

Developing Media Literacy Model for Children With Social and Cultural Approach

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Abstract

As a multicultural and developing country, Indonesia has a remarkable growth of new media user. The use of new media brought opportunities and risks especially for children as minor. Some problems such as access, skill and knowledge, and cultural gap from global information with the local situation were hard to cope by children with abundant access to the new media.

This study conducted to develop a model of media literacy for children in Indonesia. This study used mixed methods with survey to the elementary school students and in-depth interviews combined with focused group discussions to the students, teachers, and parents.

The result of data analysis revealed that there was a significant gap between the knowledge and skills to use new media among parents and teachers with the children. Meanwhile, the difference in value received by the children of the new media has potential to cause psychological and social conflicts. Therefore, this study recommends an approach which integrates literacy model of technology, education and culture. Media literacy for the children has to be in line with media literacy for their parents and teachers.

Keywords: media literacy, children, social culture

Introduction

Indonesia is a developing multicultural country which has rapid development of new media using. Globalization makes Indonesian society easily to communicate with other cultures through communication technology named internet. Through internet, children could get experience in interaction not only with surrounding cultures but also global culture and virtual community. Shenton and McNeely (1997) have observed that among the reason why people participate in on line discussion groups. They found that all these reason would seem to reflect dissatisfaction with the limitations of real communities (Flew, 2003; 82). In one hand, internet could be a way for children to comprehend the various diversity in human society life. On the other hand, multiple values that accepted are also vulnerable to create social culture conflicts to them.

As a multicultural society, Indonesia has variety of culture diversity in terms of applying freedom in differ religions service, having various language and social custom, having consideration of various values, and all of ethnic tribes emphasizes culture, language and religion tolerant though those are different one to another. The development of urban society in various Indonesian regions, particularly in Java Island is also colored Indonesian children life.

The development of network technology use, in this case internet or especially social media, produces various information attacks to Indonesian society including children. Through various social media using, Indonesian children are faced with various information contains ideology, values or norms that not always suitable with what they have got from parents, teachers, or society culture. Social media access rapid development in Indonesia makes media use increasing including in children circle. Besides having several advantages, media use also represent several problems in children life either related to formal (at school) or informal (at home) learning process.

Those problems had arisen needs of media literacy in children. According to James W. Potter (1998), media literacy is one perspective set which is used by us actively to open ourselves for media to interpret message meaning we are facing. We built our perspective by our own knowledge structure. To build knowledge structure, we need tools and raw materials. The tools are skills and the raw materials are information from media and real world or

surrounding. Based on media literacy definition above, to do media literacy to children needs comprehension of society situation where children raised and attack or access which accepted by them. So, this research saw how media literacy development supposed to be done for elementary school children in Bandung City, Kuningan Residence and Bogor Residence.

Methods and Procedure

This research used mixed methods with survey, interview and focus group discussion techniques. The data was analyzed by quantitative and qualitative methods.

The subjects of this research were elementary school students, teachers and parents. The type of the chosen school consisted of public and religion-based private school (Islamic or Christian). Survey was conducted by giving questionnaire to students as respondents. The questionnaire consisted of questions about internet use by children and its impact to them. Research subjects were randomly chosen from three different city/residences school, those are Bandung, Bogor and Kuningan which are located in West Java Province, Indonesia. After that, teachers and parents as chosen respondents who were joined in focus group discussion (FDG). Several teachers and parents were chosen to be in-depth interviewed related with their knowledge and experience in seeing and responding internet use by children. FDG interviewees' selection and in-depth interview were adjusted with interviewees' characteristics and the purpose of data collection needed (Denzin & Lincoln, 2000; 889).

Result

The research findings would discuss several issues about internet use, the knowledge gap between teachers and parents with children. Smart phone or gadget and internet-stall use, cross cultural interaction which children had experienced, and literacy model development needed.

Internet Use in Elementary School Children

Research about children and internet has been worldwide academicians' agenda since a couple decades ago. In Europe, Livingston, Haddon, Gorzig, and Olafson (2011) studied about risk and security in internet from children's perspectives in 25 European countries. Livingston et al. (2011) examined how children accessed internet which shown where children accessed internet aspect, what tool they used to access internet, the amount of



internet access by children and children's skills in accessing internet (Livingston et al, 2011;14).

The research findings showed that more than half of respondents (60,7%) used mutual computer (the one which usually also used by another family members) to access the internet. It showed that there's still opportunities to guide that parents could do through computer which was used by their children. But on the other hand, internet could be accessed by children through smart phone (59,6%) and also cell phone (56,2%), personal laptop (44%), personal computer (40,0%), tablet/iPad/etc (45,0%) and through console game such as PlayStation, Xbox, etc (44,1%). The variety of tools with personal use could be difficult for supervising or monitoring of internet access by children. This case concerned the parents because as argued by Ruskoff that we needless saying the internet is social anarchy, because there is no regulation in that system (Rushkoff, 1994; 238). Computer activists use the networks mostly to change the way individual experience their relationship to the world at large (245)

Related to internet access, there were several tools which used such as smart phone, phone or gadget. All of those tools made children were getting used to access internet wherever they were (69,5%). Then, there were 57,9% of respondents who had tendencies to access internet in their room with mutual computer at home, whereas 57,0% of respondents accessed at their relatives' house. Respondents who accessed internet at school by using school wi-fi facility were 46,4%. Several respondents also accessed internet in library or any other public places (23,8%). The rapid social media use also revealed in research towards high school students in West Java, that found most of all respondents have social media account, such as Facebook (88,8%), and Twitter (74%) (Information and Communication Service of West Java, 2011).

There were 64,1% respondents who have social media personal account and 72% of them admitted have more than one. According to the research findings, Facebook and Twitter were the most used social media by respondents. There were 57,2% or more than half of respondents have Facebook account. This amount only competed by Twitter, which its accounts had owned by 38,2% respondents. Their Facebook friend lists are vary, including their surrounding adults. It certainly gives them access to know every writing or activity of adult people surrounding them (Maryani, 2011).

Besides that, there were 10% of respondents who have other various social media account such as Ask.fm, Skype, Picmix, Tumblr, Kaskus, Blog, Orbit, Ameba Pigg, Molome, and Muzy. According to those data, so it showed that there was a quite wide various in terms of social media ownership in elementary school children in West Java.

The Knowledge and Skills Gap among Teachers, Parents and Children.

Elementary school children generally more skillful and been familiar with internet use but then most teachers generally admitted lack of skill and unfamiliar in using internet. Teachers and parents admitted this gap and also followed by awareness that they were lack of controlling and monitoring internet use by their children. That admittance in line with what revealed in a children and television seminar held by Indonesian Children Prosperity Foundation (YKAI) and Asian Media Information and Communication Centre (AMIC). In that seminar revealed that the participants-parents- were aware the needs of protecting their children from internet negative impact (Hendriyani & Guntarto, 2011).

This research also found that there are children who already know how to remove the traces of sites on line that they accessed. The same is contained in a report in 2006, who wrote that 38% of students (USA) sometimes hide their online activities from their parents. A survey found that 41% of American teenagers under age 18 say their parents do not know what they were doing at the on line (Tapscott, 2009; 330). Related to the situation, according James Potter (1998), stated that there are three aspects should built. Those are personal view, knowledge structure and individual skill.

Media literacy for children should consider children's knowledge about internet with their need of having competition in order to response various things on internet. Meanwhile, it needs development of teachers and parents knowledge and skill in order to understanding application used by their children. This skill is expected to give prior knowledge in controlling and monitoring their children in using internet and communication technology hardware.

The knowledge development that should be done by parents especially knowledge about various kinds of media which quite a lot accessed by children such as Facebook, Twitter, WhastApp, Instagram and YouTube. From those kinds of media, the most accessed one were

Facebook and Twitter. According to those data, so teachers and parents' knowledge about both types of media is really needed.

The other quite important knowledge teachers, parents and children should know as user is comprehends criminal model which based on or began with interaction through social media and how to elude it. Besides, they have to be given ability to select the source and information also get benefit of facility to keep social media security itself from other side's misapplication and deception.

Smart Phone and Internet-Stall: How to Cope With?

Smartphone use as a technology that has been Indonesian middle-high class lifestyle also had been extended to elementary school students. Parents' knowledge of smart phone various functions really determine children's smart phone use. Limitation of smart phone use is one of the ways to minimize smart phone overuse that disturb other children important activities. One of the ways is that when children supposed to give attention to their study at school or doing some physical activity with their friends. Related to smart phone use at school, there are some schools that has been succeed in applying rule to forbid smart phone use at school, but then there are also some schools that getting parents' defiance. It means that there are some parents who demand to allow their children to use smart phone at school by way of easier to communicate with. In order to that, teachers stated that they didn't want to clash with them so they give away to the parents' demand. According to the teachers, they hope there would be official regulations by the local education service that organize smart phone using for elementary school student. If there were regulations, teachers wouldn't be burdened or conflicted with parents that generally has good relation with.

Smart phone and gadget use is more personal so internet access through those equipment needs higher awareness and responsibility. Freedom to access through smart phone or gadget should in line with parents' effort to determine or monitor their children access. Because generally, smart phone and gadget are consider as personal goods so the control should appreciate their children's privacy aspect related to personal information. This matter is in line with Livingstone's statement. More personal the equipment children used to access internet minimize possibility adults' monitoring and supervising (Livingstone et al., 2011: 23). The usage's difficult so related to smart phone or gadget using insists parents should



monitor the function and application featured on smart phone or gadget. So it does with children access quantity through that technology supposed to be limited in using duration or internet quota given.

Other than smart phone use, one thing came up was internet-stall using by middle-low elementary school children. Internet using is also uncontrollable or less monitored by internet using through internet-stall. At this time, in three cities where research conducted especially in Bandung, internet-stall has been developing without applying particular regulations related with the user, duration and location. Elementary school children could use internet-stall freely by paying Rp. 2.000-3.000 per hour (their pocket money approximately Rp. 5.000-Rp. 10.000).

The computers in internet-stall that used by children are computers that also used by adult customers. It enables to give elementary school students to know the adults had accessed and gives them chance to access those. There is no special regulation or supervising by internet-stall manager to their children costumers.

Online games that have been so popular became main purpose of elementary school students' who use internet-stall. They often spend their time to play online games which takes a quite long time. Based on research findings, it found several students that had dropped out from the school because they played truant to plat online games at internet-stall nearby. So, internet-stall existence as an open access for public needs to applied policy which is keep security for public as citizen.

Internet Using and Cross-cultural Interaction

Internet enables children to interact with or attacked by various source from outside community or society. This attack gives opportunity and challenge for children. First, by communicating with various values from the beyond of their society, so their knowledge and ability to accept variety are getting educated. On the other hand, various values that accepted and the one that very different from what they had been accepted from their society also potentially earn conflict to the children. Psychologically, children still in naïve condition and adult environment surrounding (parents and teachers) generally being their references and giving various rules, regulations and examples of value that they must refer to. On the other

hand, vary internet sources often or have a lot of differences in terms of what children accept. Therefore, that condition vulnerably occur various conflicts either psychologically or socially. In one hand, they get value from parents, teachers and textbook they read. On the other hand, the value that has been extended by the media and attacked them very different.

The research found that there were children who complained and asked their teachers or parents about the value from the media that were in contradiction with the value they accept beforehand. But then there were a few of them who talked about this with their teachers and parents while the others did not, or some of them just discuss it in their peer group. Children bravery to talk or discuss to their teacher or parents what they have seen on the internet needs to be developed to all of students.

In order to obtain that goal, interpersonal approach in informal context from teachers and parents or supervisor is really needed. In addition, there should be more active communication by teachers and parents to strive for and make sure dialogue with children about those matters happens. As according Arsham, the students and teacher are partners in the learning process. Partnership makes the success faster, less expensive, and easier to achieve (Arsham, 1996).

Social and Culture Approach in Media Literacy Model

Based on research findings, it found that close relationship among teachers and parents frequently has been obstacle for teacher to have distinct attitude towards parents without regulation reference from Education Service. Besides, school's comprehension and awareness related with media literacy material needs for elementary school students is still vary. In behaving those matters, so children media literacy should be equipped with some supporting regulations from local education service. It needs formal approach in form of smart phone and gadget using in school regulation from education service.

The research found that there were media literacy materials in elementary school which been specially given in Communication and Information Technology (TIK) subject or just included it in other subject without distinctiveness about its material and mechanism. Therefore, media literacy materials could be integrated with TIK or any other subjects. This regulation is also needs reference in form of official regulation from local education service and implemented



in schools at the same time. Teacher assignment in specifically this field is also really needed to supervise children in accessing internet.

According to research findings, it found that parents and teachers existence play a part in elementary school children life. It means children still need teachers and parents' guidance to determine their attitude and behavior. But then eastern culture which emphasizes non-egaliter relation between children and adults including teachers and parents became an obstacle itself. Along with teachers' confession, there were a few students who usually brave to talk about what bother their mind related to what their accepted from media. Most of them just talk about it in their peer group. Based on those things, it needs teachers and parents' active involvement to encourage both children and their peer group in dialogue about ideology diversity issues, value and norm which might be accepted by children through media.

Interaction among parents or teachers with children and their peer group in order to give children supervising needs to made technical instruction either formally or informally. Beforehand media literacy development for teachers and parents is being first demand which must be fulfilled. There's still lack of society knowledge about positive and negative impact of internet so it needs internal campaign inside school related with media literacy. The developed communication model in media literacy could be in form of face to face conversation or using media so children could tell their experience in facing different values with their surrounding values either in written or oral (recorded).

The internet-stall use in middle-low children group must be responded wisely. It needs internet-stall manager awareness about negative impact of internet access freedom by elementary school children. As a public access, it needs to be applied regulation about internet-stall use by elementary school children in terms of either duration or the time they allow to access.

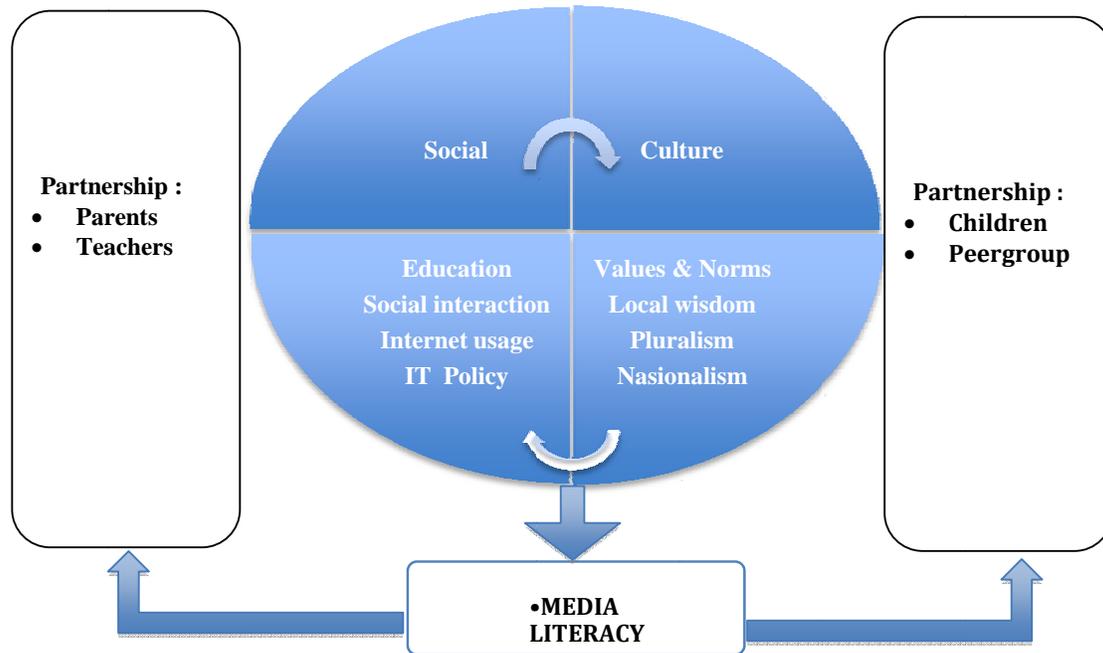
Associated with the policy on the internet, many countries are trying to answer the governance of the Internet through technical ministries primarily that responsible for the affairs of the International Telecommunication Union (ITU). However, the government gradually realized that internet governance is not just a 'cable affairs' and the government began to involve ministries that are not too technical such as culture, media, and the judiciary

(Kurbaliza, 2010; 171).

Based on these conditions, the awareness of parents and teachers need to be improved. That is an approach that can give parents awareness to not just let their children or students using computer, smartphones, gadgets, or the Internet without supervision or mentoring. Related with this condition, parents and teachers awareness should be increased. It means that approach which could give parents and teachers awareness to not easily let their children or students use smart phone, gadget and internet without supervision is needed.

Related to the discussion above, media literacy model should integrate all of aspects related to social and culture aspects. Social aspect covers 1) technology of communication, information and internet access use by children policy (at school or public place) 2) policy in education field (media literacy integrated in curriculum, learning process, and partnership between parents and teacher for supervising children and their peer group in the internet usage). Culture aspects are related to the effort of 1) building awareness and knowledge to children about diversity of values and culture norms in society (either within their culture or the others) and comprehend it so it will not create conflict, 2) Getting used and being able to select or talking with adults about values or norms which inappropriate with theirs. Last, parents and teachers involvement in process of media literacy for children is the one thing could not be ignored. They are supervisor and expected to be active and be able to have dialogue with children related to internet use and impact they have got so it could avoid values conflict within children. Therefore media literacy for children must be in line with media literacy for their parents and teachers. Finally, social cultural approach to develop media literacy which is offered to children is visualized in model following;

Media Literacy Model for Children



source; modification from research data

Conclusion

According to research findings, it concluded that literacy model for elementary school children in West Java should be able to integrate social and culture approach.

Internet use by elementary school children in West Java, Indonesia has been developed. It could be said from internet use they have done. More than half respondents had accessed internet by smart phone or gadget (69, 5%) and half of them used social media (64, 1%). Most of them have more than one social media accounts (72, 2%). The most social media account owned was Facebook (57, 25%).

Socially, media literacy model for children should contains or supported by policy in field of curriculum, learning and information technology use at school, and also policy for children in commercial internet access particularly around school or residence (Warung Internet – Warnet)

Through internet, children could learn how to interact in wider and various society so it

expanding their comprehension about culture diversity. Comprehension about diversity is very relevant to comprehend multicultural Indonesian society. But then culturally, media literacy model should prepare children so they could accept diversity and consider or select media attack through internet based on values, norms, etiquettes, and local cultures owned and comprehend the existence of other cultures.

Elementary school children generally still making parents, teachers and their peer group as their preferences. Therefore media literacy model which should evolve teachers and parents in supervising and monitoring internet use at school and home is needed. Media literacy should makes mechanism to make effort learning through dialogue between children and counseling teacher or their parents about various values, norms, etiquettes and global cultures which accepted through internet to avoid values conflicts within children happens.



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