
MEDIA LITERACY IN PANANCANGAN VILLAGE, CIBADAK DISTRICT, LEBAK REGENCY, BANTEN PROVINCE

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Abstract. This article is research with a community service approach using qualitative methods and descriptive analysis. Data obtained from documents and informants through interview surveys. Literacy essentially means reading and writing. With the recent development of science, literacy has a broader meaning. It can be used in sharing scientific studies, such as media literacy. The author also conducts action research by going directly to the village community by conducting media literacy. By using communication media for village development, and the potential possessed by the village in terms of education, social and economy, it is hoped that the village will be more advanced and develop.

Keywords: media literacy; communication technology; media; village

Abstrak. Artikel ini merupakan penelitian dengan pendekatan pengabdian masyarakat dengan menggunakan metode kualitatif dan analisis deskriptif. Data diperoleh dari dokumen dan informan melalui survey wawancara. Literasi pada hakikatnya bermakna membaca dan menulis, dengan kata lain adalah melek aksara, dengan perkembangan ilmu pengetahuan belakangan ini, literasi memiliki makna yang lebih luas, literasi bisa digunakan dalam berbagai kajian ilmu pengetahuan, seperti literasi media. Penulis juga melakukan action research dengan terjun langsung ke masyarakat desa dengan melakukan literasi media. Hasilnya diharapkan desa lebih maju dan berkembang dengan menggunakan media komunikasi untuk pengembangan desa dengan potensi yang dimiliki dalam hal pendidikan, sosial dan ekonomi masyarakatnya.

Kata Kunci: literasi media; teknologi komunikasi; media; desa

Permalink/DOI: <https://doi.org/10.15408/mimbar.v38i1.21033>

Introduction

After the Law of the Republic of Indonesia Number 6 of 2014 concerning Villages was published, this became a new hope for villages to be more advanced and developed. Villages as the foundation of regional development are expected to progress and develop to support the welfare of the community in various lines of community life. The decentralization has not been effective in improving village development as expected. On the other hand, technological advances are so rapidly developing yet they have not been used optimally for the village development.

The definition of village is a village and traditional (adat) village or what is called by another name, hereinafter referred to as a village, is a legal community unit that has territorial boundaries that are authorized to regulate and manage government affairs, the interests of the local community based on community initiatives, origin rights, and/or traditional rights recognized and respected in the government system of the Unitary State of the Republic of Indonesia (Law of the Republic of Indonesia Number 6 of 2014 concerning Villages).

The Law about Village has the spirit of recognition and respect for existing villages with their diversity, providing clarity of status and legal certainty over villages, realizing justice for all Indonesian people; preserving and advancing the customs, traditions and culture of the village community; encourage initiatives, movements, and participation of village communities for the development of each potential according to the uniqueness of their region.

On the other hand, technology development is growing rapidly. Digital technology brings new changes in various things that change a person's lifestyle on a micro level to the social system. Nowadays, almost everything is digital, such as in the government field we know *e-gov*, in the business field there is *e-commerce*. Ideally, advances in communication technology can also penetrate villages as the foundation of the development of Indonesian society.

The spirit of the Village Law should be able to encourage people to be more advanced, intelligent and educated. Media is one of the mediums of accelerating the dissemination of information and its function needs to be optimized to support the welfare of the village community in the end.

The previous research related to community service, for example, was conducted by Akmaluddin, et al. (2021). They wrote that the solution to solve the problems of MSMEs in Cikarageman Village, especially Karang Taruna, Cikarageman Village, Setu Village, Bekasi Regency, Java, was to provide computer training activities for making digital designs in the form of banners and pamphlets to increase insight and income of rural communities. This kind of activity is part of the Tridharma of Higher Education. As stated by Winarno, et al. (2021: 29-37) that increasing competence in human resources is very important these days because it will help the people to be able to compete with other countries significantly.

The community service approach research was also conducted by Aulia Rahmawati and Krisanjaya (2019) by holding Media Literacy Training Anticipating Fake News (Hoax) on Social Media, which is a form of Higher Education pro-active and participation in the Kepulauan Seribu Police program through the local government in overcoming media literacy issues (spreading hoax news), so that people can distinguish between true information and false or hoax information. Therefore, acceleration and effectiveness of development programs can be achieved which is marked by the better quality of public understanding regarding false information (hoax) on social media.

Robeet Thadi (2017) conducted a study to explore the media literacy knowledge of parents, especially mothers in the Sukarami village of Bengkulu city, as well as to analyze the individual media literacy competencies of mothers in choosing and assisting children to watch television in the Sukarami village of Bengkulu city. Mazdalifah, et al. (2020:125-129) conducted research with a community service approach that aims to make parents of Nurul Huda Kindergarten students have good knowledge about digital media, especially smartphones. Meanwhile, Rini Sudarmanti (2019) conducted a study with the aim of reviewing the importance of television media literacy as a women-friendly information medium.

Hadiputra, et al. (2021: 105-110), conducted research using community service approach with the aim of empowering women, increasing women's creativity, and independence in Sukosono Village, Kedung District, Jepara Regency. Christiany Juditha (2013: 47-62) reveals that children are the age group most easily affected by the positive and negative impacts of mass media such as television, radio and the internet. Thus, it is necessary to interact with the media (literacy) to access, analyze, evaluate, and communicate information received through the media.

Muhammad Sulthan and S. Beki Istiyanto (2019:1076-1092) wrote an article that students use social media according to the needs and peculiarities of existing social media, starts from exchanging information and maintaining friendships up to reasons for the learning process, economy, entertainment, and self-actualization. Besides, students know that there are negative impacts and deviations that occur due to inappropriate use of social media as well. However, they still use social media because it is a demand in everyday life.

Inda Fitriyarni (2016:51-67) in her research reveals that the relation between teenagers and the mass media has become a problematic issue. On the one hand, media is a means of transforming ideas, values, norms, and mental transformations towards awareness, enlightenment, and the advancement of life. On the other hand, the mass media transmit bad influences that degrade the human form and thinking ability of teenagers. The bad impact of the mass media creates an idea called media literacy.

Literacy

Literacy essentially means reading and writing. In other words, literacy is able to read and understand the letter or script. With the recent development of science these days, literacy has a broader meaning. Literacy can be used in various scientific studies, such as media literacy, politics literacy, social literacy, etc.

In general, according to Stanley J Baran, literacy is an effective and efficient ability that is easily understood by using written symbols, while media literacy is the ability to access, analyze and evaluate and communicate messages. There are five basic elements of media literacy: 1) awareness of the impact of media. 2) know the process of mass media production. 3) strategies for analyzing and discussing media messages. 4) understand that media content affects our culture and our lives. 5) the ability to enjoy, understand and appreciate media content (Baran, 2004:40-53).

The presence of the media in the midst of a massive society with various content and packaging offerings that are not necessarily in accordance with the culture and characteristics of the community, hence media literacy is needed so that people can choose, and use media for the wider benefit. Media literacy is important as a filter so that the public as audiences of media have the authority to actively

sort and choose the media content that hits them. Even the audience may object to inappropriate media content. Thus, media literate people can also give punishment, which means not consuming that media or replacing it with the other more qualified and useful media.

In media literacy, audiences need to be directed to be able to distinguish what they want and what they need from a media. Whether the desire of the audience is only to fulfill their desires or it is a real need to improve their quality of life. There needs to be a clear dividing line between the desires which are fictitious and the needs which are more essential. The audience often cannot distinguish whether one media they need or they just want even though it is not in accordance with their needs. (Hidayat, 2011:18). In the concept of buying and selling, for instance, sometimes people get stuck on a large wish list but forget what the real needs are, especially the urgent ones, just obeying their will, pursuing prestige and the latest trends, so what they bought is not the value of its function but the pursuit of its social function. Likewise, the media, sometimes people prefer media that provides a lot of desired entertainment to media that provides useful information to increase knowledge, which in turn can improve their standard of living which is actually a basic need.

The Diffusion of Innovation

The diffusion of innovation according to Rogers and Shoemaker in (Nasution, 2002:122) examines messages in the form of new ideas or new thoughts. Because the messages conveyed are new things, then from the recipient there will be a certain degree of risk. It causes different behavior: can accept the innovation directly, accept it with certain notes and even reject it. In a developing society, the diffusion of innovation occurs simultaneously from time to time, from one place to another, from one region to another, from one field to another. The diffusion of innovations can lead to social change which in turn can stimulate people to discover new things and pass them on to others, and so on as a spinning wheel. The entry of new innovations into an established social system, especially the occurrence of communication between members of a society, as well as a community with other communities that have had innovations. In this case, communication becomes an important factor for the occurrence of a social change, where there is an exchange of information. Through various communication channels there is an introduction, understanding, assessment, although there will be a dialectic process of acceptance or rejection of something new later.

Innovation is an idea, way of doing something or something that is considered new by the adopter. The adopters of these innovations can be certain individuals, groups or gathered in an organization. Social conditions and structures that exist in society or adopters can affect the level of adoption of innovations that are considered new (Rochayat Harun, 2011: 120)

Rogers and Shoemaker in Nasution (2002:124) mention the elements in the innovation diffusion process: *first* is an innovation, *the second* is communicated through certain channels, *the third* is within a certain period of time, and *the fourth* is being among the members of a particular system. All ideas, methods or objects that are operated by a person or community system as something new are innovations. This new thing is not only due to the time it was discovered or the innovation was first used. The most important thing is in the perception or subjectivity for someone to an innovation. If something is considered new by someone or an adopter then it is an innovation, regardless of the time period when the innovation was discovered. Adopters can be grouped into: (1) pioneers (innovators) around 2.5%; of a population, (2) early adopters as much as 1.5%; (3) early majority adherents around

34%; (4) late majority (about 34%); and the conservatives (laggard) around 6% (Rochayat Harun, 2011: 121)

There are five attributes of the diffusion of innovation: *first*, relative advantage, the possibility of an innovation providing an advantage for those who accept it later. *Second*, the compatibility. Whether the new thing is in accordance with the values, belief systems and ideas that previously existed in the system, needs, tastes, customs of the community concerned. *Third*, complexity. Whether the innovation is perceived as complicated or not. Generally, people are less interested in things that are considered complicated to understand, let alone do. *Fourth*, it can be tested (trialability). A new thing will be easily accepted if it has been tested on a small scale, to avoid a bigger risk in society. *Fifth*, it can be seen (observability). If an innovation can be seen or demonstrated directly the results will be accepted faster than other things that are abstract and can only be imagined. (Nasution, 2002:124)

Media as A Medium of Social Interaction

The communication system tends to create stability, because this system tries to maintain the old values in society so that there is no turmoil. Media content contains more traditional values. On the other hand, the media always brings new changes. Indeed, there is a paradox in the media, on the one hand, maintaining the status quo, on the other hand, also destroying it. As a media institution that has great power for change, this institution can also make other institutions stronger or even weaken it. The ability of the media to spread a message to many recipients at once in a short time to various places, makes it a potential source of power, regardless of what information or ideas the media wants to convey. Therefore, many parties try to use the media for various purposes, from socio-cultural to profitable business. (Rivers, 2003:38).

Media can serve to narrow knowledge gaps in certain situations. The knowledge gap is when the inflow of mass media information into the social system increases, a segment with a higher socioeconomic status tends to obtain information more quickly than a segment with a lower economic status. Higher economic statuses have a lot of potential for access to information, because of the availability of facilities and purchasing power of information sources compared to lower economic statuses who have little access to information. However, if there is sufficient interest and if information is distributed evenly to the whole community, then it can close the knowledge gap that occurs (Severin, 2008).

Participation Action Research (PAR)

At the end of 2015, President Jokowi determined underdeveloped areas based on six criteria. The determination of underdeveloped areas is carried out in every five years. As for the criteria for underdeveloped regions, namely the community's economy, human resources, facilities and infrastructure, regional financial capabilities, accessibility and regional characteristics. There are two regions in Banten Province which are included in the underdeveloped areas, namely Lebak Regency and Pandeglang Regency, out of the total 122 underdeveloped regions in Indonesia.

Poverty is the main factor that causes backwardness in various fields. Poverty ultimately results in unemployment, underdevelopment and powerlessness. This poverty stems from the lack of public attention to education. Let's look at the following data. From Panancangan Village data in 2012, it was

stated that the illiteracy population reached 39 people. The population who did not graduate from elementary school were 105 people and the population who did not graduate from junior high school were 337 people. From the total population of the village as many as 3,063 people, only 3 people have graduated from the undergraduate level.

The people of Panancangan Village also do not really understand the behavior of clean and healthy living. Panancangan Village data in 2012 also showed that out of 836 families in the village, there were 423 families did not have access to clean water. This data shows that these poor people often do not care about the environment and clean and healthy living behavior.

The Community Service Program by Lecturers (PpMD) is a program of the Center for Community Service, Research Institute and Community Service at UIN Jakarta in 2017 in Panancangan Village. Panancangan Village is located in Cibadak District, Lebak Regency, Banten Province. Geographically, this location is only about 100 KM from the center of government of the Republic of Indonesia. However, access to education and information is very difficult to reach by these underdeveloped rural communities.

The underdevelopment can be pursued with well-prepared and targeted planning, synergizing various components that exist in society and new things that do not yet exist in society. The number of exchanges of information through the media can increase the capacity and strengthen the village. People know more about themselves and their surrounding environment, so they realize their potential. Thus, they can be developed for social, economic and cultural welfare. New things can also add to the repertoire of knowledge, even can be applied to increase productivity.

Village communities can change with the help of the power of directed media. Media with potential which has the power to be followed because it disseminates information simultaneously, can be synergized with the needs in accordance with the village and existing potentials. Villages can develop further in various field like economic, social and even political matters. The 2017 UIN Jakarta PpMD program with the theme of Islamic-based health, media and political literacy was carried out on the people of Panancangan Village.

Mass media can create social interaction between classes and even across classes because of its heterogeneous nature. The media can become a unifier and glue the communal unity of the village community. With this strong social capital, the village can develop itself independently and in an integrated manner, working hand in hand to develop the existing potential and capabilities. During the implementation of media literacy in Panancangan Village, a survey was distributed to the attended participants. Here are the results:

Which Media is the Most Interesting to You?

Most of the answers are online / internet with the number of respondents 9 people or equivalent to 53 percent. The second largest is print media, namely newspapers, magazines and tabloids with 6 respondents or 35 percent. Meanwhile, radio and tv media each of it gets 1 person or 6 percent.

Respondents who are also a *santri* (student) and a *ustadz* (teacher) rarely watch TV or listen to the radio indeed. Because in Islamic boarding schools these two media are not allowed to be listened to. Meanwhile, for online media, some *ustadz* do have devices or gadgets that support access to the internet and new media.

Which Media Do You Access the Most?

Most of the answers are online / internet with the number of respondents 14 people or equivalent to 82.3 percent. The second largest is print media, namely newspapers, magazines and tabloids with 3 respondents or 17.7 percent. Meanwhile, radio and tv media each of it gets 0 (zero) or 0 percent.

Respondents choose a new media, namely online because smartphones are widely used in their daily lives. Meanwhile, printing is in second place because in pesantren there are still wall magazines that put up daily newspapers so that *santri* and *ustadz* can read them, who are not allowed to access television and radio.

Do You Think the Media is Important?

All respondents answer “important”, in other words it gets 100 percent.

Media literacy participants consider that media is important. They understand the importance of the media so as not to be left behind in knowing information. More than that, the most important thing is how the information is used as a reference then for self-development and the interests of the surrounding community, including the activities of Islamic boarding schools.

Media literacy must be interpreted by knowing the media well. Then get to know the content of the media, identify media types, and use the media well and positively. The introduction of the media is important so that they do not get caught up with fake news or lies that we usually hear with hoaxes.

Why Do You Think the Media Is Important?

- a. As a source of information or news: 13 people voted or equivalent to 76.3 percent.
- b. As for science and education: 3 people voted or equivalent to 17.7 percent.
- c. As entertainment: 1 person voted or equivalent to 6 percent.

There are 76 percent respondents choosing the media as a place of information. This is a big percentage. The respondents' interest in information from the media is very high. They understand the media as reading material to be distributed or used as a reference when they discuss or just talk when discussing a problem.

Information is also important in the development of the world of education, especially in the boarding school environment. Indeed, Islamic boarding schools should open themselves to so much information and be able to process it to be used as inspiration to build a better order.

There are 17 percent respondents choosing the media as a forum for knowledge that was more focused on science. This percentage also shows that the media for students is a place to gain knowledge.

Meanwhile, there are only 6 percent of respondents choosing media as a place of entertainment. The number of activities in Islamic boarding schools makes time so tight, so there is very little time to seek entertainment in the media. Hence, only a few students choose the media as entertainment.

When You Access the Media, Which Media Do You Read, See, or Listen to The Most?

- a. News: 9 people voted or equivalent to 53 percent.
- b. Opinion: 3 people voted or equivalent to 17.7 percent.

- c. Entertainment: 3 people voted or equivalent to 17.7 percent.
- d. Sports: 2 people voted or equivalent to 11.6 percent.

Conclusion

With the presence of the internet to the remote villages, media literacy has become very important for developing the ability of rural communities to sort and choose the media used in their lives. They have to understand how media actually work. Whatever is presented and given by the media to the public must be able to be studied further, not just taken for granted by the audience in the village. Media literacy skills can build villages and their communities into civilized societies and respect science..

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