

Literacy Media Ability of Grade 5 Student Elementary School

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Abstract—The focus of this research is to know how far the knowledge of media literacy in the student at grade 5 elementary school. This research is based on the low level of literacy in Indonesia based on data released by PISA, the literacy rate in Indonesia is still in the bottom 10, which is ranked 62 out of 72 countries studied. The approach in this research is a qualitative approach which data obtained from the study of literature, observation, and the results of interview with 5th grade students. the Result from this research indicate that student grade 5 already have a good literacy comprehension. In which student can distinguish advantage and disadvantage gained from using various digital media in everyday activities. It can be observed from how they already know the functions and benefits of using digital media. But they still have difficulties in sorting and selecting the information they needed as well as what might be helpful for themselves. Thus, the level of media literacy skill of student at grade 5 elementary school is good enough.

Keywords—*literacy media; student; elementary school*

I. INTRODUCTION

Development of information and communication technology are accompanied by mass media presence that gives a lot of contribution toward changes that occur in the life of society. Such as, the rise of the television show, the use of smartphone and internet usage these are activities that cannot be separated from daily life.

Based on a survey by Nielsen Consumer Media View conducted in 11 cities I Indonesia, the penetration of television still leads with 96 %, followed by outdoor media with 53%, internet with 44%, radio with 37%, newspaper 7%, tabloids and magazines with 3%. The existence of the internet as media with high penetration rate indicates that Indonesia people prefer to access various content through digital media.

Children today belongs to a digital native's group. The term of the digital native first mentioned by Marc Prensky, it refers to someone whose born or lived in a digital technology era and familiar with computer and internet since early on (Oxford dictionary). Elementary students at this time are "native speakers" of the digital computer, video game, and internet language. Their everyday activities surrounded by usage of computer, video game, digital music player, video camera, smartphone, and all other devices from the digital era [1].

Regarding with many effects that came from using a variety of information and communication media, parents also children itself required competence to adapt and sort out merits gained from those media. These competencies are needed because we should be able to adapt to a rapidly changing world. So then, it is important for all aspects of society's life to be able to involve the development of deep understanding related to information and communication media as well as the content inside. Just like what John Dewey, the philosopher, said that the right education comes from the wise exploration against real problems that we face in everyday life.

Programs in elementary school and secondary school can help students develop access, analysis or evaluation, and creative competence in relation to academic subjects for example, using an online database for searching information to solve a problem related to the subject. Internet usage can be more useful as an information source for learning if students rather than just knowing that the information they get is from a valid source, they need to think more critically, like why such information can be called valid (students can correlate information from multiple sources).

Literacy skills in Indonesia are in a low stage, in a survey conducted by PISA in 2015, the literacy rate of Indonesian students was ranked 62 out of 72 countries that were used as research samples. The results of this study indicate that the literacy skills of Indonesian students are far behind when compared to other countries. Citing the opinion of Hartati that the root of the difficulties of the literacy ability of Indonesian language is low, especially elementary school students because reading and writing learning in elementary schools is not yet PAIKEM (Active, Innovative, Creative, Effective and Fun Learning) [2].

According Hobs and Jensen, nowadays we face new and even more polished promotional propaganda from the digital culture industries [3]. Propaganda about literacy education seems to have lost its edge when educators are more interested and challenged, regarding how to bring online technology tools into classroom to harness their use for socially-connected (or participatory) learning. the digital culture industries would be encouraging both educators and students to acquire and use new media tools, but do not place a premium on critical engagement with media's changing forms and content and its impact on lifestyles, social norms, and values.

II. STUDY OF LITERATURE

Digital and media literacy education offer a potential to maximize what we value most from empowers characteristics of media and technology while minimizing its negative dimension. Fast rate of change that we experience in the development of new communication technology and information flows will likely continue. As a result, people need to be involved actively in lifelong education, starts from preschool until grown up so they can use tools and resources that can help them solve social, cultural, civil and their personal problem. Digital and media literacy competence can be learned at home, where most people watch television and movie, search on the internet, listen to music, read newspaper and magazine, and play a video game. With the appropriate of parent's contribution and involvement, a lot of digital and media literacy competence can be learned at home.

Hobs in his/her research about media literacy in US stated that "People need the ability to access, analyze and engage in critical thinking about the array of messages they receive and send in order to make informed decisions about the everyday issues they face regarding health, work, politics, and leisure" [3].

CML in Tamburaka, stated that "Media literacy is a 21st century approach to education [4]. It provides a framework to access, analyze, evaluate, create and participate with messages in a variety of forms from print to video to the internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy."

Reijo Kupiainen says on his research from the perspective of media studies. The Media literacy research has focused on media literacy education practices and media pedagogy, especially in school and at home [5].

Research on media literacy that is relevant to this research is carried out by Rahmi [6]. Rahmi explained that mass media that provide changes in people's lives hit people's lives, including elementary school age children [6]. A very tight competition makes the mass media fight over each other's viewers, so there is often a consideration of the number one profit compared to the broadcast content education factor. The study aims to provide an overview of ways to introduce media literacy in elementary school-aged children.

Setyowati with research that aims to describe the experience of teachers in understanding media literacy while describing the obstacles and challenges of PAUD and TK teachers in the teaching and learning process related to media literacy practices [7]. This study shows the results that the teachers have knowledge and have practiced media literacy on their students. But this practice is carried out only based on their own experience and knowledge that is already possessed.

Relevant to a lot of things that have been explained above, it requires awareness in using media to find, define, and use information effectively through different information and communication media in everyday life. Media literacy competence is important to understand since early by children as a basis for choosing relevant, factual and useful information for themselves. In addition, knowledge of media literacy would

be beneficial for sorting out information so children can protect themselves and not affected by the negative things that can be found in those media. Critical media literacy development by emphasizing the development of critical awareness, the ability to act against all information received and education for media user to defend their rights, created media literacy [8].

Media literacy is required because 1) students live in the midst of media exposure, (2) media literacy emphasis on critical thinking, (3) become literate toward media is a part of citizen's learning, 4) allow them to have an active role in environment filled with media, 5) media education help in understanding communication technology [4].

Elementary school gives children an opportunity to play, learn and compare themselves with other children under supervision of adults beside their own family. Adults should be able to provide an experience that lets children feel proud of themselves and keep up their enthusiasm and creativity [9].

This period is marked by three new skills or abilities, such as classification (grouping), composing, and associating (Connecting and counting) numbers. Skills or capabilities related to counting (number) like add, subtract, multiply, and divide. In addition, during this period, children already have ability to solve a simple problem.

Children's intellectual ability nowadays is sufficient as a foundation for them to have various skills that can develop their reasoning ability and mindset. Children can be given academic basics such as reading, writing, and counting. Also, given to them, knowledge about human, animal, nature, and etc. To develop their reasoning ability, children are trained to express opinion, idea, or judgment toward a lot of things that happen to them or events around them.

Tisdell on her article explores how educators might draw on the pleasure and the possibility of entertainment media to engage in a critical pedagogy of transformative learning [10]. In essence, this is the point of critical media literacy, as well as of transformative learning to raise questions and awareness, and to help people think about issues and assumptions in new and creative ways. In conclusion, it is clear that entertainment media can be used both to educate and to "miseducate" and that it can be used to facilitate transformative thinking about diversity issues, which have the power to raise consciousness leading to transformative learning.

III. METHOD

This research is based on the low level of literacy in Indonesia based on data released by PISA, the literacy rate in Indonesia is still in the bottom 10, which is ranked 62 out of 72 countries studied. This research is conducted using descriptive research method with qualitative approach. Problems in this research examined through data from interviews and observations. The purpose of the interview with the students is to obtain information about the level of understanding related to media literacy that has been possessed by the students. Data collection is done by interviewing student of 5 grade elementary school from SDN Isola. Interview was done based on instrument that has been formulated. The results from the

interview used for figuring out student's level of media literacy skill.

In addition to interviews, researchers conducted data collection through literature studies from previous studies, both conducted in Indonesia and throughout the world. Data document for gaining information's and understandment about media literacy. Other supporting data collected by analyze the available references from library, dissertations, previous research, internet, and other resources that support the research.

IV. RESULTS AND DISCUSSION

Respondents involved in this research are 10 elementary students that randomly chosen. Data obtained based on the interview that was done to the respondent described in the following paragraphs.

Respondents still under control of their parents when using different digital communication media, either those are their own or any provided media. Children are given the opportunity to access information through the internet but restricted its use by using information and communication media like handphone, computer, or laptop which are used along with the parents as an act of control.

There are also some children who have been given a freedom to have their own communication device like handphone and laptop or computer. This is the case that needs extra control and demand a good manner from children in interpreting the meaning of freedom when using these communication tools independently. Related to this, then it's important for children to have literacy skills.

Respondents are under parent's control as in limiting how long they can watch television, choosing a television program that's worth a watch, also being accompanied by parents when they watched television. They were given an opportunity to watch television after finishing their homework or assignments, after lunch, and other requirements. Similarly, for the use of other information and communication media like computer video game that should only be played on weekends or should only be played for one to two hours a day, and also the use of other media which can only be used by the time that has been determined by their parents.

The majority of these children have a chance to access a lot of information and communication media at home, as an entertainment, as a reward after finishing their school assignment or after helping their parents. Parents feel more secure when children are at home watching television, playing computer or gadget rather than play outdoors where parents cannot keep an eye on their children. These children are given the opportunity to access a variety of information and communication media only for a few hours a day. Although sometimes, they break the agreement and rule made by their parents because they still want to play games, still want to watch television, and other reasons that they did because of their curiosity judging from their development stage.

Most of these children are already aware that the use of various media should be under parental surveillance and with these varieties of media they are able to access a lot of stuff.

They can access the internet for the school's purpose, such as doing an assignment as well as add knowledge through digital books, instructional video, and other websites found on the internet. They can also get entertainment from television, video from internet, etc. However, this opportunity to access the outside world, is important to be controlled and restricted. Because in this age, children still unable to distinguish between good things and bad things for them, also they don't know if something is accessible for their age.

The nature of children that tend to be curious make them sometimes steal an opportunity to access information and communication media like watching video via handphone or playing games while their parents were off guard. And sometimes because of because the family watch something in the living room, children get to watch something that they shouldn't have watched.

Children's tendency to imitate various things that they have seen also become a crucial thing to note. When children watch television contains violence, bullying, and many other negative things, they tend to imitate those things, from the language, the style of speech even the characters, into their daily life.

It cannot be denied that present life also influences the lifestyle in establishment children's character. The participation of parents, educator, and community is very important in establishing the character of children in this increasingly modern era to limit and filter various negative influences that exist. Generally, both children and adults acquire critical thinking skills about mass media or digital media only by using the technology itself.

The result from research shows that some children have been given the freedom to have their own smartphone. This gives them the opportunity to access all media more freely. They can easily access the internet, play games, even browse news on websites on the internet and other information access. The responsibility given to the children requires a good attitude and adequate media literacy skills, both for children and parents. Because of this freedom, children will be more easily exposed to various effects presented by various media. Indirectly, parents required to give more attention to the use of the media in the children.

National Association of Media Literacy Education states [11] "to become a successful student, responsible citizen, productive worker, or competent and conscientious consumer, individuals need to develop expertise with the increasingly sophisticated information and entertainment media that address us on a multi-sensory level, affecting the way we think, feel, and behave. Being literate in a media age requires critical thinking skills that empower us as we make decisions, whether in the classroom, the living room, the workplace, the boardroom, or the voting booth".

Children generally already know what is wrong with the information they receive through various information and communication media, it is just an elementary school-age child still have difficulties to sort out and choose the information they need and good for themselves. Therefore, it needs guidance from different parties, especially parents and teacher in providing children about media literacy. Things that can

be done include overseeing the use of these media, building good communication of various information, and also providing children with adequate literacy knowledge both from home and in the school. In this case, the school acts as the main institution in establishing the character of students. In school, literacy knowledge and skills can be built through learning where children are given motivation, understanding, and encouragement to practice the ability to obtain and filter information that is useful for themselves.

Every individual, as well as children who are respondents in this research, can easily access any information that they want through various media such as handphone, laptop, television, and other media. Because not all information is positives, there is also a lot of information that has a negative effect if the user cannot sort out the information they acquired.

V. SUMMARY, RECOMMENDATION, AND IMPLICATION

Children in grade 5 elementary schools already have good media literacy skills, where they already know the good and bad effects from using various media. However, it still needs supervision and assistance from parents and adults in terms of utilizing media more widely for their daily life. Because of children in grade 5 are in the stage that likes to try many things, curious about everything, and sometimes still get difficulties to distinguish a good and a bad thing for themselves. Parents and teachers have an important role in developing children 's literacy skills because parents and teachers are the main parties in establishing children' s character at home and at schools. Building good communication with children is a simple thing that can become fundamental knowledge to children about media literacy. Through a good communication, little by little children will be accustomed to sorting and selecting information that is good for them, and able to fortify themselves from negative influences that come from the use of

those media. The result of this research is expected to become a consideration for the mass media management or mass media company in order to be able to present a child-friendly content in every information that is packaged. And for parents to always build good communication and supervision for children so that children can respond to all technological, information and communication advances wisely.

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