



DEVELOPING MEDIA LITERACY ABILITY IN SOCIAL STUDIES LEARNING

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Abstract : Entering the 21st century, the development of technology and information happen so as to raise a shift of interest in getting information from the glass screen to the internet world. As well, the internet world today is also flooded with excess of information, thus the hoax information and fake news are inevitable. This condition is caused by the absence of censorship institutions of social media. Hence, the content creators are permissive in using the social media and create certain transmission to the society. Respectively, the National Council for Social Studies (NCSS) states that the transmission formed by the media can be anticipated by media literacy that can be honed in social studies education. Since it is a field practical of considerable study in social symptoms and problems assessment, social studies education put a strategic role in encouraging and formulating urgent problem solving. However, in the application in schools teaching, this media literacy still overlaps with the media education. Meanwhile, both are basically interconnected, but they are different concepts. Furthermore, this article clarifies that media literacy is not only about the using mass media as a learning resource. Moreover, it will also explain on how media literacy focuses on media attitudes and the ability to communicate messages obtained from the media. Hence, this article relates the urgency of having well understanding of media literacy in its application in social studies teaching.

Keywords : media literacy, social studies in 21st century

I. INTRODUCTION

The development of technology and information happens so rapidly, hence there are almost no barriers among the worlds. The development also leads to a shift of interest in getting information from the glass screen to the world of the internet. Dewan Pers Indonesia (2012) in its introduction in the book *Blur: Bagaimana Mengetahui Kebenaran di Era Banjir Informasi* (Kovach & Rosential, 2012) released based on the Nielsen report, finds that the Indonesian public spent 20.3 hours a week watching television, while the internet access is only 14 hours a week. The report also review in 2011, nine cities in Indonesia were surveyed by AC Nielsen and showed that the average internet information usage has increased by 20%.

Following this study, an article by Kompas newspaper entitled *Analisis Media Sosial: Polarisasi "Netizen" Amati Pemerintah*, mentioning the Kompas R & D Survey in June 2015 in fifteen cities (outside Jakarta) with 6,000 respondents, shows four out of ten respondents claimed to have one smartphone device. The 85% of respondents also claimed actively access



the Internet on cellphones, no less than 61% of respondents appealed to have more access to social media, especially in political discussion. This result of investigation shows that social media has become a new public space for social and political conversation (Oktaviani & Loisa, 2017, p. 87).

Besides, the internet world today is also flooded with excess of information, thus the hoax information and fake news are inevitable. This condition is caused by the absence of censorship institutions of social media. Hence, the content creators are permissive in using the social media and create certain transmission to the society. Based on the release by *liputan6.com* at 13 February 2017, the results of a survey of national hoax outbreaks carried out by the Indonesian Telematics Society (Mastel) in 2017, stated that the highest hoax content or information of news dissemination comes from social media channel, with Facebook in the highest contribution of 92.40%, 62.80% by chat application, and website in amount of 34.90%.

Oktaviani & Loisa (2017, p. 87) in *We Are Social* also released a data on global digital statistics in January 2016. In their finding, Indonesia has 88.1 million active internet users; growing 15% in the past twelve months. In other research, the Stanford History Education Group (SHEG) conducted civic online reasoning research (the ability to assess the credibility of information on cellphones, tablets and computers) for young people in twelve countries in November 2016. The results showed that the respondents, especially the students, are not able to consider most of the information they saw on the internet. The research finds that they have difficulty in distinguishing advertisements from news articles or identifying the origin of information.

Respectively, the National Council for Social Studies (NCSS) states that the transmission formed by the media can be anticipated by media literacy that can be honed in social studies education. Since it is a field practical of considerable study in social symptoms and problems assessment, social studies education put a strategic role in encouraging and formulating urgent problem solving. Hamidulloh Ibda (2018, p. 2) depicts in the 21st century, technological progress is moving rapidly, and the state needs Human Resources (HR) who are qualified in three important pillars: literacy, competence, and character. These three issues are also mentioned in the World Economic Forum 2015.

Richard E. Gross et al (1978, pp. 10-11) in his book *Social Studies for Our Times* at the eleventh point in the 20 guidelines, stated that social science education programs would be effective if science and technology are described as helpful to make people in the world be more socially interdependent and also contribute to multiple problems in social, economics, and politics.

Departing from that justification, it is very important to have media literacy in integrating social studies teaching. Nowadays, the media contribute a very large influence and provide a variety in information flows. In this era, the media users do not only passively receive the messages but also able to deliver messages to each other. This kind of flows allows the students to get any accessible information yet their ages are actually still restricted to receive the content. Therefore, understanding media literacy is important. The media literacy activities carry three contexts; protectionist contexts, empowerment, and media studies. From the protectionist goals perspective, media users need to be participated in



media literacy activities since media is considered potentially harmful and can give negative impacts so that. On the purpose of empowerment, media literacy activities are carried out to provide knowledge and skills to audiences in order to optimize media content for their interests. This is motivated by the basic of the media has a positive function as a source of learning. Last, media literacy activities are conducted with a focus on studying the structure of media message content based on different media, production techniques, and packaging the content of the message, which is intended more as an effort to study the media. This kind of study can enhance the knowledge of media study of the participants.

II. LITERATURE REVIEW

3.1 Understanding Media Literacy

Many experts have provided various definition of media literacy. One comes from Potter (2011, pp. 3-4), who views media literacy as a set of perspectives that can be actively used when accessing the mass media to interpret the faced message. Media literacy relates to how audiences can take control of the media and is a skill to assess meaning in each type of message, organize the meaning so that it is useful, and then build messages to be conveyed to others.

Meanwhile, Art Silverblatt (1995, pp. 2-3) emphasizes the notion of media literacy on several elements, including: (1) awareness of the influence of media on individuals and social; (2) understanding of the mass communication process; (3) developing strategies to analyze and discuss media messages; (4) awareness that media content is a text that describes our culture and ourselves at this time; and (5) developing pleasure, understanding, and appreciation for media content.

In a book compiled by the *Pusat Kajian Media dan Budaya Populer* (PKMBP), the results of the National Workshop on Concepts and Implementation of Media Literacy in Indonesia in 2011 were agreed, which agreed that the objectives of media literacy activities could be seen in protectionist contexts, empowerment and media studies. Therefore, understanding media literacy is important. The media literacy activities carry three contexts; protectionist contexts, empowerment, and media studies. From the protectionist goals perspective, media users need to be participated in media literacy activities since media is considered potentially harmful and can give negative impacts so that. On the purpose of empowerment, media literacy activities are carried out to provide knowledge and skills to audiences in order to optimize media content for their interests. This is motivated by the basic of the media has a positive function as a source of learning. Last, media literacy activities are conducted with a focus on studying the structure of media message content based on different media, production techniques, and packaging the content of the message, which is intended more as an effort to study the media. This kind of study can enhance the knowledge of media study of the participants.

The purpose of media literacy also has two different views but equally has influence among media education/media literacy practitioners. The first view, called protectionist groups, states that media education/ media literacy is intended to protect citizens as media consumers from the negative impact of mass media. The second



view is called preparationsis which states that media literacy is an effort to prepare citizens to live in a media-tight world to be able to become critical media consumers (Purba, 2015: p. 4). That is, in the view of preparationsist groups, citizens in general need to be equipped with media literacy competence to be able to benefit from the presence of mass media.

According to Potter (PKMBP, 2013, p. 17), there are 7 skills which are needed to achieve critical awareness of media through media literacy. The seven skills are analysis, evaluation, grouping, induction, deduction, synthesis, and abstracting. Meanwhile, according to Buckingham (in Juditha, 2014, p. 110), if a trichotomy approach is used, media literacy covers three fields, namely having access to the media, understanding the media and creating and expressing themselves to use the media. The National Leadership Conference on Media Education also provides views on media literacy, namely the ability to access, analyze, evaluate and communicate messages in their various forms (Hobbs, 1999 in Juditha, 2013).

Media literacy which was originally used as one of the ways to criticize television shows. In this era of information revolution, media literacy is more than just criticizing television. Media literacy becomes a skill to have, to be able to interact intelligently with the media. Media literacy invites audiences to evaluate impressions and content that circulate freely on social media. Media literacy also invites critical thinking about viral messages and is widely discussed. The ultimate goal of all education is how to educate the public to be critical of the media. If they are critical, then they are not easily controlled by the media. Instead, they control the media. Furthermore, these critical communities will be able to actively carry out movements aimed at 'fighting' the media when their rights are violated. That way, it will be easy to find critical communities, as well as healthy media shows.

3.2 Relationship between Media Literacy and Social Studies Learning

Responding the challenges of the times, the National Council for Social Studies (NCSS) (Harshman, 2017) published its statement about the position of media literacy in 2016 which reminded educators of how the unfiltered information flowing through the internet requires a change in pedagogical orientation to be more focused on teaching students to analyze and evaluate information rather than just remembering it.

Bernie Trilling & Charles Fadel emphasized in their book, that in the 21st century, in teaching, we must look upon the future and have an orientation towards career skills. There are two important skills that will remain at the top of the job requirements in the digital lifestyle. First is the ability to acquire and apply new knowledge quickly, and the second is knowledge to apply 21st century skills that are essential, especially in problem solving, communication, teamwork, technology use and innovation. In managing those skills, students in the 21st century need to acquire the skills to access, evaluate, use, manage, and add to the wealth of information and media they have.

The 2013 curriculum has also provided a standard of teaching conducted in schools must be scientifically based. The 2013 curriculum uses the scientific approach



with five steps of learning namely observing, asking, collecting information, associating and communicating (Elfira, 2013: p. 6). Scientific means that the implementation of learning must be structured and systematic. In addition, the approach taken in classroom teaching must be based on current conditions. In line with, social studies subjects are integrated learning and are required to study various aspects of life. Today, people, especially young people in Indonesia and even the world, are very close to the media. Media - conventional and modern - is an integrated part of society and even often describes the reality of society. Therefore, the assessment of media literacy is needed in the teaching process.

Meanwhile, according to Andrew Burn & James Durran (2007, p. 2), media literacy is a set of understanding and functions regarding cultural, critical and creative. That is, media literacy also sees how the current culture of society in viewing information. This also makes appropriate media literacy to enter into social studies learning even become part of the learning curriculum. Social studies learning that refers to the 2013 curriculum have been adapted to the competencies needed in the 21st century. Setiana (2014, p. 95) in her journal mentions that 21st century education is no longer directed to produce graduates who are only able to understand the concept of knowledge, but also create graduates who are able to innovate, be creative, and at the end are able to analyze situations, criticize information, and be creative in creating and solving problems. The same outputs are also expected in media literacy skills in which students are trained to have competences in interpreting all kinds of messages flowing from the media. In addition, media literacy also supports creativity to create alternative media that is more conservative and constructive in achieving good citizens and good netizens.

III. RESULTS AND DISCUSSIONS

The education program, one of them is formal school, are always believed to be the most strategic place in the formation of individual characters. However, schools without teachers will not create any changes. Richard E. Gross et al (1978, pp. 10-11) in his book *Social Studies for Our Times*, said that social science education programs would be effective if they were taught by people who had broad insight and careful preparation to enable them to effectively instruct various topics consisting of social science. Therefore, media literacy education in schools must first be given to the teacher first. This choice is a strategic choice because teachers are considered to have a strong influence to change society. When the teacher has the competence to apply media literacy education, the teacher's obligation must then apply the skills to the students.

The subjects addressed in media literacy education are users. In fact, users in this world are all people, not limited only to students. For this reason, active participation is needed, so that the practice can be run optimally. The participatory approach makes the children as the subjects who are assumed to have an active ability to plan and choose the learning system between himself and his teacher. Media education and literacy in this case are two components that cannot be separated. Education is a system that has features in human civilization because it is considered capable of making changes. Meanwhile, media literacy is an approach that can be applied by educators in each set of learning.



3.1 Implementation of Media Literacy in Curriculum and Social Studies Learning

The idea of literacy has been accommodated in the curriculum in Indonesia and can be applied as indirect teaching. Unfortunately, in its implementation, there are misperceptions made in learning. Many teachers use video as a learning resource, but do not explore the message displayed from the video being played. Some also make newspapers, radio, or television footage as learning media, but it is limited to capturing information without dissecting the interests behind the information presented by the manufacturer. So far the existence of media literacy applied in learning still overlaps with media education. Basically, they are indeed interconnected, but they are different concepts. According to Triyono (2010: p. 156) education media is oriented towards increasing the knowledge of audiences about the media viewed from the side of the text, the meaning and relation with society. Meanwhile, media literacy is more specific because it focuses on the attitude towards the media. Since media education plays a big role in media literacy, it can add references to be more responsive in responding to the media.

Media literacy is not only about using mass media as a learning resource, there are also several steps to understand media literacy. Based on a study published by the *Pusat Kajian Media dan Budaya Populer* (2013), there are three phases towards achieving critical abilities as stated by Elizabeth Thoman, founder and president of the Center for Media Literacy. The first phase has two capabilities, namely (1) 'media diet', which is the ability to regulate the amount of time spent accessing the media; and (2) the ability to make media choices to be accessed. In this case, reducing access to media is not enough to reduce negative exposure to media content. The second phase is having the ability to watch or read the situation critically by always trying to know what framework or frame of interest a spectacle and issue are produced. The third phase is the ability to identify 'who produces, for what purpose, who will benefit, who loses, and who decides on certain content to be appointed' and the ability to realize that there are political and social economic forces that control the production process of media content so that audiences directed towards being part of the economic movement and even the movement of political forces in winning their interests.

Media literacy can also be built within the family and in general in the community. However, Aarsand and Melander (2016, p. 6) state that the most important of media literacy is the integrated practice involving many activities. Therefore, in the world of education there are a number of movements that can be done. As published in the book *Model-model Gerakan Literasi Media* that have been carried out by Early Childhood Care and Development-Resource Centers (ECCD-RC), which since 2002 have concentrated on education and family services especially for early childhood. This association has implemented media literacy in the world of education in four stages:

"First is media literacy training. In the initial stage, schools and teachers are relevant first to study media literacy. Next determine the main material,



namely the rights and development of children; and media literacy. The second stage is enriching curriculum material with the same participants. The program's flow and material consists of two parts, namely curriculum development training and curriculum enrichment workshops with media literacy content. Third is the module preparation workshop as a guide to media literacy education. Participants in this program are expert panels and teams from the Resource Center. The flow and material of this program is the preparation of media literacy modules as curriculum enrichment material. Fourth, the production of modules that are printed and distributed to various relevant parties learn and understand them. All of these activities manifest in two outputs of activities, namely teacher training and media literacy education modules which are enriching curriculum materials, especially for two subjects, namely PPKN and IPS. "

The stage was carried out by ECCD-RC not to form a new curriculum, or to make media literacy a new subject. All that is done is to formulate a specific framework to make media literacy more effective and can be inserted in the learning process, especially in Social Studies and PPKN subjects. Therefore, the authors offer several steps to apply media literacy in social studies learning. Among them:

1. Choose a theme from the basic competencies that have been attached to the applicable curriculum
2. Choosing media propaganda that will be studied in learning
3. Planning or designing programs that are relevant to the theme and implementing them in learning
4. Implement learning steps based on existing media literacy categories

Following is a table of media literacy-based learning steps that can be done in social studies learning.

Table 1.1 Categories of media literacy based on the National Leadership Conference on Media Education

No	Category	Categories	Teaching Phase
1	Access	Understanding and knowledge of using and accessing the media and being able to understand the contents of the message	<ul style="list-style-type: none"> • Students are given the opportunity to access information in accordance with the themes of various media such as newspapers, radio, television, online news portals and social media news accounts • Students are assigned to find information about the theme being discussed in learning. (minimum 4 issues /



			news)
2	Analyze	Able to understand the purpose of media messages and can identify the sender of the message through the media and what the message is.	<ul style="list-style-type: none"> • Students take turns making presentations related to issues related to the theme. This is so that the teacher can see the student's ability to identify the message he finds and the student's ability to assess media messages that can attract attention
3	Evaluate	Being able to assess the message received is then compared to its own perspective. This includes an individual's subjective judgment or attitude reaction to the message and other implications of the message	<ul style="list-style-type: none"> • Teachers and students who become audiences have the right to ask students who make presentations • Students who are presenters must answer the audience's questions. Direct the student to explore the information he gets to arrive at the perceived attitude, feeling or reaction after receiving a message from the media. Until the student is able to suggest or provide useful information to the user
4	Communicate	Able to communicate messages received from the media in any form to others	<ul style="list-style-type: none"> • After students make a presentation, give a diverse project in response to the issues that have been presented. • Students can be grouped and assigned to create articles, short films, creative campaigns, or socio-drama as a step to respond to the information they have identified.



The expected outcome of the learning step is that students are able to make decisions, where this point is one of the objectives of Social Studies Education. In addition, the acquisition of information obtained from television, radio, newspapers, and online news portals or from social media will be different. So that from these steps students are expected to be able to make media choices that they will access in obtaining information.

IV. CONCLUSION

Media literacy which was originally used by many as one of the ways to criticize television shows, in this era of information revolution media literacy needs more than just criticizing television. Media literacy becomes a skill needed to be able to interact intelligently with the media. Media literacy invites audiences to evaluate impressions and content that circulate freely on social media. Media literacy also invites critical thinking about viral messages and is widely discussed. The ultimate goal of all education is how to educate the public to be critical of the media. If they are critical, then they are not easily controlled by the media. Instead, they control the media. The position of media literacy in education is as an approach that is able to help educational programs in achieving their goals. In education in schools, those who are obliged to first understand media literacy are teachers, because teachers are the cornerstone of all learning conducted in educational institutions. In social studies teachers can formulate media literacy based learning by 1) Selecting themes from basic competencies that have been attached to the applicable curriculum. 2) Choosing media propaganda that will be studied in learning. 3) Planning or designing programs that are relevant to the theme and implementing them in learning. 4) Apply learning steps based on existing media literacy categories.

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