SOSIALITA

Jurnal Ilmu Administrasi

SOSIALITA
JURNAL ILMU ADMINISTRASI

DAFTAR ISI

BIODATA PENULIS

1. Trufi Murdiani, Politeknik Gajah Sakti
2. Suzi Heti Kurnia, Dosen Teknik Perkapalan Sekolah Tinggi Ilmu Maritim Mutiara Jaya
3. Soewito, Dosen Ilmu Administrasi Bisnis Fisip Universitas Bandar Lampung.
4. Suhartina, Jurusan Ilmu Adminisrasi Niaga Fakultas Ilmu Sosial Dan Ilmu Pilitik Universitas Tulang Bawang Lampung, Soewito, Dosen Ilmu Administrasi Bisnis Fisip Universitas Bandar Lampung.
5. Rusdan, Sekolah Tinggi Ilmu Ekonomi Satu Nusa Bandar Lampung
6. Devi Arnita, Dosen Teknik Perkapalan Sekolah Tinggi Ilmu Maritim Mutiara Jaya, Lampung
7. Agus Purnomo, Jurusan Administrasi Bisnis Fakultas Ilmu Sosial Dan Ilmu Politik Universitas Bandar Lampung, Evi Herleni Oktaria Jurusan Administrasi Bisnis Fakultas Ilmu Sosial Dan Ilmu Politik Universitas Bandar Lampung
8. Dora Rinova Jurusan Ilmu Adm. Bisnis Fakultas Ilmu Sosial dan Ilmu Politik Universitas Bandar Lampung, Fenny Meilani Universitas bandar lamung

KETENTUAN PENULISAN

1. Artikel yang ditulis dapat berupa hasil penelitian atau ide gagasan dibidang ilmu sosial, khususnya ilmu administrasi bisnis.

2. Artikel ditulis dalam bahasa Indonesia atau bahasa Inggris maksimal 20 halaman quarto, spasi 1,5, huruf new roman dilengkapi abstrak dan kata kunci.

3. Nama penulis ditulis di bawah judul.

4. Artikel hasil penelitian sbb:
   a. Judul
   b. Nama penulis
   c. Abstrak dalam bahasa Indonesia / Inggris
   d. Kata Kunci
   e. Pendahuluan
   f. Metode Penelitian
   g. Pembahasan
   h. Kesimpulan saran
   i. Daftar Pustaka

5. Artikel (ide / gagasan)
   a. Judul
   b. Nama penulis
   c. Abstrak dalam bahasa Indonesia / Inggris
   d. Kata Kunci
   e. Pendahuluan
   f. Sub Judul
   g. Penutup
   h. Daftar Rujukan
   i. Lampiran

5. Artikel dikirim ke redaksi paling lambat dua bulan sebelum penerbitan

MEDIA LITERACY EDUCATION FOR HIGH SCHOOL STUDENTS, ITS NECESSITY AND CHALLENGE

Trufi Murdiani, S.T., M.A.
Gajah Sakti Polytechnique
Zainal Abidin Pagaralam Street/Pelita I Number 24 B Kedaton
murdianitrufi@gmail.com

Abstract

Today, media and information grow very fast and needed by people from all age and background. It is no longer restricted to print and broadcast delivery, news and information are now accessible anywhere, at any time, to billions of people around the globe.

Teenagers are now increasingly easy to get access to media and they need filter to get the good source of information from media. This goal can be reached with media literacy education.

In the last 12 year, mainstream and new media in Lampung grows in rapid condition. Beside national media that distribute in Lampung, there are also local/provincial media as well as media, local and national TV, radio stations, news and information by internet and social media.

Almost all high schools in Lampung Province especially in Bandarlampung City as the capital of its province, have already applied media literacy lesson. But the media literacy lessons are actually part of Bahasa Indonesia (Indonesian) course and given to students at the last level, for instance in SMAN 1 Bandarlampung where the media literacy focuses on information and communication technology (ICT) and this project was conducted.

*Keywords***:** education, information, communication.

I. INTRODUCTION

Every teenager can watch television for 3.5 to 5 hours a day (Kompas Daily, February 17, 2002). Ideally a teenager should only watch two hours of television at most a day.

Teenagers do not just watch the show that it is intended for them but also the impressions that have not been appropriate for them to see. This condition occurs, mostly without close supervision from their parents.

The selection of media as a source of information by young people needs wisdom to avoid mistakes in obtaining information and entertainment through media that have not been feasible for them. One of its medium is television, both of the television stations as well as the content of the shows.

Data on young people who view television indicate that the number of watching hours beyond the ideal watching hours. The figures of 35 hours per week equates to 1,820 hours per year, whereas the study time for young people in worldwide according to the United Nations Education and Culture Organization (UNESCO) does not exceed 1,000 hours per year.

Comparing the number of watching television hours by the number of study hours at school, it is feared that the formation for process of thinking, character, and behavior will be formed through television.

In the last five years, internet has allowing anyone in SMAN 1 Bandarlampung with access to get information with various contents.

While in SMAN 1 Bandarlampung, the course of media literacy is only one chapter under Indonesian course with the lack of learning time to students as some students said in the interview session.

II. OBJECTIVES OF THE STUDY

This project aims to find out the kind of media literacy course being taught in SMAN 1 and to compare it with the UNESCO-mandated media literacy course. The specific objectives are:

1. To identify the features of the existing media literacy program in Sekolah Menengah Atas Negeri (SMAN) or State High School 1 Bandarlampung,
2. To examine how Bahasa Indonesia teacher teaches the media literacy course.
3. To find out what students learn from the course.

And the significance is to build the discussion on new perspective of public issues in the knowledge of journalism field as well as to the practice of education, on how application of media literacy education can enhance young people's awareness and wisdom.

III. FRAMEWORK AND LITERATURES

News and information are now accessible at any time to people in Lampung including the youths. Media of all kinds, across all platforms, have become so integrated into modern life that their presence and influence are not always noticeable.

UNESCO promotes the concept of knowledge societies that is based on four major principles: equal access to quality education for all; universal access to information; cultural and linguistic diversity; and freedom of expression. Literacy has traditionally been described as the ability to read and write, with

arithmetical literacy often added to the mix.

The UNESCO Expert Group meeting on Literacy Assessment in 2003 defined literacy in these terms as it is mentioned in Towards Media and Information Literacy Indicators (2011, p. 9) as:

> Literacy is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and wider society.

And today, literate individuals need to have a critical comprehension of messages, including 'media texts.' (p.10)

As the authors of the Global Literacy Challenge (UNESCO, 2008b) have noted in Towards Media and Information Literacy Indicators (2011, p. 9):

> There is no single notion of literacy as a skill which people possess or not, but multiple literacy. We all engage in both oral and written practices and in learning new literacy at different stages of our lives, for example, the literacy demands of digital technologies. The concept of 'situated literacy' draws attention to how the social, cultural and political context shapes the ways in which people acquire and use literacy.

The term media literacy is, in turn, generally conceptualized as the knowledge and skills individuals need to analyze, evaluate, or produce media messages. (p.15).

So, the definition of media literacy, according to UNESCO is generally as the ability of citizens to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts. (Towards Media and Information Literacy Indicators, 2011)

UNESCO also sets media literacy as:

> To emphasize the ability of citizen to understand, evaluate and use media as a leading purveyor and processor, if not producer, of information. It is appropriate, therefore, that in the process of elaboration of the MIL indicators, UNESCO considers information literacy and media literacy together as Information Literacy–Media Literacy or Media Information Literacy (MIL).

Media literacy curriculum for teachers identifies key elements/outcomes as:

- Understand the role and functions of media in democratic societies,
- Understand the conditions under which media can fulfill their functions,
- Critically evaluate media content in the light of media functions,
- Engage with media for self-expression and democratic participation,
- Skills needed to produce user-generated content,
- Use of ICTs in this process

W. James Potter in his book, Media Literacy says that the Media Literacy is a perspective that is used actively when, the individual accessing the media in order to interpret the messages conveyed by the media.

There are two views on the media literacy of Art Silverblatt and James Potter (Potter, 2001). Silverblatt said that media literacy has five elements, namely an awareness of the impact of media on individuals and society, an understanding of the process of mass communication, development of strategies used to analyze and discuss media messages, an awareness of the contents of media as a 'text' which provides insight and knowledge into the culture of contemporary man and man himself and the increased enjoyment, understanding and appreciation of media content.

On the other hand, Potter (Baran and Davis, 2003) gives a somewhat different approach in explaining the fundamental ideas of media literacy, namely a continuum, which is not a categorical condition, media literacy needs to be developed by looking at the degree of maturity, media literacy is multidimensional, i.e. the cognitive domain which refers to mental processes and thought processes, emotions domain of the dimension of feeling, aesthetic domain refers to the ability to enjoy, understand and appreciate media content from the artistic standpoint, and the moral domain refers the ability to capture the values that underlie a message and the purpose of media literacy is to give us more control to interpret the message.

The Act of Republic of Indonesia Number 20 Year 2003 on National Education System stated, "Education is the conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, the nation, and the state".

IV. METHODS

The methodology that used in this project:

1. The observation.

   Observation was taken on January 21, 2018 in the class of 12-IPA-2 (one of the third class/last level of second science class) in SMAN 1 Bandarlampung (1st State High School in Bandarlampung City) as the object of research on Media Literacy Learning. This class has 40 students with one teacher per course.

   The observation has done that date when the chapter of media literacy held for the third level of students in SMAN 1 Bandarlampung.

2. Interviews focused with three students who take Media Literacy Lesson in Bahasa Indonesia Course/Class. They are Vanny Unjungan Sari as the success student in this course,

It Nindya Fitrika as one of the "unsucceess" student, and Viola, in the middle level of student.

The interview was also conducted with teacher, head of SMAN 1 Bandarlampung City as well as the head of education institution in Bandarlampung City.

1. Interview with students:

a. Vanny Unjungan Sari; 16 years, the success student, female, Bandarlampung citizen.

b. Nindya Fitrika; 17 years old, not success student, female, Bandarlampung citizen.

   c. Viola; 17 years old, female, the middle students, Bandarlampung citizen.

2. Interview with teachers:

a. Mr. Budi Susilo, Bahasa Indonesia/ICT teacher

b. Mr. Baduzzaman, head of SMAN 1 Bandarlampung

3. Head of Education Institution in Bandarlampung City, Mr. Sukarma Wijaya.

V.   RESULTS AND DISCUSSION

The course of media literacy is very useful. That is what Vanny Unjungan Sari, a student of SMAN 1 Bandarlampung said about the Media Literacy course she took in the last semester of the last level or class in that one good school in Bandarlampung city.

She added she takes benefits from this course. Because, She can use internet and new media to raise her knowledge. In this school, students can access internet not only when they take media literacy or Bahasa Indonesia course but also for other courses and even at the break times.

They are allowed to access and have they own account on social media like Facebook, Twitter, Instagran and personal blog as well as school website. So, anytime in the school and out of the school times, they can access it by laptop and/or cell phone but to do Facebook and Twitter, usually only during the break times.

What Vanny has said about media literacy course is actually about Information and Communications Technology (ICT). This is as the observation in her class, the last class or third level of Science Class in SMAN 1 Bandarlampung that held on Januari 21, 2018.

Students were given the lesson on mastering internet especially emailing and browsing some useful website that needed to do assignments from teachers. In the part of communication language skills, students are invited to improve their competence in speaking, literature reading, understand and write a critique of the news media.

VI.   SUMMARY AND CONSLUSION

Media literacy education is the education of practical skills application. Media literacy education has more value, because it puts students as education subjects. This makes the development of emotions thought patterns, character, and behavior of students are more controlled. Because, the students provided with the ability to select and interpret media messages, so that students are no longer as an imitator media and more critics with media contents.

It shows that media literacy education include not only cognitive skills but also build a power analysis, to make students able to respond to what happens outside them.

In UNESCO's Media and Information Literacy Curriculum, Media Literacy contents are, understand the role and functions of media, understand the conditions under which media and fulfill their functions, critically analyze and evaluate media content, use of media for democratic participation, intercultural dialogue and learning, produce user-generated content and ICT and other media skills.

As the critically analyze and ability to evaluate media content is also important in this curriculum, in generally, the definition of media literacy is defined as the ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts.

In SMAN1 Bandarlampung, media literacy more focuses on ICT and given to students in last level as a chapter of Bahasa Indonesia course. This is due to lack of availability of specialist teachers to deliver media literacy education.

REFERENCES

Act of Republic of Indonesia Number 20 Year 2003. Retrieved on January 12, 2012 from http://www.inherent-dikti.net/files/sisdiknas.pdf

Anggraeni, Filia Dina. (2002). *Pembelajaran Melek Media Pada Siswa SD (Pendekatan Teori Belajar Humanistik).* Fakultas Kedokteran Universitas Sumatera Utara

Baran and Davis. (2003). *Media & Society: The Role of Media in the Social World*. p.301

Buku Putih Pers: Antara Idealisme dan Euforia. (2002). Bandarlampung: PWI Cabang Lampung

Considine, David; Horton, Julie and Moorman, Gary. (2009). *Teaching and Reading the Millenial Generation Through Media Literacy*. p.471-481. International Reading Association

Kovach, Bill and Rosenstiel, Tom. (2007). *Elements of Journalism.*

Moeller, Susan; Joseph, Ammu; Lau, Jesus and Carbo, Toni. (2001). *Towards Media and Information Literacy Indicators (Background Document for the Expert Meeting).* Paris: UNESCO

Pengajaran Pendidikan Media Melalui Sekolah Dasar. Retrieved on December 10, 2011 from http://sadidadalila.wordpress.com/2010/03/20/media-literasi/

Potter, W. *Media literacy.* (2001). Los Angeles: SAGE Publications,

Rogow, Faith. (2011). *Inquiring Minds Want to Know: Media Literacy Education for Young Children.* Library Media Connection

Summers, Sue Lockwood. (2005). *Use Media Literacy to Prepare Students for State Assessments.* Library Media Center

Tatang, Atep; Maman; Aisyah, Nenden Lilis and Susilawati, Euis. (February 2009). *Bahasa Indonesiaku Bahasa Negeriku*. p. 179-204. Solo: Platinum