

BRIGHTENS MEDIA LITERACY FOR CHILDREN AND TEENS

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ABSTRACT

The purpose of writing this article is to enlighten the media literacy for Children and Youth. The method used in this research is: using a qualitative approach, with informants from academics, media watchers, and the community.

The results obtained from this activity are: The trainers have awareness of the importance of the realization of media literacy implementation Understanding the substance of media literacy Able to motivate and educate the community to participate in creating healthy and dignified broadcasters.

Keywords: Brighten, media literacy, children and teens

INTRODUCTION

The media has a wide influence on American society, which affects the aspects of our human experience of attitudes toward behavioral norms (Potter 2012). While early attempts to apply media literacy in American schools focused on explaining how various forms of media platform work (print, photography, film, radio, television, and digital media), have turned to emphasis on understanding the potential of media for level transformation Global (Thoman and Jolls 2004). Media messages quickly assimilate into culture at an unprecedented rate and lasting effects (Potter and Riddle 2007; Valkenburg Dan Peter 2013; Bushman and Huesmann 2006; Strasburger et al., 2013).

With the advent of new-technology and mobile, educators are using a variety of digital spaces and tools to create digital identity. A Professor has a personal web page linked to their university site. Social media tools are used for tweets, blogs, and posts about research, teaching, and important events in the field. Digital platforms like Google Class and PB works are used to store and distribute teaching materials. These networks are platforms and tools related to scientific and private space, which provide an opportunity to build and retain a digital identity that complements the offline version of identity. Challenges and questions must arise as teachers engage in this literacy practice; However, there is the potential to leverage these varied platforms and connections that exist in online collaborative space to act as networks, social scholars and practitio- partners- (Wise & O'Byrne, 2015).

This type of perspective taking is significant, since it appears to lead to a decrease in antisocial behavior, misbehavior, anger, external behavior, and levels of physical and verbal abuse (Eisenberg et al. 2013; Stanger, Kavussanu, Dan Ring 2012).

Communicating through internet and social networking sites is very different from communicating with people. When users communicate through this site, they use things like chatting as well as status or Twitter updates to talk to friends and express themselves. Online chatting is quick and easy and allows you to connect to almost unlimited numbers of people from all over the earth. Although the Internet connects millions of people and allows them to chat, traditional changes in people's conversations are important to our social life and friendship. These changes to our social interactions are not always positive or negative. That change expands the different outlets through which we can communicate and as long as we remember the importance of face-to-face contact in our social life, we can find a healthy balance between the two. So starting from my research on the advantages of using and misusing display

technology on the developing brain. Without the internet, my research is meaningless and will go back and forth to the local university library, copying journal articles in accordance with the understanding that the more time children spend on television, the more likely they are to have learning problems, less motivated in school and more likely to be aggressive And uncooperative (Macbeth Williams, 1986). I am also amazed to find that the verdict of television violence has been convincing since 1976: images of violence that contribute to aggressive behavior, fear, and desensitization of real violence.

In the Concept and Implementation of Media Literacy in Indonesia (2011), many papers contain national workshops, saying Thorman and Jolls (2004: 23-24) proposed media literacy focus, among others: 1. media literacy is a process, not content. The purpose of media literacy is not to memorize facts about the media or even to create a video or presentation design. The goal, however, is to explore the questions that arise when people are critically involved with printed and electronic mediated messages; 2. Media literacy education extends the concept of text to include not only written text but whatever form of messages used to create and communicate ideas between people; 3. media literacy is characterized by the principle of inquiry-that is, learning to ask important questions about anything viewed, watched, heard, and read.

RESEARCH METHOD

This study uses qualitative methods such as those developed by Miles & Huberman (Rohidi, 1992), with informants from academics, media observers and the public. The study was conducted in Ogan Komering Ulu district and Palembang city of South Sumatra.

RESULTS ANALYSIS

Efforts to cultivate the media literacy for children and adolescents in South Sumatra, mainly done by the South Sumatra and Baturaja University KPID and its partners are the Community Information group and the trail Indonesia NGOs located in OKU district. According to the authors observation there is no institution of higher education and other institutions that have media literacy program.

In this research, the informant is Media Observer namely Chairman of KPID South Sumatra, Rector Academic University of Baturaja, and Society, a housewife who care about the contents of media message.

Media Literacy, in Palembang City

Palembang city is one of the cities (formerly the second level region of municipal status) and is the capital of South Sumatra Province. Palembang is the second largest city in Sumatra after Medan. Palembang has a population of approximately 1, 7 million people with an area of 358,550 000 km. It has 37 Radio Stations, 3 Local Telegraphic Stations and 9 Newspapers. It has 2 state universities and dozens of private colleges

Media products are inseparable from favorable economic and political interests. Internet media is an important tool to help learn and in achieving the desired quality of life. Media literacy is required for children and adolescents to interpret information received through mass media and the internet. This can be done by the government in cooperation with partners and related agencies.

Media watcher who is also Chairman of the Regional Indonesian Broadcasting Commission (KPID) South Sumatra who became informants in this study said that Media Literacy is an activity that provides enlightenment to the public about the importance of media awareness. This activity is carried out in the form of a seminar by presenting competent resource persons in the field of Media Literacy. This activity aims to broaden the understanding of media literacy, build a critical attitude towards the media, able to utilize the media correctly, increasing public participation in broadcasting so that people aspirations can be channeled through KPID South Sumatra and as a form of actualization of cooperation achieve a healthy and dignified broadcast.

Media literacy can be done depending on the choice of organizers, for example by seminars, FGDs, speech broadcasts, rubrics in the print media, media literacy media making materials and others. Since 2010, KPID South Sumatra has conducted 14 times media literacy activities for 14 districts of the city in South Sumatra. Among the recent ones are:

1. Media Literacy conducted KPID in Palembang City, held at Indah Raso Restaurant, Jl. Demang Lebar Daun Palembang, April 2, 2014. This event was attended by 76 people consisting of various organizations.
2. Media Literacy conducted in Palembang City, held in Mess Pertamina Kenten Palembang, May 8, 2014. Kegiatan was attended by 78 students who are members of the Association of Students Muhammadiyah South Sumatra.
3. Media Literacy conducted in Muara Enim, held in STIE Serasan, dated May 9, 2014. This activity was attended by 75 students of STIE Serasan, district Muara Enim.

The results obtained from these media literacy activities are understand the benefits and impacts of the broadcast, the public is able to filter or filter which impressions are worth watching and which are not feasible and able to utilize the media wisely and intelligently, the Society reduced watch hours.

According to the writer's observation, the media literacy done by KPID South Sumatra is limited to socialize the variety of television shows. In the meantime, television shows that can be seen in districts / municipalities in southern Sumatra can not be accessed directly as in the city of Palembang. Impressions can be watched if using a parabolic antenna. So the local television broadcast Palembang. They are adding more television shows from Jakarta and abroad. Of course a lot of excessive broadcasts that are not necessarily in accordance with Indonesian culture.

If you look at the media literacy done by the new South Sumatra KPID given to students and students and just prepare for the coach in a very small amount.

According to the records of the South Sumatra KPID, the Number of Media Literate Residents per June 30, 2014, can be seen in the table below:

Table 1. The south america sumatra that understands media

No	Regency / City	Number of citizens of Media Literacy					TOTAL
		2011	2012	2013	2014		
					First Quarter	Quarter II	
1	Kab. Banyuasin	82	-	-	-	-	82
2	Kab. Empat Lawang	-	48	-	-	-	48
3	Kab. Lahat	81	-	-	-	-	81
4	Kab. Muara Enim	103	-	-	-	75	178
5	Kab. Musi Banyuasin	-	-	-	-	-	-
6	Kab. Musi Rawas	-	-	-	-	-	-
7	Kab. Ogan Ilir	-	-	-	-	-	-
8	Kab. OKI	-	-	-	-	-	-
9	Kab. OKU	-	-	-	-	-	-
10	Kab. OKU Selatan	-	89	-	-	-	89
11	Kab. Pali	-	-	-	-	-	-
12	Kab. OKU Timur	88	-	-	-	-	88
13	Kota Lubuk Linggau	-	54	-	-	-	54
14	Kota Pagaralam	-	94	-	-	-	94
15	Kota Palembang	181	355	-	-	154	690
16	Kota Prabumulih	-	-	-	-	-	-
AMOUNT							1.404

The table above is of course incomplete because there are still districts that do not have citizens who are media literate. So is the case in OKU, whereas the people have been given media literacy. Besides, the South Sumatra KPID also conducts Training of Extension Workers of Media Literacy. Training Activities of Extension Workers Media Literacy is a form of persistence of KPID South Sumatra in fighting for the creation of a smart society. In the implementation of this activity presents various speakers to provide material and technical guidance in the field of Media Literacy. According to this informant, the purpose of this training is to provide an understanding to the trainers about the importance of media learning, to provide strategies / ways to apply themselves to be a good media literacy trainer, the trainers can convey the benefits of media literacy to the community and the realization of trainers Have a motivation and a sense of responsibility towards the importance of media literacy in order to educate the nation.

Training of Extension Workers Media Literacy has been implemented in 2 (two) District / City, namely: In the District. OKU east, held at Tarbiyah College of Science College (STIT) Misbahul Ulum Gumawang, May 20 - May 21, 2014. This event was attended by 30 people from various organizations. And In the District. OKI, was held in the Hall of OIC regent Office, from 2 June to 3 June 2014. This activity was attended by 30 people from various organizations.

The results obtained from this activity are: The trainers have an awareness of the importance of the realization of the implementation of media literacy; Understand the substance of media literacy; Able to motivate and educate people to participate in creating healthy and dignified broadcasters. KPID South Sumatra to increase its knowledge about Media Literacy, also participate Training of Trainer Literacy Media. Training of Media Literacy Training Activities with Theme "The Synergy of KPI and the Community to Achieve Healthy and Intensive Broadcasting" in Batam, held at Hotel Planet Holiday Batam, June 17 th - June 18, 2004.

MEDIA LITERATION IN REGENCY OF OGAN KOMERING ULU

From the city of Palembang to get to Baturaja takes 4-5 hours, if lanced without obstacles. Kota Baturaja is the capital of Ogan Komering Ulu district (OKU) with an area of 384986 sq km with population of 324045 inhabitants. Do not have a local television, with 3 private radio stations. Signals for calling and surfing are sometimes frequent interruptions. Known for the city of stone, and rubber.

And has one university named Baturaja University. It is in this institution that media literacy is born. First because there is a Communication Studies Program at the Faculty of Social and Political Sciences. Secondly, the result of interview with the second informant is Rector of Baturaja University, his institution started to do media literacy activity since 2011 after the oration of Inauguration of Professor of University Baturaja with the title of Media Literacy In Responding to Bad Quality of Indonesian Television Program. Then in Literacy Program of Literacy Program, For the community in the place of KKN. In the Field Work Practice, media literacy activities are given as one of its programs.

Third, according to the second informant, Baturaja University partnered and held cooperation with the Office of Communications and Informatics, and media literacy included in its activities. One of the activities of Communication and information is the Community Information Group (KIM). KIM in his activities do Media Literacy. KIM was officially confirmed on 26 September 2013 by regent of OKU. Oversight of OKU comes from elements of government, elements of academics, elements of community leaders, youth leaders, religious figures, and elements of women. So KIM is the right group to do technology-based literacy media.

Another collaboration was conducted by Baturaja University with an NGO trail engaged in environmental conservation. Thus this second informant expects that after media literacy is given, people can use media technology well in accessing, storing, retrieving and sharing the message content to meet their needs and interests.

The third informant is the community, he thinks the public should be informed how the media is making or producing the messages delivered. So that people can imagine what happens behind the message delivered. Because as citizens of course happy to see the messages are fun only. While all children already have a mobile phone that can not be separated from his grip. Because as a parent he was afraid lest his son open the porn or sex.

The freedom to open the internet and see what has not been seen by children many early marriage, or rape and other deviant behavior. But this informant also heard and saw the children who excel because often open the internet. The question is who will provide direction for himself and other citizens.

From these circumstances it appears that media literacy is not only required for children and adolescents but also mothers and parents as well as all user communities. Especially 2-year-old toddlers who are addicted to digital media. As media workers and media owners also need to be given media literacy.

CONCLUSION

Although the media literacy is not perfect as the theoretical framework above, but media literacy has been done simply to the lowest level. Measures to develop media literacy for the community, including for children and adolescents, have been done by KPID South Sumatra for the city of Palembang and district cities in South Sumatra. And Baturaja University with Communication and Informatics Department Ogan Komering Ulu is partnering with the Community Information Group (KIM) and the JEJAK Environmental Non-Governmental Organization (Non Governmental Organization, Environmental trail).

Media literacy activities are still not maximal possibilities have not been supported with maximum funding. Therefore, media literacy education should be conducted not only for children but all layers of society (parents, teachers, non-governmental organizations, community organizations, social organizations, etc.) so that chain and sustainability can develop in self, family and The environment.

SUGGESTION

Media literacy should be a national program that can be run by anyone including national education departments and agencies as well as related agencies. Those who are already running like communications continue to do so as well as educational institutions besides the government provides fund planning for media literacy activities

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