



## **Dynamics of Communication Networks of Religious Educational Institutions and Broadcast Media in the Creative Industry**

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### **ABSTRACT**

This study investigates the dynamics of the communication network between the Islamic Communication and Broadcasting (KPI) Study Program at the Faculty of Da'wah and Communication Sciences, UIN Syarif Hidayatullah Jakarta, and broadcasting media institutions, while identifying key obstacles in engaging with the creative industry. Employing a qualitative approach, this research utilized in-depth interviews and document analysis, analyzed through Rogers & Kincaid's communication network theory. Findings reveal that the communication network remains predominantly hierarchical, employing a chain communication pattern that restricts information flow and limits students' direct access to industry experiences. Major obstacles include minimal field practice opportunities, limited internship quotas, and insufficient industry involvement in curriculum development aligned with market demands. Furthermore, existing formal collaborations between the KPI Study Program and the broadcasting industry are not yet optimized to foster a flexible, technology-responsive communication system. This study recommends enhancing the academic-industry communication strategy by adopting more open and interactive communication models, such as a star communication pattern, to encourage stronger direct engagement among students, faculty, and industry professionals. Strengthening these ties is expected to empower the KPI Study Program to produce graduates who are adaptive, innovative, and fully equipped to compete effectively in the dynamic landscape of the creative and broadcasting industries.

**Keywords:** communication networks, creative industries, broadcast media, educational institutions

## INTRODUCTION

The dynamics of educational institution growth have shifted significantly due to the development of digital technology. Radical changes in the neo-Fordism era require educational institutions to be more flexible in building networks with various other institutions to ensure relevance both in scientific development and application in the industrial world. The main challenges include technological developments, globalization, resource competition, and the demand to remain relevant in the rapidly changing context of higher education. Therefore, leadership adaptability is needed in facing technological changes and global dynamics so that educational institutions can continue to play a role in producing superior and competitive human resources (Zakiah et al., 2024).

In facing these changes, educational institutions are not only required to adjust their learning systems and cooperation networks with the industrial world, but also to ensure that the educational process continues to prioritize values and character. Technological advances and the rapid development of science in the industrial revolution must be based on a revolution in thinking that considers moral, ethical, and human values (Faiz & Kurniawaty, 2022). Thus, educational institutions have a strategic role in forming individuals who not only have technical competence, but are also able to think critically, have literacy awareness, and understand the importance of communication in social life.

Based on survey data, Indonesia is in the lowest position among other ASEAN countries that have achieved a digital literacy rate of 70%. The percentage of digital literacy of the Indonesian people itself is at 62%, placing this country in 56th place out of 63 countries in the world. Meanwhile, the National Digital Literacy Index based on the last survey in 2022 scored 3.54 on a scale of 5 (Anam, 2023). This fact emphasizes the need to increase digital literacy so that people are better prepared to face the challenges of the digital era, especially in the context of media consumption and production.

The low level of digital literacy not only impacts the community as a media audience but also affects the readiness of professionals in the broadcasting industry. The digital era demands individuals who are not only able to understand information critically, but also have the skills to manage, produce, and distribute content effectively on various media platforms. In this context, the Islamic Communication and Broadcasting Study Program (KPI) as part of a religious educational institution has a strategic role in responding to these challenges.

The broadcasting industry in the neo-fordism era faced demands for efficiency, work flexibility, and integration of digital technology in media production and distribution. Therefore, religious educational institutions, including the KPI Study Program, need to adjust their curriculum so that they not only produce graduates who have strong communication competencies, but are

also able to adapt to the dynamics of the broadcasting industry which is increasingly based on technology and innovation. Thus, the KPI Study Program must play an active role in equipping students with relevant skills so that they can contribute optimally to the ever-growing media ecosystem.

On the other hand, the broadcasting industry also faces major challenges, especially in the digital era. The demands of media convergence affect the broadcasting industry as a whole. Media companies must adapt to these changes to survive and compete (Swani et al., 2024). In addition, the presence of streaming platforms has changed the trend of how people watch shows (Mulyadi, 2019). The increasing popularity of OTT video platforms such as Netflix, Amazon Video, Hotstar, and so on has created several opportunities and challenges for the television broadcasting industry (Setyobudi & Damayanti, 2024). As reported on the Indonesian Broadcasting Commission page, the shift in the trend of people consuming media from broadcasting institutions to new media platforms is a condition that must be addressed quickly so that the broadcasting industry is not increasingly marginalized from other media platforms.

Broadcasting in the context of communication issues is often related to how broadcasting institutions are able to reach and represent the diversity of their audiences. For example, broadcasting that is only focused on certain groups often creates inequality in the distribution of information and cultural representation. In fact, the broadcasting industry, especially television, is able to provide a significant impact on the economy and can be relied on to maintain the nation's morals, ethics and culture so that its existence must be maintained in competition in the media industry ecosystem (Setyobudi & Damayanti, 2024). Therefore, the principle of diversity of content and diversity of ownership is an important basis for creating a fair broadcasting ecosystem. This requires synergy between broadcasting institutions, regulators, educational institutions, and the community as the audience.

Religious educational institutions, especially the Islamic Communication and Broadcasting Study Program (KPI) at the Faculty of Da'wah and Communication Sciences, UIN Syarif Hidayatullah Jakarta, play a role in building communication capacity based on Islamic values. This study program aims to produce graduates who not only have professional communication skills but also understand the values of da'wah in broadcasting. Graduates are expected to have strong oral and written communication skills, an Islamic personality, and understand the basics of Islamic communication and broadcasting science. In addition, they are also prepared to master communication research methodology and have a deep understanding of broadcast media management, both traditional, conventional, and digital.

In previous research on alumni and stakeholder perceptions of the

suitability of the curriculum to the world of work, it was found that from a total population of 671 KPI alumni from 2011 to 2015, 126 respondents provided data on their work background. The results of the study showed that most alumni have worked in various sectors, both in private and government agencies, and as entrepreneurs. However, there are still challenges in ensuring that graduates are optimally prepared to enter the broadcasting industry, especially in facing digital transformation and the development of the creative industry (Fathurokhmah et al., 2023). This challenge requires stronger synergy between educational institutions and the broadcasting industry in order to create a communication ecosystem that is adaptive to changing times.

In the context of professional education, graduates of the KPI Study Program ideally obtain a professional certificate in the field of communication as mandated in the Law on Professional Education Article 43 Paragraph (1). This certification serves as recognition of professional expertise obtained from higher education institutions that collaborate with relevant ministries. However, in practice, this certification has only been given on a limited basis, and its implementation still needs to be expanded in order to provide added value for graduates in the world of work (Fathurokhmah et al., 2023). Lack of access to this certification is one of the obstacles in efforts to increase the competitiveness of graduates in the increasingly competitive broadcasting industry.

Along with the development of the broadcasting industry in the digital era and neo-fordism, the KPI Study Program has set a target profile of graduates that includes Islamic communication and broadcasting practitioners, research assistants and communication developers, and media policy advocates. To achieve this target, further research is needed that can map industry needs and design more effective strategies in strengthening the connection between the academic world and the broadcasting media industry. In this case, the communication network approach is important to understand how communication patterns have been formed between study programs and the broadcasting industry, as well as how communication network strengthening strategies can be carried out to improve the quality of graduates who are ready to compete in the era of the creative and cultural industries.

Based on the findings of the research on the development of the KPI Study Program of the Faculty of Da'wah and Communication Sciences, UIN Jakarta in 2019, it is important to continue a more in-depth study related to the communication network of religious educational institutions with the broadcasting media industry in Indonesia. This study aims to explore how the communication network that has been formed between educational institutions and the broadcasting industry, as well as how strategies for strengthening communication networks can be carried out to improve the quality of graduates who are ready to face the challenges of the creative and cultural industries in the

neo-fordism era. With this study, it is hoped that concrete recommendations can be produced for educational institutions in designing academic policies that are more responsive to the dynamics of the broadcasting and creative industries in Indonesia.

Several previous studies have discussed the trend of communication networks in organizations, including the media industry. [Perkmann & Walsh \(2007\)](#) showed that organizations increasingly rely on external sources for innovation through inter-organizational networks, especially between universities and industry. This relationship is widely applied in various sectors with certain variations ([Perkmann & Walsh, 2007](#)). Their study is in line with this research in terms of the importance of external communication networks for the success of broadcast media but differs in its focus on the relationship between KPI study programs and the broadcast media industry in facing the challenges of neo-fordism.

Meanwhile, [Dasri & Suwarni \(2023\)](#) highlighted the dynamics of the media industry and predicted future changes, especially in Indonesia. Its relevance to this study lies in the need for a workforce that is in line with the development of the broadcasting industry. This is in line with research by [Suminar et al. \(2020\)](#) which highlights changes in the characteristics of mass communication in the era of media convergence, so further research is needed on the relationship between the broadcasting industry and educational institutions. to better understand how educational programs can adapt to meet the evolving demands of the media landscape.

This adaptability is essential for ensuring that graduates possess the necessary skills for success in an increasingly competitive environment to thrive in the evolving media landscape, educational institutions must prioritize the integration of both technical and soft skills into their curricula ([LaGree, Tefertiller & Olsen, 2021](#))

Based on this background, this study aims to determine the dynamics of the communication network that is established between religious education institutions in this case the Islamic Communication and Broadcasting Study Program, Faculty of Da'wah and Communication Sciences, UIN Syarif Hidayatullah Jakarta with the broadcasting industry and media authority institutions, namely the Indonesian Broadcasting Commission (KPI). Furthermore, these dynamics are seen from the role of internal and external actors and what obstacles each actor faces in facing the creative world in the context of this study.

## RESEARCH METHODS

This study uses a post-positivism research paradigm. This paradigm views that reality is indeed in accordance with natural, universal, general laws, however, it is impossible for a reality to be seen correctly by humans (researchers) by taking a distance from the object of research (Irawati et al., 2021). The research approach uses a qualitative approach. The research method used is a case study research method. The case studied is the Islamic Communication and Broadcasting Study Program which has not maximized communication networks with the Indonesian broadcast media industry even though the target graduate profile must be achieved and absorbed in the broadcast media industry.

Qualitative research procedures have inductive characteristics that are influenced by the researcher's experience in collecting and analyzing data (Fathurokhmah, 2024). Data collection techniques are carried out by selecting cases, then collecting data through interviews, observations, and documentation analysis. Researchers conduct data analysis after the data is collected, researchers can begin to aggregate, organize, and classify data into manageable units. Aggregation is the process of abstracting specific things into general things in order to find general data patterns. Data can be organized chronologically, categorically, or put into typologies. Data analysis is carried out since the researcher is in the field, during data collection and after all data has been collected or after completion and the field. The stages in analyzing data are in accordance with the case study research method, namely the researcher describes the case, then interprets and themes its meaning and finally concludes the communication network of the Islamic Communication and Broadcasting Study Program with broadcast media institutions in Indonesia and the ideal communication patterns that must be built between the KPI Study Program and the broadcast media.

## RESULTS AND DISCUSSION

### Communication Network Concept

In simple terms, a network is defined as a set of actors who have relationships with other actors in a certain type of relationship (Hapsari, 2016). The concept of a communication network is a method for understanding the structure and patterns of interaction in a social system. Rogers & Kincaid (1981) introduced communication network analysis as a tool for identifying and mapping relationships between individuals in a system. A communication network is a network consisting of interconnected individuals connected by patterned communication flows (Rogers & Kincaid, 1981). A communication network is a collection of people who have the same specific characteristics who are interconnected with each other to explain the social habits carried out by the group (Kusumadewi et al., 2020). In the context of an organization, a

communication network is an important aspect as a basis for the exchange of information both internally and externally. At the internal level, an effective communication network plays an important role in group cohesion. While at the external level, communication networks are important in building relationships and strengthening productive synergies.

Networks in communication science are simply defined as a set that has relations with other actors in a certain type of relationship. Communication network studies describe the relations of actors (can be people, institutions, companies, countries, organizations, and so on) with each other (Aditia & Hektanti, 2023). Thus, communication networks have two main characteristics that are fundamental aspects in their analysis. First, focus on actors as key elements in the network. This approach highlights the individuals or groups involved in communication, as well as their roles in conveying and receiving information. In other words, communication networks can be observed from a micro perspective, namely by understanding how each actor contributes to the dynamics of interaction.

Second, communication networks are also characterized by relationships or relations between actors. This refers to the communication patterns formed between these actors, including how they exchange messages, build connections, and form broader communication structures in a system. These relations can be formal or informal, depending on the context of the communication that occurs, such as institutional interactions in industry or interpersonal relations in professional communities. By understanding these two aspects, namely actors and relations, it can be seen how information flows, how influence is spread, and how communication networks can strengthen or hinder the process of message dissemination, public opinion formation, and collective action coordination in a dynamic social system.

A network consists of components that have principles. First, a group of people or objects, or events of at least three units that act as terminals (stops) which are usually referred to as actors or nodes. Second, a set of bonds that connect one point to another in the network, usually represented in the form of lines. Third, the flow that in the diagram is depicted with arrows (Agusyanto, 2014). Thus, the communication network not only describes the relationship between actors but also shows patterns of interaction that can affect the flow of information and dynamics in a system.

Communication forms or patterns are divided into several types. In the organizational communication network, it is divided into five patterns. First, the wheel communication pattern, namely the main position in organizational communication with a wheel pattern is held by a leader who has influence or control over the process of delivering messages or information. Second, the Y



communication pattern (inverted Y communication) has a structure with a lower level of centralization than the wheel pattern but is still higher than other communication patterns. In this structure, there is a main leader who directs communication, but one member also acts as the second leader. This member has access to send and receive messages from two other people, while the other three members can only communicate in a limited way with one person in the network.

Third, the circle communication pattern is a form of organizational communication that allows each member to interact with the two people next to them. This pattern is lateral, where no individual has more authority than the others. In this structure, all members have equal standing, so that communication takes place in a more egalitarian manner without any domination from one particular party. Fourth, the chain communication pattern has main characteristics, one of which is the role of the member in the middle position as a leader for other members. Meanwhile, the individual at the end of the chain can only interact with one person, so that the flow of communication in this structure takes place sequentially and is limited. Fifth, the star or all-channel communication pattern allows each member in the organization to influence each other. In this structure, there is no formally determined leader, but in practice, someone can take on the role of a leader based on the dynamics of communication that occurs.

### **Dynamics of Communication Networks of Religious Educational Institutions and Broadcast Media**

In the era of digital and rapidly developing creative industries, communication networks between religious educational institutions and broadcasting media are becoming increasingly important to ensure that graduates have competencies that are relevant to industry needs. The results of this study indicate that communication between the Islamic Communication and Broadcasting Study Program (KPI) of the Faculty of Da'wah and Communication Sciences, UIN Syarif Hidayatullah Jakarta with the broadcasting industry and the Indonesian Broadcasting Commission still faces challenges and obstacles in the effectiveness of information delivery and cooperation coordination.

The Islamic Communication and Broadcasting Study Program (KPI) of the Faculty of Da'wah and Communication Sciences, UIN Syarif Hidayatullah Jakarta has several official cooperation networks with the media industry and non-media institutions through Memorandums of Agreement (MoA). Some of them are Kompas Group, Sindonews, DKI Jakarta Communication and Information Commission, Inilah.com, Central Indonesian Broadcasting Commission, Akurat.com, National Zakat Agency, Election Association for Democracy (Perludem), and PT. Bumi Aksara. One form of cooperation in each MoA is the acceptance of the institution for active students of the Islamic Communication and Broadcasting study program in an internship or field work practice program.



This is the ideal cooperation that students hope for, namely an internship program integrated with formal cooperation through a Memorandum of Understanding (MoU) between the study program and the broadcasting industry. This allows students to gain direct experience, job opportunities, and an in-depth understanding of various forms of the media industry. It's just that in its implementation it is still not optimal.

The communication network between the Islamic Communication and Broadcasting study program and the Central Indonesian Broadcasting Commission has been established through scientific meeting forums such as national seminars. The Indonesian Broadcasting Commission has a central and vital message in disseminating broadcasting regulations and ethics. The KPI study program is a bridge in strengthening the role of the Indonesian Broadcasting Commission. This is also felt by students even though forums such as national seminars are momentum (Usman & Hasan, 2022)

Further analysis revealed that the dominant communication pattern in this network is the chain communication pattern. This pattern is characterized by a linear flow of information, where messages move from one individual to the next in a certain order. In the context of industry-academic communication, this pattern often results in limited access to information for students regarding internship programs, job opportunities, and industry expectations for graduates.

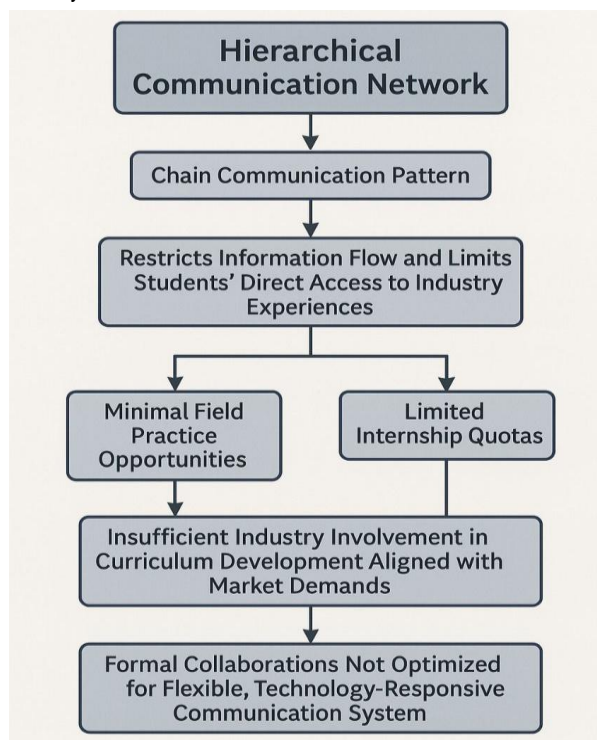
The chain communication pattern limits the flow of communication so that it is not flexible. For example, students feel that they have not received sufficient information regarding the collaboration between the Islamic Communication and Broadcasting study program, FDIKOM UIN Syarif Hidayatullah Jakarta, with various institutional partners, especially the media industry, in implementing professional internships. The chain communication pattern is a form of communication pattern in a group or organization where information or messages are delivered sequentially from one individual to the next in a series. This pattern resembles a chain, where each individual can only communicate directly with the individual before or after them in the chain.

The chain communication pattern in the communication network established between the Islamic Communication and Broadcasting Study Program of the Faculty of Da'wah and Communication Sciences, UIN Syarif Hidayatullah Jakarta and media institutions in Indonesia has certain characteristics. One of the main characteristics of this pattern is the flow of information that occurs linearly, where messages move from one individual to the next in a certain order. In the context of communication networks for internships and cooperation with industry, this pattern still faces obstacles, especially because it has not been fully organized by the study program. As a result, the process of control and evaluation of student competencies is less than optimal, and relations with the broadcasting

industry tend to be weak.

In addition, direct interaction in chain communication tends to be limited. Each network member can only communicate with the individuals closest to them in the chain, both before and after them. This limitation has the potential to hinder the smooth delivery of information and reduce flexibility in coordination. Another challenge that arises is the vulnerability to information distortion. The longer the chain of communication, the greater the possibility that messages will be changed or lose accuracy due to the "telephone game" effect. Such distortions can result in inaccurate understanding of internship policies, job opportunities, and industry expectations of students.

Finally, the chain communication pattern tends to emerge in environments with a strict hierarchical structure. In the academic and broadcasting industry contexts, communication often follows a certain path according to the prevailing hierarchy. Although this pattern can ensure a directed flow of information, its limited flexibility can be a challenge in creating a more dynamic and collaborative relationship between study programs and media institutions. This also makes the communication flow between the KPI Study Program and the broadcasting media not run optimally.



Source: Compiled from various sources

Gambar 1: Hierarchical communication network

In this study, the communication network between the Islamic Communication and Broadcasting Study Program (KPI) and the broadcasting industry is analyzed in the context of the neo-fordism era, where work flexibility, digitalization, and the creative industry are the main elements in the dynamics of media communication. As an internal actor, the KPI Study Program plays a role in building a communication network with the broadcasting industry through academic learning and internship programs, while the broadcasting industry as an external actor functions as a partner in providing practical experience for students.

Based on data from student informants as internal actors, the Islamic Communication and Broadcasting Study Program (KPI) of the Faculty of Da'wah and Communication Sciences, UIN Syarif Hidayatullah Jakarta has provided adequate theoretical learning regarding communication and broadcasting science. The KPI Study Program has offered various courses to equip students with theoretical understanding in broadcasting, such as Mass Media Industry Management, Television and Radio Broadcast Production, and Television and Radio Broadcasting. These courses are the academic foundation for students to understand the concept of broadcasting in the digital era.

However, interviews with students showed that practical experience in learning is still less than optimal. One student stated that although there are laboratories such as Dakwah and Communication TV (DnK TV) and RDK FM, their utilization has not been maximized in supporting technical learning needed in the world of work. This limitation of practice makes it difficult for students to get a real picture of the dynamics of work in the broadcasting industry. One student, Alifia Bahrain, stated:

"There are several courses that teach broadcasting material, but in my opinion, field practice is still not well provided. Although there are laboratories such as Dakwah and TV Communication (DnK TV), students cannot utilize the laboratory properly during the course."

The statement indicates that although the Islamic Communication and Broadcasting Study Program (KPI) has provided facilities such as laboratories, namely DNK TV and RDK FM, its use in supporting practical learning is still considered less than optimal. One of the causes is the density of student activities of DNK TV members while studio equipment is still limited so that students outside of DNK TV membership who need laboratory facilities are limited. This is a concern that needs to be followed up to improve student readiness in facing the challenges of the world of work.

Lack of practical experience is also felt by other KPI students as an obstacle that is felt so that students are less confident in their readiness to face the world of work in the broadcasting field. Based on the results of the interview, the student assessed that the teaching methods of several lecturers still use conventional

methods so that they are considered less effective in building the competencies needed in the broadcasting industry.

To overcome these limitations, the KPI study program as an internal actor offers a Professional Internship subject or course in the seventh semester. This course is a work practice or internship that is carried out individually to provide practical experience, application of Islamic communication and broadcasting expertise by studying a system in a company/institution/agency, and providing alternative solutions to existing problems, and reporting them in the form of a final report paper.

However, interviews with lecturers showed that the curriculum implemented in the KPI Study Program has not been optimally aligned with the needs of the industry and regulations set by KPI, so that graduates sometimes experience competency gaps when entering the workforce. This indicates that the communication network that is established is not only constrained at the internal level, but also at the external level. Based on the communication network that appears to be taking place both at the internal and external levels, the communication pattern that occurs tends towards a chain communication pattern where each member of the organization can only communicate with one other member, and messages are delivered in a chain.

In addition to internal actors, the communication network in the broadcasting industry also involves external actors such as media companies and the Indonesian Broadcasting Commission (KPI). In the communication network between religious educational institutions and broadcasting media, external actors play an important role in determining the success of collaboration and strengthening student competencies. The broadcasting industry plays a role in providing a work platform for KPI graduates, while regulations from KPI determine the standards of cooperation between educational institutions and the media industry. However, interviews with industry representatives revealed that their involvement in supporting KPI graduates is still limited to academic activities such as seminars and training, without any systematic program for direct recruitment of student interns.

As a major actor in the communication network, the broadcasting media industry has a responsibility to provide space for students to develop practical skills that are in line with industry demands. One form of cooperation that has been established between the KPI Study Program and the broadcasting industry is the internship program. However, the results of interviews with students showed that the available internship programs are still limited, and not all students get the same opportunity to be directly involved in the media production process. This limitation is caused by several factors, including the minimal internship quota provided by the industry and the mismatch between the internship acceptance period in the media industry and the student's lecture schedule or academic

calendar.

In addition to the internship program, cooperation between the KPI Study Program and the broadcasting industry is also realized in the form of collaborative seminars that present industry practitioners as resource persons. However, the implementation of this program is still incidental and depends on budget availability, so it has not become part of a sustainable cooperation scheme.

As for the Indonesian Broadcasting Commission which is also an external actor, KPI has a role as a regulator responsible for setting ethical standards and regulations that govern the broadcasting ecosystem, including aspects of professionalism and competence of workers in the media sector. In the context of communication networks with educational institutions, the Indonesian Broadcasting Commission has a role as an information center in disseminating literacy for students regarding professionalism and idealism in the world of broadcasting. Research findings show that the KPI Study Program and the Indonesian Broadcasting Commission have collaborated in the form of international seminars that have been held twice.

In addition to acting as a regulator, the Indonesian Broadcasting Commission (KPI) also has the responsibility to build a more inclusive communication ecosystem between the world of education and the broadcasting industry. One of KPI's strategic roles is to set broadcasting workforce competency standards that can be used as a reference for universities in compiling curricula. However, interviews with academics showed that until now, there has been no specific policy regulating closer cooperation mechanisms between KPI, educational institutions, and the broadcasting industry. Therefore, an affirmative policy is needed that allows students to gain wider access to the world of industry through training programs, certifications, or workshops organized directly by KPI.

The ideal communication pattern between the Study Program and the broadcasting media institution is a combination of all-channel patterns for creative collaboration, wheel patterns for centralized coordination, and two-way communication for active interaction. The use of digital technology is also essential for efficiency, while formal and informal mechanisms are used flexibly as needed. This combination will support a productive and sustainable relationship between the two parties.

The ideal communication network between the campus Study Program (Prodi) and the broadcasting media institution must be designed to support synergy, sustainable collaboration, and efficiency in the exchange of information. This network must integrate formal, informal communication, digital technology, and personal interaction to ensure common goals are achieved (Rusmana et al., 2023).

The results of this study recommend a communication network with a

wheel pattern for communication at the internal actor level. The main position in organizational communication is held by the head of the study program who has influence or control over the process of delivering messages or information. Meanwhile, the ideal external communication pattern is star or all-channel communication, namely all actors in the relationship have the capacity to influence each other. There is no leader in the star communication pattern, but someone can take on the role of leader.

## CONCLUSION

Based on the results of the study, it can be concluded that the communication network between the Islamic Communication and Broadcasting Study Program and the broadcasting industry still faces challenges in the effectiveness of information exchange, implementation of cooperation, and student access to the world of work. Internal actors (students, lecturers, and educational institutions) have attempted to build communication with the industry through curriculum and internship programs, but limitations in access to information and practice are still major obstacles.

Meanwhile, external actors such as the media industry, KPI, and the government have a strategic role in supporting the academic and professional communication ecosystem. The broadcasting industry acts as a partner in internship programs and production collaborations, but limitations in the communication system hinder students' direct access to the industry. KPI, as a regulator, has provided guidelines for broadcasting ethics and policies, but its involvement in connecting graduates with the industry still needs to be strengthened.

Therefore, to increase the effectiveness of this communication network, more structured efforts are needed in strengthening academic and industrial cooperation, adjusting the curriculum to industry competency standards, and developing a more inclusive communication platform between students, lecturers, and the broadcasting industry. With improvements in communication patterns and cooperation mechanisms, it is hoped that KPI graduates will be better prepared to face the challenges of the creative and broadcasting industries in the digital era.

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