Development of Media Literation on Group of Vocational School Students

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Abstract—**The Principal of Vocational School realizes that students experience communication barriers, even though their ability to make communication media products is reliable. Problem solving offered by the Public Service (PS) team the development of media literacy. Media literacy education is carried out through media literacy training, the formation of media literacy groups, radio broadcasters training, and TV journalism training. The method of forming communication literacy groups through three stages of selection. The first selection was tested for communication knowledge on 50 students. 20 people have the value required to attend training. For two days students were given communicative communication skills, media literacy, and vlogs. The material was delivered using lecture, discussion and role playing methods. Whereas communicative vlog material also uses practice methods. The results of this PS have formed a media literacy group that functions to develop communication skills, make media products, spread them to other students through social media. The Vocational School also, with this group, activated the school TV and began reactivating the school radio. This PS is documented in PR Daily (22 April 2019) and has been uploaded on YouTube.**

Keywords: group, media literacy, journalism

I. INTRODUCTION

New media influences the lives of individuals, groups and society. Various studies prove the magnitude of the influence of new media on students. New media change the patterns and forms of communication between children and parents, between adolescents in their friendship environment [1]. Likewise between students and teachers.

Theory of Technology Determinism illustrates the influence of the media on society. New media has changed the lifestyle of students a lot. Students today are more passive in the process of direct communication. They rely on new media to get information without communicating directly. This makes students not skilled in communicating directly. Students experience direct communication barriers.

The existence of new media has two sides; positive and negative sides. On the positive side, people are now so spoiled in getting the information they need. But the negative side, this convenience makes people experience dependence on new media [2].

The Unisba LPPM PS Team has been training the media literacy group of Cintawana YPC Vocational School Students, Singaparna District, Tasikmalaya City, West Java Province. PS is carried out for eight months by providing understanding, training in the guidance of PKM teams, and forming media literacy groups.

YPC Cintawana Vocational School students experience communication barriers such as the ability to interact, make presentations and express themselves. This condition is inversely proportional to the potential of students in producing media content.

YPC Vocational School is a formal Vocational School, under the auspices of the Cintawana Islamic Boarding School which is an Islamic educational and da'wah Islamiyah institution with a pondok / hostel. Students with the potential to make electronic media products can help optimize da'wah islamiyah as an obligation that must be developed in students.

Even though the school is a flagship school in its area, it does not yet have a media literacy activist group. Therefore, the school supports the potential of students by seeking communication exercises provided by the PS Media Development Guidelines for LPPM Unisba Media Literacy Groups whether held in schools or held outside their schools.

The media literacy training activities have been carried out through training, seminars, and workshops. With seminars and workshops, it is expected that two-way communication will occur, both between the speakers and students and between fellow students themselves. So that the values, skills, and knowledge are well internalized to students [3].

Students are provided with communication training by the PS Unity Coaching Media Literacy Team. The material presented is about how the ability to interact, how to make a good presentation and express themselves both directly and through the media.

Development of Media Literacy Groups is carried out in three stages. First, media literacy training through seminars on communication skills, making electronic media products using mobile devices. Students are divided into groups and guided to be able to make a video report on coverage as a form of media literacy movement. Second, students are given media literacy training through the Basic of Announcing Workshop activity

where students must be able to play an active role and be able to apply the concept of broadcasting on radio effectively. Third, students attend Television Journalism Seminars so that students are able to apply the basics of coverage, interviews, the basics of script writing, how to make programs on television, and are able to become journalists for personal social media.

TABLE I.   VALUES OF MEDIA LITERACY ABILITY AND SKILL YPC CINTAWANA VOCATIONAL SCHOOL

No	Name	Class	Rank	Score	TC	FC
1	Yuda Nugraha	XI MM	1	70,0	21	9
2	Apriyani	XI MM	2	70,0	21	9
3	Ainun Dina	XI MM	2	70,0	21	9
4	Rizka Aulia	XI MM	3	66,7	20	10
5	Lis Widya	XI MM	3	66,7	20	10
6	Muhamad Luqmanil	XI MM	4	63,3	19	11
7	Yuli Nur Aisah	XI MM	4	63,3	19	11
8	Araf Musmulyana	XI MM	5	60,0	18	12
9	Dedenur Aeni	XI MM	5	60,0	18	12
10	M Haris	XI MM	6	60,0	18	12
11	Syifa Nurussakinah	XI MM	6	60,0	18	12
12	Mila Rahmawati	XI MM	7	60,0	18	12
13	Alsya Hasna Nabila	XI MM	7	56,7	17	13
14	Yeni Nur Aini	XI MM	8	56,7	17	13
15	Firman Nur Alamsyah	XI MM	8	50,0	15	15
16	Cahaya Nuraisyah	XI MM	9	46,7	14	16
17	Anisa Wulandari	XI MM	9	46,7	14	16
18	Lisa Nur Awaliah	XI MM	10	43,3	13	17

The process of forming a media literacy group of seven is as follows: Students are directed to form media literacy groups. The process of recruiting PS participants is held with a written test to measure the ability of direct communication and media to 50 students majoring in multi-media. Twenty students with the highest score were selected as participants in the first stage of media literacy training. Media literacy training produces media products. Based on written and practical test scores, 7 students were selected who had values in media literacy understanding and skills. The seven students are Yuda Nugraha, Apriyani, Ainun Dina, Rizka Aulia, Lis Widya, Muhammad Luqmanil, and Yuli Nur Aisyah.

A. Concepts and Framework Theory

Media literacy includes the ability to access, understand, analyse and evaluate media messages; making media messages; participate in; and apply it [4]. Potter in his book entitled "Media Literacy" said that media literacy is a perspective that is used actively when individuals access the media in order to interpret the message conveyed by the media [5].

While the Development of Media Literacy Group at SMK YPC Singaparna aims to:

- Provide vocational students with basic understanding and communication skills so that they are able to interact, make presentations and express themselves either directly or through the media.

- Developing the potential of making electronic media products.

- Developing school support for student potential by seeking communication exercises provided by the PKM team whether held in school or held outside their school.

- Form a media literacy activist group

B. Public Service Method

This PS activity was carried out at the YPC Cintawana Vocational School, Singaparna District, Tasikmalaya City, West Java Province to 50 students majoring in multimedia who had written tests of direct and media communication skills. The PS team selected 20 students with the highest scores. The 20 students were treated by giving first stage media literacy training. As a result of the training, the PS team selected 7 students who possessed good knowledge, attitudes and media literacy skills. Then a media literacy group was formed which consisted of 7 students resulting from the media literacy training for YPC Vocational School students.

The methods implemented in this literacy program include:

- Discourse on good communication procedures material, getting to know media literacy, and creating video material. Discourses are given to increase understanding and awareness and so on.

- Discussions are conducted to develop students' understanding and analysis of the training material, whether given through discourses or through practice.

- Practice is a direct experience of students in conducting communication, media literacy, and video creating. The practice was carried out with guidance from five PS teams.

II.   DISCUSSION

A. Good Communication Procedures

The PS team instilled knowledge about good and effective communication procedures to trainees. Understanding is given with examples that emphasize indicators of good and effective ways of communication.

Communication is a very complex two-way process. The process of effective communication involves various elements of communication or elements of communication or components of communication through the stages of communication before the same understanding is achieved. In addition, communication barriers and factors that influence communication also play a major role in communication effectiveness.

Communication can occur verbally or nonverbally such as words, symbols, pictures, graphics, and sound, tone of voice, facial expressions, clothing, and body language. Most communication is a combination of verbal communication and nonverbal communication. We must also understand the differences between verbal and nonverbal communication. Because, by understanding the differences between verbal and

nonverbal communication can help us use verbal and nonverbal communication effectively so that we can improve the way we communicate well and achieve the best outcome in various situations. Communication skills are best learned in longitudinal mode with a lot of practice taking into the feedback factor. Communication skills must be integrated between content, methods, assessment with teacher guidance, and understanding teacher feedback towards students in learning [6].

Good and effective ways of communication are:

- Give full attention to the speaker.

- Acknowledge the thoughts, ideas, or feelings of others first.

- Speak in a way that is acceptable to others.

- Speak slowly.

- Express what we mean in different words.

- Giving open-ended questions.

- Compile the essence and clarify.

- Give opinions.

- Pay attention to the various instructions needed to explain what we mean.

- Make corrections immediately when making mistakes in speaking.

- Stop for a moment and listen to other people.

- Force ourselves to want to hear what others have to say.

- Be patient when listening to others.

- Confirming what we understand.

- Remembering the previous conversation.

- Be open and honest with others.

- Express yourself when being open with others.

- Pay attention to various nonverbal instructions.

- Assess the knowledge of the other person.

- Stay focused on the subject matter.

- Show respect for the values of the other person.

- Uses known references.

- Trying to control emotions when talking about something very important.

- Understand your own anger or emotions and how they affect the response we give.

- Acknowledge the thoughts, ideas, or feelings of others.

- Reveal what we hear from what others say.

- Prepare to budge.

- Develop a sense of humour and play.

- Asking for feedback.

- Communication is more than just talking.

The training also revealed communication barriers that are common in daily life. To install an understanding of the obstacles and how to overcome them, students discuss these with the facilitator. Communication barriers during the early stages of teamwork negatively affect various knowledge and expressive ties, but can be overcome with leadership focused on team communication. At an advanced stage, the school provides an appropriate environment to stimulate team creativity and skills [7].

B. Get to Know Media Literacy

Instilling understanding of media literacy by providing an understanding of media literacy, how to produce healthy media content, campaigning for the importance of media literacy - getting used to reading, providing a budget for books, cultivating life with books - being aware of positive and negative content.

The essence of understanding media literacy is the wise use of media. Making the media self-enlightenment, various sciences and inspiring each other [8]. Media literacy also teaches how to produce healthy media content. Media literacy involves the skills of access, analysis, evaluation, criticism, media content production [9].

Media access skills involve reading and writing activities as intellectual activities that nourish the heart and mind. Students who read often can improve their literacy skills which can automatically develop supportive skills for others. Research shows the relationship between reading and writing, namely developing students' skills in expressing their thoughts and feelings through a series of words, sentences, and texts [10].

Reading books or thoughts in the form of essays, articles, scientific journals, and popular articles is a good way to make the world beautiful. Reading and writing develops the ability to produce inspirational social texts on social media. As each of us realizes, literacy in the digital age means to strengthen one's potential from various aspects of science. In addition it must also be a person who is happy with life literacy. That is, it should be able to start being a part of people who campaign for the reading movement by having funds to buy books.

Another example we should be able to get started, visit the library, carry a book in a bag for two titles to read when free, start to have a collection of books at home, share information, photo caption, sentences to inspire on social media, start to question the truth or understand information for the sake of public health information, correct any incorrect information circulating. Goodness on social media and make use of social media wisely and imperatively.

To become an academic society, the book media is very potential to be a source of information and a source of learning. Social media, especially Facebook and Twitter, did not contribute much to the development of scientific literacy culture in universities. Facebook and Twitter are more intended as a means of communication, friendship, discussion, sharing information, and expressing opinions. Nevertheless, from these

minor communications, the ideas will usually emerge that are interesting to be assembled into a scientific writing.

There are several tricks that can be done to overcome or counteract various negative content on social media [11], including:

- Not easy to believe in the title, means that it is not easy to be provoked by the title before reading the full story. Readers should be more careful in seeing the contents of the news and study it further before acting. Even just reading the title try not to react immediately before it is actually examined further.

- Watch for news links or URLs by investigating the source. Negative news is sometimes spread by actors through social media networks such as Facebook and Twitter by including a link or URL. But as a good reader should also pay attention to in detail the address and link format used. This is because the writing could not be from an official news link that can be accounted for

- Observe punctuation, diction and layout (formation). In some cases on social media that preach negative content and say hate speech (hate speech) sometimes written without going through the editing process. So you can find typos, punctuation marks, or incomplete sentences. This is one of the differences between real news and news that leads to negative content.

- Pay attention to the photo. Photos that are used on news that contain negative content are in the form of edited images or have been modified from the actual process. Pay close attention to the quality of the picture and also the layout of the image or the objects inside. If there is an opaque / blur and the like it is most likely to have been engineered.

- Check the date. Negative news made by the author sometimes takes an old or past event that is deliberately linked in order to form an opinion. If this is indeed found, then there is a possibility that this is only hoax news that accompanies public opinion.

- Clarification of evidence. Evidence is an important source in uncovering the truth of the news. Without evidence, the facts of an event cannot be stated to be true.

- Compare news. If you have read the news, it should be compared with other credible sources. This means not only based on a single source but also from other sources that can also be accounted for.

C. Video Creating

According to Gerlach and Ely in Daryanto, learning media has three main characteristics which include fixative property, manipulative property, and distributive property [12]. Fixative features describe the media as recording, storing, preserving, and reconstructing an event or object. Once information is recorded in any media format, it can be reproduced and used repeatedly simultaneously in various places. Consistency of recorded information will be guaranteed the same or almost the same as the original.

Media is classified as complicated, expensive, and simple media. The grouping of media according to the ability of its coverage, namely (1) wide and simultaneous coverage such as TV, radio, and facsimile; (2) limited coverage on rooms, such as films, videos, slides, audio tape posters; (3) media for individual learning, such as books, modules, computer and telephone learning programs.

Film or cinematographic media is not just a photographic activity, but the process of taking an idea, words, actions, emotions / feelings, tone and all forms of non-verbal communication and become a unity in visual [13].

1) Camera movement techniques: Camera Movement (Camera Movement) is an attempt to move the camera or subject to introduce space or give the impression of three dimensions of a room, where people who see as if moving in / out or moving right / left to follow or leave the subject. There are 4 basic techniques of camera movement, namely: (1) Panning, (2) Tilt Up / Down, (3) Dolly Shot, (4) crabbing. Panning is the movement of the camera left and right horizontally where the camera's position does not change. Panning is quite easy to operate with a camera. There is also a drawback of panning, which is that when the camera makes a panning move quickly, there will be a missing frame which will be very disturbing. So for the use of panning in taking approximately 5 seconds for objects to move from one side of the frame to the other frame.

Tilt Up / Down is the movement of the camera up and down vertically where the camera position does not change. This tilt technique is used less often than panning. Dolly Shot is a camera movement using a wheeled triangular device placed under the legs of a tripod, dolly shot is a camera movement approaching / away from (Dollly-in / Dolly-out) object. Affective aspects can be raised with camera movements: when the object remains in the middle of the frame, the background moves behind the subject. The last movement technique is crabbing, crabbing is a camera movement that is lethal or sideways either left or right, and running parallel to the current subject.

After being given a briefing, students form groups to create video creating. Students make videos with journalistic reporting techniques that are recorded and then edited using a cell phone and presented in the training class.

D. Workshop Basic of Announcing

The media literacy group of YPC Cintawana Vocational School students participated in the WorkShop Basic of Announcing. This workshop trains and optimizes the ability of articulation, intonation, pausing, and awareness of choice of words. In addition there are also those who share the experience of a famous radio announcer. Announcing with the sound needed by announcers, reporters, anchors, dubber.

An announcer also needs to pay attention to vocalize in announcing, including: articulation, intonation, phrasering, tempo, and duration. Articulation regarding the clarity of

pronunciation to support the meaning of communication. Pronounce every word with the right sound. Incorrect articulation can cause errors of meaning, ambiguity of intent, unclear communication, and listeners doubt. Intonation regarding the rise and fall of the tone in pronunciation. Can also be called a song or rhythm of speech. Intonation is important to overcome boredom, monotony and build enthusiasm or passion that exists in each of them. Phrasering is the decapitation of the right words in a sentence. Or it can also be called emphasis in sentences, emphasis on certain syllables in sentences. Untrained phrasering will throw the announcer into a sentence that sounds 'awkward'. So phrasering can help when meeting long texts. Tempo is a normal speed which is usually 120-140 words per minute (Indonesian). In tempo when talking faster is not necessarily the better the sound or clear. The tempo becomes an amplifier of intonation. While the duration is the length of a note must be sounded. Things that must be owned by Radioperson include insight, code of ethics and the principle of morality, communication skills.

YPC Vocational School students were very enthusiastic at the workshop because all of them played an active role. Every student who joins the workshop has the right to take part in the radio broadcast competition and the chance of winning the regional or national level for all participants becomes greater. Overall the workshop with presenters Ahmad Fadhli as trainer and laboratory assistant of Unisba radio and Ibobz Djaguar as producer / announcer / reporter Rase FM Bandung were quite successful in instilling Basic Announcing knowledge and skills.

E. Television Journalism Seminar

Tuesday (2/4) Media Literacy Group of Cintawana Vocational School Vocational School Students participated in Television Journalism Seminar at Trans Studio Bandung. The seminar presenter was the Head of West Java Bureau CNN Indonesia TV (Transmedia West Java) - Mr. Muhammad Asri Rasma -. Seminar materials include: basic coverage techniques, basic penetrating sources and interviews, basic script writing, tips on making TV programs, and becoming a Personal Social Media Journalist.

The material presented by Mr. Asri are:

1) The basics of coverage techniques: A news journey to appear on television has to go through Planning. Planning is the initial stage in making television programs. Planning consists of pitching (Bidding), assignments, coverage, verbatim and previews, script writing, editing texts and previews, dubbing or voice over, package editing (Graphics, Animation, etc.), previews and revisions, quality control and revision of views. While in the making of coverage, a team consisting of several team members was formed. Coverage team variants include: the team consists of 1 person (VJ or CSO), the team consists of 2 people (Reporter and Camera Person), and the team consists of 3 people (Correspondent, Field Producer and Photo Journalist).

Types of theme coverage: Politics, Economy, Social, Arts and Culture, Education, Criminal, Sports, Urban, Tourism, Culinary. While the types of coverage practices: Agenda Coverage, Press Conference Coverage, Interview Coverage, Incidental Coverage, Travel Coverage, Participatory Coverage, Personalization Coverage, Search Coverage, Investigation Coverage

The things that need to be considered in the preparation before the coverage are: understanding the theme to be covered, making the coverage framework, making an appointment with the resource person, preparing the reporting equipment, appearing fresh, neat and fragrant.

*2) The basics of penetrating sources and interview*s: The initial step to penetrate the source is to find the contact of the target source, identify who the source is, introduce yourself to the resource person, convey the purpose of the interview, convey the profit and loss, find the theme of the source's favorite as the "entrance" [14]. When the resource person is difficult to penetrate, then don't give up easily, chase the doorstep, so attend the resource person, send a list of questions, find other sources with the same capacity.

Specific types of resource persons are Children, victims of disasters, victims of sexual violence, perpetrators and victims of crime, defendants in a case, witnesses [15]. The types of interviews include, on the spot interviews, interviews at press conferences, doorstep interviews, agreement interviews, telephone interviews, online media interviews, written interviews.

Preparation before the interview must determine the theme, arrange the derivative of the theme, study and master the theme, study and recognize the source, if needed form an interview team, arrange the questions in detail, contact the resource person and make an appointment [16]. Interview sources don't often interrupt the conversation, be a good listener, confirm the respondent's answer, direct the source if the answer is irrelevant, find the right opportunity, pay attention to the time, thank you, record the identity of the source, and maintain a good relationship with the resource person.

3) Fundamentals of writing a scrip:. Types of texts: Straight News, Hard News, Soft News, Indepth News, Investigation News, Feature Story (Magazine) [17].

Requirements for making texts [18]. The manuscript has gone through a process of reporting or research, has accurate supporting data, adjusted to the needs of the program, paying attention to accuracy and speed, adjusted for deadlines. The absolute requirements for the text meet the 5W + 1H rules.

Tips on making a script starting with the most interesting things, the narrative function emphasizes the picture instead of explaining the picture, starting with something new that is general, using general language, using sentence or storytelling, the inclusion of the interview not the repetition of the narrative.

4) Make television programs. Television programs include News (Hard News, Soft News, Current Affairs, Documentaries, etc.), Talk Show or Dialogue, Drama (Film or Soap Opera), Games (Game Show), Music or Entertainment, Reality Show, Competition. Program variations consist of

programs inside the studio, programs outside the studio, programs inside and outside the studio.

The initial steps to make a program are 1) determine who the target is, 2) determine the type of program, 3) determine the duration and segmentation, 4) make a synopsis, 5) do market research and surveys, 6) revise according to research and survey results, 7) make dummy program. The production of the program must determine the team for the program, make research plans to air, choose the host if needed, find a voice actor, make the Opening Bumper Break (OBB) and Short Bumper, compile a program rundown, execution tailored to the type and variation of the program.

5) Become a Journalist for personal social media: The position of social media, conventional media and digital media, social media is part of digital media, between journalistic works and social media, social media in the media industry.

Journalistic works in social media are adapted directly from source media, create their own content that meets journalistic rules, narrative content with photos and or videos, short narratives, do not force it in one upload, never use other people's content without permission.

III. CONCLUSION

This public service activity has provided understanding of communication, media literacy, skills in making media products, and forming media literacy groups at YPC Vocational School Cintawana. This media literacy group has:

- The basic ability of effective communication
- Basic skills to make good video content
- Basic ability to speak fluently on the radio
- Basic knowledge of television journalism

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