	Other	17	50.0%

**Table E- 52 Name of training organization**

		N	Percent of Cases
	Internews	21	62%
	UNESCO	10	30%
	VOA	21	62%
	BBC	8	24%
	The British Council	2	6%
	FNS	13	38%
	Other	11	32%

**Table E- 53 Purpose of joining training**

		N	Percent of Cases
	Invited	25	74%
	Job assignment	17	50%
	Register to training	7	20%
	Gain more skills	26	77%
	Sightseeing	4	12%

**Table E- 54 Compatibility\_ related to work**

		Frequency	Percent
Valid	Strongly disagree	1	3
	No opinion	1	3
	Agree	15	44
	Strongly agree	17	50
	Total	34	100.0

**Table E- 55 Compatibility \_ supporting work**

		Frequency	Percent
Valid	Strongly disagree	1	3
	No opinion	1	3
	Agree	15	44
	Strongly agree	17	50
	Total	34	100.0

**Table E- 56 Summary Compatibility means & standard deviation**

	<b>Mean</b>	<b>Std. Deviation</b>
Related to existing practice	3.88	.946
Supported existing practice	4.38	.817

**Table E- 57 Easy of understanding**

		<b>Frequency</b>	<b>Percent</b>
Valid	Disagree	1	3
	No opinion	1	3
	Agree	25	74
	Strongly agree	7	21
	Total	34	100.0

**Table E- 58 Observability\_ group works**

		<b>Frequency</b>	<b>Percent</b>
Valid	Strongly disagree	1	3
	Disagree	5	15
	No opinion	7	21
	Agree	15	44
	Strongly agree	6	18
	Total	34	100.0



**Table E- 59 Observability\_ other participants' success**

		Frequency	Percent
Valid	Strongly disagree	4	12
	Disagree	12	35
	No opinion	6	18
	Agree	8	24
	Strongly agree	4	12
	Total	34	100.0

**Table E- 60 Observability**

	Mean	Std. Deviation
Group work	3.59	1.048
Others success	2.88	1.250

**Table E- 61 Trialability**

		Frequency	Percent
Valid	Strongly disagree	1	3
	No opinion	4	12
	Agree	24	71
	Strongly agree	5	15
	Total	34	100.0

**Table E- 62 Triability process\_easy**

		Frequency	Percent
Valid	Disagree	6	18
	No opinion	6	18
	Agree	15	44
	Strongly agree	7	21
	Total	34	100.0

**Table E- 63 Trialability Management radio**

		Frequency	Percent
Valid	Disagree	5	15
	No opinion	4	12
	Agree	19	56
	Strongly agree	6	18
	Total	34	100.0

**Table E- 64 Trialability Marketing strategy**

		Frequency	Percent
Valid	Disagree	6	18
	No opinion	11	32
	Agree	13	38
	Strongly agree	4	12
	Total	34	100.0

**Table E- 65 Trialability Audience research**

		Frequency	Percent
Valid	Disagree	7	21
	No opinion	7	21
	Agree	14	41
	Strongly agree	6	18
	Total	34	100.0

**Table E- 66 Trialability Rating analysis**

		Frequency	Percent
Valid	Strongly disagree	1	3
	Disagree	6	18
	No opinion	14	41
	Agree	10	29
	Strongly agree	3	9
	Total	34	100.0

**Table E- 67 Trialability Programming\_easy to adopt**

		Frequency	Percent
Valid	Disagree	1	3
	No opinion	5	15
	Agree	24	71
	Strongly agree	4	12
	Total	34	100.0

**Table E- 68 Trialability**

	<b>Mean</b>	<b>Std deviation</b>
<b>Radio management</b>	3.65	.744
<b>Marketing strategy</b>	3.74	.740
<b>Programming</b>	3.91	.621
<b>Audience research</b>	3.56	1.021
<b>Rating analysis</b>	3.24	.955

**Table E- 69 Relative advantage – new skills**

		<b>Frequency</b>	<b>Percent</b>
Valid	No opinion	5	15
	Agree	23	68
	Strongly agree	6	18
	Total	34	100.0

**Table E- 70 Relative advantage – better skills**

		<b>Frequency</b>	<b>Percent</b>
Valid	No opinion	3	9
	Agree	25	74
	Strongly agree	6	18
	Total	34	100.0

**Table E- 71 Relative advantage –improve skills**

		Frequency	Percent
Valid	No opinion	4	12
	Agree	21	62
	Strongly agree	9	27
	Total	34	100.0

**Table E- 72 Relative advantage\_improve station**

		Frequency	Percent
Valid	No opinion	2	6
	Agree	21	62
	Strongly agree	11	32
	Total	34	100.0

**Table E- 73 Relative advantage\_ radio management**

		Frequency	Percent
Valid	No opinion	3	9
	Agree	25	74
	Strongly agree	6	18
	Total	34	100.0

**Table E- 74 Relative advantage\_marketing strategy**

		Frequency	Percent
Valid	No opinion	6	18
	Agree	24	71
	Strongly agree	4	12
	Total	34	100.0

**Table E- 75 Relative advantage\_programming**

		Frequency	percent
Valid	Disagree	1	3
	No opinion	2	6
	Agree	27	79
	Strongly agree	4	12
	Total	34	100.0

**Table E- 76 Relative advantage\_Audience research**

		Frequency	Percent
Valid	No opinion	10	29
	Agree	20	59
	Strongly agree	4	12
	Total	34	100.0

**Table E- 77 Relative advantage\_Rating analysis**

		Frequency	Percent
Valid	Disagree	1	3
	No opinion	17	50
	Agree	14	41
	Strongly agree	2	6
	Total	34	100.0

**Table E- 78 Summary\_relative advantage**

	Mean	Std. Deviation
New skill	4.03	.577
Better skill	4.09	.514
Better job/opportunity	3.74	.931
Improve skills	4.15	.610

**Table E- 79 Summary\_ relative advantage of skills**

	Mean	Std deviation
Radio management	4.09	.514
Marketing strategy	3.94	.547
Programming	4.00	.550
Audience research	3.62	.626
Rating analysis	3.50	.663

**Table E- 80 Image\_Better job**

		Frequency	Percent
Valid	Strongly disagree	1	3
	Disagree	3	9
	No opinion	5	15
	Agree	20	59
	Strongly agree	5	15
	Total	34	100.0

**Table E- 81 Image\_ More respect**

		Frequency	Percent
Valid	Strongly disagree	1	3
	Disagree	3	9
	No opinion	13	38
	Agree	12	35
	Strongly agree	5	15
	Total	34	100.0

**Table E- 82 Image\_summary**

	Mean	Std. deviation
Better manager	4.26	.511
Better station	4.26	.567
Better job	3.74	.931
More respect	3.50	.961



**Table E- 83 Adoption\_ Own initiative**

		Frequency	Percent
Valid	Disagree	1	3
	No opinion	2	6
	Agree	20	59
	Strongly agree	11	32
	Total	34	100.0

**Table E- 84 Adoption\_manager's wish**

		Frequency	Percent
Valid	Strongly agree	7	21
	Disagree	17	50
	No opinion	4	12
	Agree	5	15
	Strongly agree	1	3
	Total	34	100.0

**Table E- 85 Adoption radio management**

		Frequency	Percent
Valid	Disagree	3	9
	No opinion	3	9
	Agree	24	71
	Strongly agree	4	12
	Total	34	100.0

**Table E- 86 Adoption marketing**

		Frequency	Percent
Valid	Disagree	2	6
	No opinion	8	24
	Agree	20	59
	Strongly agree	4	12
	Total	34	100.0

**Table E- 87 Adoption programming**

		Frequency	Percent
Valid	Disagree	1	3
	No opinion	5	15
	Agree	24	71
	Strongly agree	4	12
	Total	34	100.0

**Table E- 88 Adoption audience research**

		Frequency	Percent
Valid	Disagree	3	9
	No opinion	8	24
	Agree	19	56
	Strongly agree	4	12
	Total	34	100.0

**Table E- 89 adopted rating analysis**

		Frequency	Percent
Valid	Strongly disagree	1	3
	Disagree	3	9
	No opinion	13	38
	Agree	13	38
	Strongly agree	4	12
	Total	34	100.0

**Table E- 90 Adoption**

	Mean	Std deviation
Radio management	4.09	.514
Marketing strategies	3.94	.547
Programming	4.00	.550
Audience research	3.62	.626
Rating analysis	3.50	.663
Managers' wishes	2.29	1.060
Own intention	4.21	.687

**Table E- 91 Diffusion**

		Frequency	Percent
Valid	No opinion	8	24
	Agree	14	41
	Strongly agree	12	35
	Total	34	100.0

## **Vita**

Nurhaya Muchtar was born in 1972 in Jakarta, Indonesia. She attended high school in Jakarta and graduated in 1991. She earned a bachelor's degree in English from the Jakarta Teaching institute in 1997.

Upon graduation, she taught English and also worked as an interpreter and an assistant to foreign correspondents. She spent a few years working as a media training consultant and training coordinator for a number of international media training organizations in Indonesia for their projects in Indonesia and East Timor. Muchtar also volunteered by training small radio stations in the eastern part of the country.

In 2003, Muchtar came to the U.S. to study communication and development at Ohio University. While a master's student, she worked in the campus library's international collection. Upon graduation, she worked as a host and a producer for radio news programs at the Indonesian service of Voice of America in Washington D.C. In the spring 2007, she entered the doctoral program at the University of Tennessee and graduated in August 2009. She will now be an assistant professor at Indiana University of Pennsylvania.