MEDIA LITERACY LEARNING FOR CHILDREN SCHOOL IN BANDUNG

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Abstract: The presence of media in the midst of human life certainly had an impact on our behavior patterns, either in the form of understanding, mental attitudes, as well as concrete actions. In every use of the media must be contained messages or accompanying information and consciously accepted by its users, which in turn will affect their behavior. This study aims to identify and obtain an overview about media literacy study conducted in the Junior High School. The method used in this research is qualitative method with case study approach. While the theory used in this research is the theory of the Media Literacy by Potter. The results of this study found that basically media literacy is an alternative that aims to empower the public in the middle of the media siege. This concept has the aim to educate the public to be able to interact and use the media intelligently and critically, so that the public does not easily "fooled" and exploited by the media's interests are not aligned on the needs of the public. Meanwhile, the teenager mentally junior high school students are very vulnerable public to easily affected by media content, while seen from the number of media they use the most widely used.

Keywords: message producer, mass media, media hegemony, media literacy

INTRODUCTION

The mass media has become part of the daily life of our society, from morning until the early hours we're used to dealing with the media so it's difficult to imagine our life without media, without television revealing celebrity gossip morning, without radio hummed the song of the morning, without newspapers presenting the morning news. Because so many people are familiar with the life of the mass media that are not so aware that mass media actually influence the views and judgments and actions toward a phenomenon or specific issues.

The existence of the mass media today rated been overwhelmed by information or news that scary, such as violence, theft, sexual abuse, and so forth. Even the mass media, now the spreader message pessimism. As a result, the mass media actually scary for people. In developing countries, many found the fact that the expectations created by

the media of mass communication messages frustrating, because it does not met the expectations described the media. One effort to address the influence of mass media as it was, at this time developed the idea of media literacy. This study is an important movement among the sets of advocacy in developed countries to control the interests and influence of the mass media in the lives of individuals, families and communities as well as helping us to design actions in dealing with these effects. Strictly speaking, this study helps individuals or audience mass media became aware of the media. The main goal is to teach media literacy audiences and the media to analyze the messages conveyed by the mass media, consider the commercial and political objectives behind an image or media message, and investigate who is responsible for the message or idea that is implied by the message or image. Someone media users who have media literacy or media literacy would seek to react and judge things media messages with full awareness and responsibility. Media literacy studies provide knowledge, information, and statistics about the media and culture, as well as provide media users with a set of equipment for critical thinking with the idea, product or image delivered and sold by the content of the mass media.

LITERATURE REVIEW

The term media literacy is associated mostly with the print media, is defined by the ability to read (Scribner & Cole, 1981; Sinatra, 1986). Furthermore, some people extend that term with visual literacy as they think about the media other than print media such as television and movies (Goodwin &Whannel, 1990; Messaris 1994). Other authors to modify the terms litersi media into computer literacy (Adams & Hamm, 1989), while Potter (1998) defines the term media literacy as the behavior in using all types of media.

Furthermore, Potter (1998) defines media literacy as a perspective on how we view the media messages, expose ourselves to the media and to interpret the meaning of the message that we receive from the media. We build this perspective of the structure of knowledge, and to build knowledge structures we need the tools and raw materials. The tool in question is our expertise, while the raw material is information from the media and the real world.

The descriptions above stressed that media literacy is basically an action that aims to empower the public in the middle of the media siege. The concept of media literacy containing the aim to educate the public to be able to interact and use the media intelligently and critically, so that the public is not easily fooled the media and not easily exploited media to particular interests are not aligned on the needs of the public. In a more tangible level, shaped media literacy education and training to the public (audience) to be able to understand the content of the media, the media were able to access and use the media, and is able to communicate through interactive media.

DeVito (2008) imposes limits on media literacy as the ability to understand, to analyze and produce messages of mass communication (television, movies, music, radio, billboards, advertising, public relations, newspapers and magazines, books, websites and blogs, newsgroups and chat rooms). According to DeVito, media literacy is a form of empowerment, because it can help us to use the media more intelligently;

we can understand, analyze, and evaluate media messages more effectively; we can influence the messages that will be conveyed by the media; and we can create messages that are mediated by our own.

METHOD

This study use Interpretive paradigm or constructivist because in fact this study is an early stage to obtain a general overview of media literacy among junior high school students. Thus the method used in this research is qualitative method with case study approach. While the source of the data obtained from the primary data and secondary data. Primary data was collected from the first source (survey respondents), both derived from educators or teachers of junior high schools in the study site, as well as among students. Meanwhile, secondary data sourced from documentation and literature collected from the review of the various documentation relevant to the object and the problems examined.

RESULTS AND DISCUSSION

Media literacy or media literacy is an alternative that aims to empower the public in the middle of the media siege. This concept has the aim to educate the public to be able to interact and use the media intelligently and critically, so that the public does not easily "fooled" and exploited by the media's interests are not aligned on the needs of the public. Meanwhile, the teenager mentally junior high school students are very vulnerable public to easily affected by media content, while seen from the number of media they use the most widely used. Without any effort to give them an understanding of how to use the media, they will tend to be more easily adopt the contents of the media, regardless of the merits of the mental development and their own personalities. Therefore, how do they get education on media literacy is an important thing to be expressed through scientific study. Among teens junior high school students by the government is classified at the Strategic Group in instilling media literacy.

For responding to these symptoms, the activities undertaken are working to suppress the negative influence it as small as possible to provide reinforcement and tips to parents, teachers, and even the children themselves. This step is almost entirely done by groups of people who are aware of the media in the context of threats to protect themselves from the negative influence of the mass media. These issues become more relevant after the start of the reform era in 1998 where the media feels have great freedom and therefore is entitled to use the means at their disposal to obtain maximum financial gain. From the media, especially TV broadcasters, there are slogans which they often brag about the "Stay with Your Kids Watching TV". As if by already giving the appeal, the broadcasters are free to serve whatever they want to because they'd already given a warning and an appeal to parents. On the other hand, parents generally have helplessness against the swift-view TV and TV viewing patterns in children are not healthy. They would expect that television broadcasters want to improve the content of impressions, and expect that the government can regulate broadcasting in order to

show a more friendly face for the family. Attitudes and expectations are widely found in many areas with different levels of social and economic status (YPMA, 2010).

The group is concerned with the pattern of interaction between children and the media concerned with media content that is unsafe and unhealthy usually come from the parents, NGOs concerned with child protection, institutions, schools, religious institutions, universities, student groups, and so forth. The group is trying hard to find ways that can be applied in reducing the hours children watch TV, choose impressions, the correct guidance, and socialize through various forums. Some organizations can be said to have concerns such example is the Indonesian Child Welfare Foundation, Yayasan Kita and Baby, PP. Aisyiyah, Community Care Media, Center for Media and Popular Culture, Women's Journal Foundation, the Association of Community Reject Pornography, Mosque Foundation Salman, Foundation for Media Development of the Child, Community Spring, Student Association Imu Communication - Social UI, Student Association of Communication Studies (IMIKI) Movement JBDK, Bandung School of Communication Studies, National Coalition Day Without TV, Friends of Light Foundation, the Indonesian Broadcasting Commission (at the central level and in various regions), various universities have a network of cooperation with YPMA, and others. From the identification of programs that they do, it is known that not all of these institutions have a common understanding of the concept of media literacy standard (concepts that many development in Europe, Canada, and later the United States). This is reflected in the naming or theme programs they run, the title material sources, and so on. It appears that the motivation and reference them to organize specific program is to empower parents, teachers, and others in an effort to make the protection of children from the negative effects of the media. Themes such as the understanding of the media industry, on how to understand and assess the content of media messages, understanding of advertising, media characteristics, and others which are themes in media literacy according to the concept of raw, untouched.

CONCLUSION

Patterns of interaction of children and youth in using media today, must be seen in a different perspective.In this case to consider the context of their role as creators, liaison, communicator and collaborator, rather than simply as a media consumer.According to Erin Reilly, this young man to participate in the creation and distribution of media content within social networks that evolved from the original form of a circle of friends face-to-face to virtual communities that are very widespread throughout the world.

Things like that makes the difference between media literacy, who is better to deal with conventional media or mainstream media such as print and electronic media, the new media whose characteristics are very different from the conventional media. It is completely new in the new media literacy for example, is the presence of protruding elements such as participation, collaboration, and content distribution. In conventional media literacy, children easily encouraged to ask questions about the media who broke into her home. We cannot assume that they know how to respond and interact with the content of the message of their own making and share with their friends. However, new

media literacy is needed to implement the best ways to teach and guide youth through the learning process and become experienced in interpreting, using, and sharing messages.

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