STUDENT'S MEDIA LITERACY SKILL'S IMPROVEMENT USING CHARACTER EDUCATION BASED MEDIA LEARNING MODEL

Dyah Lyesmaya^{1*}, Iis Nurasiah¹, Tatat Hartati², Isah Cahyani², Rahman²

¹*Faculty of Education and Training, Universitas Muhammadiyah Sukabumi, Indonesia*

²*Faculty of Education and Training, Universitas Pendidikan, Indonesia*

Abstract: The purpose of this research is developing media literacy learning model through character education approach. The 21st century learning challenges future teacher to use media in teaching and learning at school with creative and innovative ways. PGSD UMMI (Elementary School Teacher of Education of Universitas Muhammadiyah Sukabumi) students should have the ability of using media to develop values in their teaching competences also. This article aims to investigate how to develop values by using media literacy learning model in the classroom. The Media Learning Model must be done by finding, managing, processing and presenting data from media. This study was R&D design and participants were 30 second grade students from PGSD UMMI Academic year 2017/2018. Data was gathered through observation, questionnaires, and interviews. This research revealed that this learning model made learning more meaningful and improved media communication skills in how to present data visually. Based on this study results, this learning model improved a media literacy skill as well as means for students in making moral action (to express, show, and construct values) by using a media in Universitas Muhammadiyah Sukabumi.

Keywords: Character Education, Learning Model, Media Literacy, and Value

Introduction

In the early part of 20th century, people considered literate if they had completed a certain grade in school or could sign their name or possessed basic skill of reading and writing. Yet, these competency levels will not be adequate in today's complex society (Naverhebrahim, 2011). Nowadays, in this digital era, people in the world connected easily to each other by using digital media. Mass digital media being referenced as a basic source of information (Kadaruman, 2014a). Because of that, media literacy (ML) becoming an important aspect of modern education. Since in today's social reality media cannot be avoided, nor ignored, there is a necessity for media education as an indispensable area of institutional education on all levels (Ivanovic, 2014). ML interventions, which aim to enhance participants' ability to access, analyse, evaluate, and create media (Aufderheide & Firestone, 1993), are recommended to developed critical viewing and thinking in order to reduce vulnerability to negative media influences (Starsburger & CCMEC, 2010) and enhance active and participating citizens gain value (Kadaruman, 2014b). Most to be noticed, the new technologies, and more broadly the changing social world of citizenship and work, require a new educational response (Cope & Gollings, 2001).

“Because it is our responsibility to know with critical point of view, as responsible individuals of civil society, to what we are exposed through media messages, what to filter, what to internalize, what to reject and what di deductions we will make from the information we gathered in the face or intensive flow of information.” (Treske, 2011, p.34 in Kadaruman, 2015).

A Media Literacy and the Character Education (Constructing Values from Media)

The classical definition of literacy as the ability to read and write print-based material becoming challenged by multimodal and hybrid textual form made of new media technologies, New London Group (2000). NLG proposed the term of literacy becoming multiliteracy to underline what they consider: the influence of new and

emerging communication technologies on new forms of literacy and growing significance of cultural and linguistic diversity in the world. NLG also suggests that these winds of educational change afflicting educational contexts necessitate that teachers view literacy in a plural sense. Meanwhile, media informs, but not just as a part of society in which it operates, but there are equally important factors influencing that society (Buckingham, 2007; Kellner, 2004; Milivojovic, 2008; ZgrabljicRotar, 2005). We can quite reasonably talk about the media as an integral part of the process of upbringing and education (Ivanovic, 2014), teaching children and young people and giving them information, while promoting norms and values, and introducing them to ways the world function (StanisavljevicPetrovic, 2011). The multiple literacies needed to successfully navigate an increasingly global workplace and society (Khadka, 2018).

According to Kellner (2004), media literacy involves knowledge regarding how media works, how meanings are established, how it serves as cultural pedagogy form and how it functions in daily life. A media literate is a person who has good skills at analyzing media codes and traditions; who is literate in reading media in critical way and expostulating stereotypes, values and ideologies. The elementary school teacher should be able to teach the subjects by digging information through observation, questioning, trial, processing the data or information, and presenting data or information, followed by analyzing, reasoning, then concluding and creating. Besides, all the learning process should be carried out with guided values and moral action.

In this study, media literacy used to refer to the ability to deliver values using media, interpret and construct different possibilities of meanings made by differing text-types associated not only print media but also with digital technologies and multimodal texts such as the internet, digital video, visual images, graphics, and layouts. Students of PGSD UMMI learnt to experiencing media. Experiencing media means that students use their experiences with media in or outside the classroom as a common experiential basis for classroom exploration. The approach also offered as an effort to develop values by making a media project. Therefore, Students should analyze media (print and non-print media) to understand and appreciate their structure and effects. Besides that, they challenged to made their own media to deliver values. So, they should be:

1. Create works in varied media so that they have direct knowledge of how to processing and delivering information;
2. Use varied media, in order to extend and express their understanding and feelings;
3. Understand the process of creating within a given media through experience and practice with media making;
4. Analyze their own transactions with media texts that they made;
5. Analyze media their made to understand biases and values inherent in their media.

Methodology

This research used R&D (Research and Development) design by Borg&Gall (1989). Several methods are used in implementing this research design. The methods are descriptive, evaluative, and experimental. Descriptive method used in the initial study, to collect data on existing conditions, including (1) the condition of products (media literacy learning model) that already exist as a comparison or base material for the product to be developed. (2) the condition of the user such as lecturer, Dean, University and students. (3) the conditions enabling and inhibiting factors include the human element, facilities, and infrastructure, management costs, and the environment. Evaluative methods used to evaluate the development of a product test. Products developed test series then held both outcome and process evaluation. Experimental method used in addition to the experimental group also in the control group. Selection of the experimental group and the control is done randomly. Participants were 30 second grade students from PGSD UMMI Academic year 2017/2018. Data was gathered through observation, questionnaires, and interviews. The research conducted through the following three stages:

1. Preliminary Study

Preliminary study is an early stage or preparation for development. This stage consists of three steps:

- a. Literature study (A study to learn concepts about the model that will be developed)
- b. Field survey (field survey conducted to collect data relating to the planning and implementation of learning media literacy, especially with regard to the development of literacy skills)
- c. Drafting models (The models draft reviewed in a meeting, which was attended by experts in the field of curriculum and learning, language education, and elementary school teachers who are experienced. Based on input from the meeting, the research team held a draft model revised then duplicated as needed)

2. Preliminary field testing and main field testing

In this stage, the first step undertakes limited testing later trials more widely. limited trials for testing conducted on A class students. In this class, 15 students applied the experimental method (single one-shot case study). Researchers observed and note all important things. Both advantages and weaknesses, errors, or irregularities committed by the lecturers at the time of application of learning models. Furthermore, the more extensive trials. At this stage, more research sample of 30 students in two classes A and B.

3. Dissemination and implementation

Test the efficiency of the product is the testing phase of the product, in this study was to test the media literacy learning model to the lesson. Testing is done by using a quasi-experimental method used by the experimental group and the control group (pre-test--post-test control group design). Product testing will be conducted at the research stage further in the second year. Because the time to test the product and socialization takes out the time of this study. Planned product test performed in primary schools in the Sukabumi city, Indonesia.

Findings and Discussion

Research Phase

Character Education based Media learning model emphasizes the creativity of learners. Lecturer task is to manage the class as a team that works together with students to find something new to the class (learners). Lecturers should be managed bored on self-learners and revive motivation to learn them. The media used as a tool to make the students better understand or comprehend the material presented, increased activity, and invite participants vote learners in the learning interaction.

Media experiencing learning activities in the classroom be implemented for achievement of collaborative learning. These activities are divided into: classroom activities (classical activities), working in pairs (pair work), working group (group activities).

At Preliminary study, author made preparations for the development of learning models. study the literature on multi-media learning and pedagogic, conduct a literature study regarding support skills using media, determine the subject of research, and conduct a field survey by interviewing media literacy.

From interviews conclude that students knowing, understand, and use print and non-print in their daily lives, of all students, there are 5 persons involved in the student organization relating to mass media. All students have not been involved in creating of print and non-print works, Support skills in the manufacture of media literacy is still not controlled. The support skills include the skills to operate a camera, computer software (Corel Draw, Photoshop, and WEB/Blog), writing skills with attention to the integration of scientific and skills of how to communicate through the media.

From the field-testing observation was found that subject researchers have literacy skills in a medium stage. Its means that they already fluent to use media, know the functions and able to carry out certain functions, execute more complex operations. Media users can continue according to need. Users know how to obtain and assess information they need, as well as using a strategy for specific information; poor of support skills produce media; Limited support tools (such as newspaper printers, and representative cameras) and poor of suitable Internet access on campus.

Character Education based Media Learning Model

The models and its process drawn as follows.

Figure 1. Character Education based Media Learning Model

I. Preparation (student centered class discussion/ reflecting curiosity towards issues)

1. The student has a clear vision about what the media for, the lecturer suggests to inserting a value of character to be cultivated;
2. Divide the class into three groups of media artefact;
3. Explore the existing problem from the student;
4. Detailing the problems and considering what the values on it and how to deliver it;
5. Estimate the information resources to collect data (interviewing, observe, book and internet);
6. Planning the media creating (media artefact) and divide the class into groups;
7. Keeping the courtesy when collecting data or information;
8. Creating a project journal that consist of target activity, activity achievement, and the next activity.

II. Experiencing Media (a groups discussion to formulated the media artefact)

9. Formulated problems they have on their media artefact
10. developing the tools of the media (ex: a draft of questionnaire);
11. Record obtained facts and data on to media artefact;
12. Check the completeness and appropriateness of the data with the goal;
13. Processing on the result of the acquired data.

III. Feed Back (groups discussion to write down the media project report)

14. Write down the report of the project on to newspaper/web/blogs with the other groups as a reader target;
15. Set up the class for the reader circle (each group read the report of the other)
16. A group presentation;
17. Giving feedback (cross checking the aims of the project, the data completeness, the inserting values and the reader targets);
18. Exchange the draft report (to be evaluated by the other groups);
19. Reflecting all the observable processes by asking a question
20. Revise the draft;
21. Publishing.

We designed a course focus on analyzing a rhetorical media artefact, creating multimedia argument essay for specific audiences, and making a product or presentation in a web form. Towards these outcomes, students produced multiple version in their product or presentation process. They also revised and edited those draft/versions keeping in view of audience factors and values embodied at hand individually or in groups.

Student Media Literacy Improvement

We use six indicators to evaluate student's media literacy skills, thus are:

1. Student are able to determine the nurture and scope of their information needs;
2. Student can access the information they need effectively;
3. Student can evaluate the source of information critically and determine whether it affects the values they have;
4. Student individually or in groups are able to use information to create media or presentations and internalization values;
5. Student individually or in groups are able to communicate media products or presentations effectively;
6. Students provide recognition of the use of resources to communicate their products or presentations;

These indicators evaluate by observation during the learning process in a Bahasa course subject. The improvement of media literacy skills is show in Table 1.

Table 1 Improvement Percentage of 30 Students Media Literacy Skills Before and After The Learning Model Implementation

Indicators	% Before	% After
determine the nurture and scope of their information needs	33	100
access the information they need effectively	20	97
evaluate the source of information critically and determine whether it affects the values they have	3	97
use information to create media or presentations and internalization values	3	100
communicate media products or presentations effectively	7	83
provide recognition of the use of resources to communicate their products or presentations	33	100

Figure 2. The Number of Student with the appearance of each indicator Before and After Implementing The Learning Model

Table 1. Shows what percentage and figure 2. Shows how many of students who master the ability of media literacy based on six indicators before and after the implementation of the learning model. Before the implementation, there is only one student (3%) who can evaluate the source of information critically and determine whether it affects the values they have and use information to create media or presentations and internalization values. Two students (7%) who can communicate media products or presentations effectively using digital media, six students (20%) who can access the information they need effectively and ten students (33%) who can determine the nurture and scope of their information needs and provide recognition of the use of resources to communicate their products or presentations.

After the implementation of the learning model all students (100%) can determine whether it affects the values they have, use information to create media or presentations and internalization values, and provide recognition of the use of resources to communicate their products or presentations. 29 students (97%) can access the information they need effectively and evaluate the source of information critically and determine whether it affects the values they have. 27 (83%) students can communicate media products or presentations effectively using digital media. Its means that the student's media literacy skills after the learning model implementation is arise.

Conclusion

The goal of this study was to investigate the students engaged in literacy practice as a process of social construction where they experiencing media. Character Education based Media Literacy learning models can be used as an approach in effort to achievement national education goals. Learning process with this approach teaches not only the right one but also the wrong character that appear in learning. Moreover, it invests the habit of good things to the students so that they understand which one is right and wrong (cognitively), they able to feel the right one (affectively), and used to do it (psycho-motoric). In sum, it invokes not only moral knowing but also moral feeling, and moral action.

Acknowledgements

This study was funded by the PKPT (Research Work between Universitas Muhammadiyah Sukabumi/UMMI and Universitas Pendidikan Indonesia/UPI) Programmed, KEMENRISTEK DIKTI (Research and technology Ministry of Higher Education). [project year 2018-2019]. The views expressed in this paper are the author's and do not necessarily represent the views of UMMI, UPI, or KEMENRISTEK DIKTI.

References

- Aufderheide, P., & Firestone, C. M., 1993, Media literacy: A Report of the National Leadership Conference on Media Literacy. Queen stone, MD: The Aspen Institute.
- Borg & Gall. (1989). Educational Research; An Introduction. Routledge: New York.
- Buckingham, D., 2007, Childhood in the Age of Global Media. *Children's Geographies*, Vol.5, No.1-2, pp. 43-54.
- Ivanovic, M., 2014, Development of Media literacy-an Important Aspect of Modern Education. *Procedia Social and Behavioral Sciences, Elsevier*, 149 (2015), 438-442.
- Kadaruman, S., 2015, The Role of Critical Media Literacy in Further Development of Consciousness of Citizenship. *Procedia Social and Behavioral Sciences, Elsevier*, 174 (2015), 3039-3043.
- Kellner, 2004, MedijskaKultura. Beograd: Clio
- Khadka, S., 2018, A Broad-Based Multiliteracies Theory and Praxis for a Diverse Writing Classroom. *Computers and Composition* 47, 93-110.
- Milivojevic, S., 2008, Informacionodrustvo I medijskakultura. Godisnjak fakultetapolitickih nauka.
- New London Group, 2000, A Pedagogy of Multiliteracies designing social Futures. in B. Cope & M. Kalantzis, (Eds.) *Multiliteracies: Literacy Learning and the Design of Social Futures* (pp.9-74). London: Routledge.
- Stanisavljevic Petrovic, Z., 2011, Medijskovaspitanje u vrticu. *kultura*, br.137, 382-397.
- Starsburger, V. C., & Council on Communications and Media Executive Committee., 2010, Policy Statement: Media Education. *Pediatrics*, 126, 1012-1017.
- Zgrabljic Rotar, N., 2005, *Medijskapismenost I civilnodrustvo*. Sarajevo: MedijaCentar.