

Media Literacy Education For Youth in Bandung City

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Abstract—This research on media literacy is expected to provide an overview of how media literacy process can be applied to young people or young age. This research used qualitative approach in the form of case study. The research was conducted by designing a workshop on media literacy. The workshop consisted of basic skills and advanced skills. Basic skills include exploring, recognizing symbols, recognizing pattern, and matching meaning. Advanced skill include: (1) Message focused skill which refers to the skills to interpret the meaning of mass media messages, which include analysis, compare/contrast, evaluation, and abstraction; (2) Message extending skill which refers to the skills to explain and summarize received mass media messages. This research used case study method and in obtaining the data the informan used as samples are five respondents and one key informan acting as media literacy expert. This reseach found that media literacy program for young people was important and gave positive impact on their knowledge, understanding and skills in using media, especially social media which nowadays is often used as information source by the public particularly by those within 14 – 21 rage of age. The workshop gave significant contribution in spreading information on the use of mass media especially social media among young people.

Keywords—Media Literacy, Young Age, Media Education, Design.

I. INTRODUCTION

In recent decades, the mass media has increasing dramatically with the addition of the raising the new media define as the social media. The social media users might explored the various aspects of life such, economic, politics, social, and culture. The mass media as the provider the information in fact facing its irregularities on its use. At many case, people were misuse the media in any circumstances but not posit the failure of the media rather than human being as user perceive and utilize the information which presented in media.

Mass media has a function that is, inform (to inform), educate (to educate), form opinion or opinion (to persuade) and entertain (to entertain). Currently the media has changed in terms of its function becomes the primary needs (principal) such as eating, drinking and other routine activities. Problems that arise related to this research need to be anticipated by organizing Media Literacy for young people. According to Buchingham (2003):

"Media education aims to develop both critical and active participation, enabling young people as media consumers to make interpretations and judgments based on the information it obtains; besides enabling

young people to become media producers in their own way so as to be a powerful participant in their community. Media education is about developing the critical and creative abilities of young people."

The activity to train people for media literacy is needed to develop the critical attitude in responding many information and interaction that exist. Society needs been educated well regarding rules when they were using social media in everyday life. Media validity must be comprehended by the people in context of searching information from various media. The goal is to search the credibility of the information.

The basic purpose of media literacy is to invite mass media users to be critical in analyzing the messages conveyed by the mass media, considering the commercial and political objectives and ideology behind a message from the mass media. By understanding the concept of media literacy a media user will be able to think critically about ideas and products submitted and sold by the mass media.

After examining the growing needs and growing scientific wealth, we were try to illustrate and formulate the following issues: "How media literacy programs for youth can provide the basic skills and advanced skills in media literacy?" In its development, mass media experienced a the changing from the conventional into digital (new media). Conventional media such as Television, Radio, newspapers, magazine today have been able to be converted on to digital. By the internet, audiences can access these media. According to McLuhan (1964), the communication technology plays an important role in the new social and cultural order of print media to electronic media (digital). The rapid development of technology, so that the content of both printed and electronic media can be combined and distributed. New media that is now widely used by the people in certain regions defines as (the social media). This media is known as social networking such as Facebook, twitter and You tube. In Indonesia Facebook users ranked third after the United States of America. While Twitter users in Indonesia is rank adjacent with Facebook. You tube is a popular video sharing website. Generally You tube contains video clips, movies, TV and videos are deliberately created and uploaded with a variety of specific purposes. According to Jones and Fitner (2013)

"Use of a group of people to find useful data and get rid of useless data, called social algorithms or social filters. By participating in social media (such as Facebook, Twitter), for example, formed by friends, colleagues, and people we respect and trust, we have access to data that can be considered

important. There are times when our friends and contacts seek information on the internet and find unattractive junk, and some pieces of data that should be shared. Unsusable 'filtered' waste, and interesting and useful data is propagated by posting on social media. When we get into social media, we can filter the data based on recommendations from our friends. "

This can be done when filtering out information that is deemed necessary or needed by us and disposing of unnecessary information or garbage information. As a media user, the audience must be able to sort through information intelligently, so as not to get caught up in news that is hoax or false news. To find the responses that exist in the community, there are some mass media steps in giving effect to the community. According to Wells et al., Moriarty, and Burnett (2006) there are six steps that people can respond to by the mass media such as: 1) perceptions; 2) cognition; 3) emotional response; 4) association; 5) persuasion; 6) behavior.

Youth is signified as specific people at certain the age that still have to experience the process to go to maturity. People who were in 14 years to 21 years is a range where will grow maturity, in that age through 3 phases of teens, middle and early adult phase. External factors in this period have considerable influence, including the appeal of the media, the factors of the need for the media and the perceived benefits in consuming the media. The basic purpose of Media literacy is to teach audiences and media users to analyze messages conveyed by the mass media, to consider the commercial and political goals behind a media image or message, and to examine who is responsible for the message or idea implied by the message or image.

Based on the results of the High Level Conference on the Reduction of the Negative Impact of Mass Media, the 21st Century Literacy Summit held in Germany on 7-8 March 2002, obtained a description of the agreement called 21 Century in A Convergen Media Word. The agreement, as stated by Bertelsmann and AOL Time Warner (2002), states that media literacy includes:

1. Literacy Technology; the ability to utilize new media such as the internet in order to have access and communicate information effectively.
2. Information Literation; the ability to collect, organize, filter, evaluate and shape opinions based on those things.
3. Media creativity; the ever-increasing ability of individuals everywhere to create and distribute content to audiences regardless of audience size.
4. Social responsibility and competence; competence to take into account the consequences of publication on-line and responsible for such publication, particularly in children.

The problems that arise related to this research need to be anticipated with organizing Media Literacy for young Kalanga. According to David Buchingham (2003):

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participant in their community. Media education is about developing the critical and creative abilities of young people. "

Basically media literacy is the public concern for the negative effects of mass media. As we know the mass media has two sides of the sword eye giving positive and negative impacts. The negative side is sometimes more than the positive side. Among them reduce individual privacy, increase the potential criminal, and also cause overload in communicating. By understanding the media literacy, mass media audiences can react and judge a media message with full awareness and sense of responsibility. The basic purpose of media literacy is to invite mass media users to be critical in analyzing the messages conveyed by the mass media, considering the commercial and political objectives and ideology behind a message from the mass media. By understanding the concept of media literacy a media user will be able to think critically about ideas and products submitted and sold by the mass media.

In the media literation according to Potter there are several skills that must be owned, namely:

1. Basics skills covering aspects:
 - a. Explore, a skill in deciding the display of messages selected from a media.
 - b. Recognize symbols, is a skill to identify and choose symbols.
 - c. Recognize patterns, involves recognizing patterns of assembling symbols so they can be interpreted or interpreted.
 - d. Matching meaning, is a skill to connect symbols with meaning that they have before.
2. Advanced skill is indispensable to interpret the more complex media messages that usually have many layers of meaning. This expertise consists of:
 - a. message focused skill is a skill in interpreting the meaning of mass media messages. These skills include aspects:
 - 1) Analysis, the skill of spreading the message into meaningful elements by digging the layers of meaning in messages presented in the media.
 - 2) Compare / contrast, is the skill to classify messages that have similarities and differences
 - 3) Evaluation, showing the expertise of judging the elements of a message by comparing it with certain criteria, and
 - 4) Abstraction, is the skill to compile a description of the right media message that is short, clear, and accurate.
 - b. Message extending skill is a skill to explain and conclude mass media messages received. This expertise consists of:
 - 1) Deduction, expertise uses general principles to explain specific things.
 - 2) Induction, the expertise to draw conclusions about general patterns through observation of specific matters; and
 - 3) Synthesis, the expertise to rearrange the elements into a new structure.

All these skills ultimately determine the level of media literacy of each individual.

The media literacy target according to (Tamburaka, 2013) can be people, groups, communities or goals. While in evaluating the program of literacy media activity there are 3 dimensions in measuring, among them are (1) dimension of motivation; (2) the dimension of knowledge; (3) the skill dimension. These three dimensions are an evaluation of the first, level of success or management of the program. Secondly, the success rate of media literacy among participant or member participant.

This research was conducted during the implementation of Media Literacy Training Program held in Bandung. Participants who act as informants in this study were determined by using purposive sample (sample by destination). Purposive sample is sampling based on capacity and capability that really understand in the field according to the purpose of research (Hikmat, 2011, pp. 64). The purposive method does not attach importance to the size of the number of representative informants (population) to be interviewed because qualitative research cannot be generalized. Selection of informants by purposive method means looking for informants who can provide as much information on matters relating to research problems and research objectives. This is in accordance with the purpose of qualitative research, namely informative richness (Patton, 2001, 67). Researchers have a condition in determining the main subject of research to be more specific and facilitate in the selection of additional informants. Selection of this informant is based on the representation of age which belongs to the category of young age and residence which represent region in Bandung city.

This research approach writer use descriptive approach. The strategy used in this study is a single case study (single case study), which is a case design that provides an opportunity to conduct a deep exploration of a particular phenomenon. Participants who act as informants in this study were determined by using purposive sample (sample by destination). Purposive sample is sampling based on capacity and capability that really understand in the field according to the purpose of research (Hikmat, 2011, pp. 64).

Population in a research is not only in the form of people or man but also can be objects or other objects that can be used as a population, provided that have the quality and characteristics that can be used as samples in the study. Not only does the population in each study also necessarily require samples, as Sugiyono (2009, p.118) says "the sample is part of the number and characteristics possessed by that population". Can be interpreted that the sample drawn from the population.

This method is used to find out how the process of media literacy training can provide education to young people. In this study informant consisted of 5 people of young age. The data collection techniques used are:

1. Interview: The researcher conducted in-depth interviews, where the researcher asked a number of questions to the informant to obtain information about the problem studied, that is related to media literacy
2. Documentation: In this study, researchers also took the data from other sources in the form of literature study.

The researcher must have a condition in determining the main subject of research to be more specific and facilitate in the selection of additional informants. Selection of this informant is based on the representation of age which belong to the

category of young age and residence which represent region in Bandung city.

Here's a list of the main subjects being used as research sources:

Table 1.1. The Main Subject

No	Name	Age	Male/Female	Address
1	Kamaludin	20	Male	Ujung berung
2	Sri Rahayu	21	Female	Gerlong girang
3	Senja Nur Pebrianti	16	Female	Antapani
4	Agnes Devi S	17	Female	Bale Endah
5.	Yos Zania	18	Female	Kebonjati

Table 1.2. Key Informant

No	Name	Male/Female	Age	Information
1.	Santi Indra Astuti	Female	46	Lecturer

To obtain accurate information this study conducted data triangulation. The data used are source triangulation and literature study. The source of information selected is the expert opinion of media literacy. While the literature study using literature associated with the study. While the types of data and data sources in this study are:

- 1) Types of data: Qualitative data is data in the form of verbalistic descriptions (not numbers) obtained through field research and document studies presented in the form of statements, opinions and suggestions and others.
- 2) Source of data: The data of this research is obtained by collecting data from primary data and secondary data. Primary data obtained from interview with informant. Secondary data in the form of references from writings in newspapers, magazines and relevant books.

Data collection techniques used in this study are in-depth interviews, literature studies, observation and documentation studies. To obtain accurate information this study conducted data triangulation. The data used are source triangulation and literature study. The source of information selected is the expert opinion of media literacy.

II. RESULT AND DISCUSSION

In this section, the researcher will present the research results based on the focus of the research problems. The problem of the research is "How is media literacy program for young people in Bandung city?"

According to Potter, media literacy refers to some skills as follows: (1) Basic skills that include exploring aspect, that is the skill to decide the display of messages selected from a media; recognizing symbols, that is the skill to identify and select symbols; and recognizing patterns

which involves assembling symbols so they can be interpreted; and matching meaning, that is the skill to connect symbols with the meaning they previously had; and (2) Advanced skills refer to message focus skills or the skills to interpret the meaning of mass media messages. The skills include aspects of analysis or the skills to spread the messages into meaningful elements by didding the layers of meaning in messages presented in the media. Compare/contrast is a skill to create classification of messages that have similarities and differences. Evaluation refers to the skill to assess the element of messages by comparing them with certain criteria. Abstraction is the skill to arrange description of the right media message that short, clear, and accurate. Message extending skill is the skill to explain and summarize received mass media messages. This skill covers: (1) Deduction, the skill to use general principles to explain specific things, and (2) Induction, the skill to draw conclusions about general patterns through observation of specific things; and (3) Synthesis, the skill to rearrange the elements into a new structure. All of these skills ultimately determine the level of media literacy of each individual.

Media literacy training is needed in order to make the society critical in addressing every information and interaction that exist. The society needs to be educated about the rules and ways used in utilizing social media in everyday life. Media validity must be traced b searching for information from various media. The purpose is to find out if the content of the news present balanced information or not.

The freedom of the press which is supported by the communications technology and the internet allows people to produce and consume information. The phenomena of hoaxes or fake information entail awareness in selecting the news. This is the stage where media literacy is needed to bridge the need for information and healthy information education.

This program aims to provide knowledge, understanding, and skills for young people in accessing information presented by mass media. During its development, mass media has experienced rapid increase especially on social media. Social media users in Indonesia are active users which fall into the top 3 in the world in their use. This is quite worrying because users of social media is in the productive age and are specifically aged between 14 to 21 years old. Social media consumed by these young people are usually Facebook, twitter, Instagram and You tube. In addition, they also use social media that can be used for individual or group chatting such as Line, Whatsapp, Hangout, Wetalk, etc. The use of social media today is massive, particularly among the productive age and used by toddlers and elderly. The duration of the usage is 2 to 7 hours generally to access information provided by the media.

Media literacy is a series of media literacy movements that are designed to increase individual control over the media they use to send and receive messages. The keywords of media literacy are how to have filter or control over media that can be used to find information and entertainment. The legal basis should be introduced as a recognition that media literacy activities are protected by the constitution. The scope o media literacy include among other technological literacy, information literacy, responsibility literacy and competence literacy. Knowledge of technological literacy is needed because it is in line with technology determination theory that society follows technology

development during their lives. Each new technological development influences the way of information searching and interaction.

In this training program, the materials and method used are adjusted to the stages of age development of the training participants, that ranges between 14 to 21 years old. According to Aristoteles, this age group is the adolescent phase towards early adulthood. At this stage of development, reasoning and emotional maturity start to develop well so that this stage is appropriate for media literacy training. The training materials include basic and advanced skills required for media literacy. Basic skills include explore, recognize symbols, recognize patterns, and match meaning. Advanced skills consist of message focused skill or a skill to interpret the meaning of mass media messages, which are divided into the aspects of analysis, compare/contrast, evaluation, and abstraction. Advanced skills also include message extending skill, that is the skill to explain and summarize mass media messages.

There are three elements and objectives of the importance of media literacy knowledge given to the training participants, among others: (1) Critical thinking to develop an independent assessment of the media; (2) An awareness of the impact of media on individuals and society; (3) An understanding of the ethical and moral obligations of media practitioners.

The media literacy training was conducted in three stages. In the first stage, training participants initially lacked knowledge related to media and technology literacy. Similarity in meaning needs to be conveyed by the provision of knowledge. In the early stage the knowledge was given in the form basic knowledge which includes introduction to media literacy, its meaning, history and development. In this first stage the content of the materials relates to the importance of being critical. In this stage the informant' knowledge in the concept level only is not enough. Informants face the challenge of translating concepts and constructs and are associated with the day-to-day experience of the training participants. For the first evaluation phase, several learning methods were applied to the participants in the form of brain storming as well as discussions conducted in small groups, before being discussed in large groups. Participants were given materials, frequently asked questions and cognitive comprehension in writing. Participants' comprehension were evaluated by forming question and answer groups in the class. Participants' cognitive development can be measured one by one from the cognitive consistency they have through the process of question and answer or discussion.

In the questions and answer session, the participants tried to match the meaning and perception related to the material that has been given in the lecture session. Some questions were also associated with phenomena around the living environment. As has been pointed out earlier that society determination theory poses changes in information searching and interaction. Materials for culture literacy thus must be adjusted with technological development. Some participants leave mass media in searching for information. Media converged with the internet has always been a favorite choice. Converged media is able to provide the need for a variety of information content in just one media tool. The superiority of gadget s that it not only facilitates searching but

also social interaction in which every individual is allowed to do social interaction at the same time but in different places. Social media through a variety of applications can unite society from different places and eliminate distance and time divide.

From the questions and answers given by the training speaker, it can be concluded that technology is ambivalent like the two sides of the same coin. It has both advantages and disadvantages. If gadget media is not addressed wisely, it can be Pandora box that produces inappropriate information to consume. This can be news with pornographic content, porn action and hoaxes. Furthermore, from the data obtained from the religious court, divorce rate in West Java Province was influenced by social media. In connection with various problems caused by social media, socialization regarding ethics and morals is required. This is in accordance with the last element of media literacy goals, which relates to ethical and moral obligation of media practitioners. The use of gadget media should be accompanied by rules and awareness of the media.

Evaluation for the second element is about awareness of the impact of media on individuals and society. In this element, training participants were given treatment that will enable them to distinguish the positive and negative impacts of the information obtained from social media. In addition, the participants were asked to collect anything that could avoid them from the negative impact of the media. The third element is about the ethics and moral obligations of media practitioners, which was insufficient if conveyed through question and answer method. Thus the participants were asked to make main mapping and raise case studies that were often found in the field. The participants were grouped and each group made main mapping about media literacy, media technology and its benefits. The second session in the first phase was followed up by assigning case studies found in their environment and explained why it happened. After the thinking frame was formulated in accordance with the results of the observation of each participant's experience, the participants were then assigned to find a solution to the problem.

The solution to the above problems is based on the obligation of every social media use to comply with the applicable values, norms and ethics. The foundation of ethics has been given in the introductory material at the beginning of the training. Visible differences could be seen before and after the participants were given media literacy materials. The differences could be measured from the solutions that each group suggests in front of the class. The second phase was conducted after materials on media literacy introduction had been evaluated. After the measurement results have been obtained, the second stage of the material was given. Media literacy and technological development materials were given by the second speaker. The materials were a deepening information of the previous one. In this second material, the speaker delivered knowledge regarding the development of information on social media. It can be concluded that the information presented on social media has gone through metamorphosis. The news content had variations with settings that had a lot of variety. The speaker provided an explanation of diverse content which was backed by the rapid and massive changes on types of media. Different social media have different characteristics and of course different segmentation

of application and feature. The treatment given to measure the knowledge of participants and the depth of materials mastered are more varied. While the previous evaluation was conducted through discussion, the second phase was more challenging in which the participants were assigned to create a thinking frame about the materials already given. Afterwards, each group formed should be able to give explanation in front of the class. At this stage, the evaluation results showed that the participants not only could explain the framework that has been formulated but also analyze the situation raised from the actual case studies.

Different challenges were given to the participants if faced with the development of communication technology in the community. Some converged media must be identified for their advantages and disadvantages. The participant tried to group types of converged media that provide information and facilitate social interaction. Then, they also group the types and characteristics of communication media and analyze each type of media with the characteristics of its advantages.

The participants' understanding was evaluated in the form of question and answer groups in the classroom. The cognitive development of the participants could be measured one by one from the cognitive consistency they have through the process of question and answer or discussion. Various kinds of problems caused by social media entail socialization of ethics and moral. This is in line with the last element of media literacy education goal that is about the ethical and moral obligations of media practitioners. The use of gadget media should be accompanied by rules and awareness of the media.

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The news content had variations with settings that had a lot of variety. The speaker provided an explanation of diverse content which was backed by the rapid and massive changes on types of media. Social media have differences with each other. For instance, You tube provides more features in moving images while Twitter displays more information in the form of sentences that are relatively limited. Different social media have different characteristics and of course different segmentation of application and feature. The treatment given to measure the knowledge of participants and the depth of materials mastered are more varied. While the previous evaluation was conducted through discussion, the second phase was more challenging in which the participants were assigned to create a thinking frame about the materials already given. Afterwards, each group formed should be able to give explanation in front of the class. At this stage, the evaluation results showed that the participants not only could explain the framework that has been formulated but also analyze the situation raised from the actual case studies.

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Informant Profile

The informants used as information sources in this research consisted of five people. The informants were selected based on age which represents the category of young age with the age range between 14 – 21 years old. In addition, the informants also represented the regions in Bandung City, namely East Bandung, North Bandung, West Bandung, Central Bandung and South Bandung. The informants' initials are KD (Informant 1), RA (Informant 2), ADS (Informant 3), WS (Informant 4), and YZ (Informant 5). These five informants are the sources of information in this research regarding media literacy program which covers the content of the training program, the materials, the methods and other things related to the program.

Profile of Key Informant

The key informant who became the resource person was Ms Santi Indra Astuti (AS), an expert in media literacy field, who concentrated on digital literacy in Indonesia. Media literacy program is currently being promoted and noticed by the government in recent years. The government in general has launched literacy in various aspects. As in line with what was revealed by the key informant that media literacy must be intensively conducted to anticipate the negative impact of mass media that has already entered all lines of life without being realized. Users of social media are dominated by younger generation, as expressed by the key informant as follows.

“Media literacy for the moment is an urgent thing that should programmed by the government in various layers of society, whether young or old, because of its importance for all circles. The mass media,

especially social media, has entered all aspects of community life and therefore to avoid and anticipate its adverse impacts, it is necessary to socialize its impact and anticipate it by the literacy program.” (SIA)

Socialization conducted to the wider community is the responsible of the government and intellectuals who can provide education on media literacy. Mass media as a medium that has many benefits also pose considerable negative impacts. This media literacy effort must also be carried out by any elements in the community who has good education. According to SIA, “People need to be educated so they can filter out good information and have expertise in sorting and selecting information they need, hence media literacy is needed.

The programs that Government must be implemented is providing the basic skills to select any information from a media, identifying and selecting symbols, the expertise to recognize the patterns of assembling symbols so that can be interpreted, the expertise to connect the symbol with the meaning they had before. This basic skill should be owned by the audiences, they will to avoid the information trap that is not necessarily true. Another thing that can be done is to check and recharge information obtained with different sources. As revealed by key informants are as follows:

“In receiving information from the website either in the form of news or infotainment, the audience in consuming the media must check and re-check the information, before receiving the information by searching other reliable sources of information. After the information can be accepted, then may be sharing information news received.” (SIA)

Participants who participated in this training had a positive outlook related to this activity stating that:

“I followed the activity from the beginning to the end of the activity. In my opinion, this training activity is very interesting and useful, especially the correlation with my department, communication science. I learned how I should make literacy in the world of journalism as well as in caption in social media though.” (RA)

The training materials are also discussed about hoax or false news that is currently developing with great concern. Participants are interested in this material because with the material the participants can know what tricks should be done to avoid the trap of news lie or hoax it. As stated by the informant (YZ) said that: “I am interested in hoax material (news lie) presented. Seeing from the news in social media that so much and not controlled, I think the material presented is very fitting for the current hoax problem. This design training is also expected to make trainees more sensitive to media literacy and current news lies.

“In my opinion, it should be in an age of growing technology. Anyone should understand about media literacy. The development of information technology will be comparable with the development of information. The more information circulating, then we must have the skills in

sorting out which information is valid, and which is not valid. "

Another participant also said that: "Media literacy training, is a good education to anticipate the twisted information." (WS)

With information will form a thought, and thought will form a decision, in which a decision will form an attitude. So how important we are to have the skills in sorting information before we spread information to our friends or family or in social media in Indonesia. The materials given in Media Literacy Training were also varied. With speakers in accordance with capacity and field with different methods and delivery. But still, it ultimately refers to the explanation of the media literacy itself. The participants are given modules on media literacy during soldering. To enable participants to better understand media literacy. After being given the soldering. Participants are in the group, to discuss media literacy or phenomena about the current media literacy. Then presented to exchange ideas between who presented with the audience. There was an interesting discussion. Also new experiences during the discussion process took place. Until the end of the event, the participants were given a questionnaire about the media literacy training itself. To know the response of the audience itself related to media literacy training. The participants are expected to understand the importance of media literacy, to be applied in daily life. Responses of informants (KD) related to this training suggested that:

"I think media literacy training should be" stretched ", given the rapid development of information technology that is comparable to the development of the information itself. The media literacy training that has been conducted is very positive and educative to give understanding in order to anticipate the participants in the face of information explosion, to sort out the correct and valid information. "

The media literacy training is a means to convey information related to knowledge, understanding as well as skills in using mass media. Training Participants which belongs to a young age category that has an age range of 14 - 21 years, then the material provided is also related to the media they often use and used as a source of information. Good for the needs of school work, recreation and also just for the existence of self. In line with what McQuill (2003) suggests, someone using the mass media is motivated by four motives: (1) information, (2) personal identity, (3) social integration and interaction, (4) entertainment. The motive is also influenced by the way the media packs an information, so that valueless information can be "seen" to be valuable if packaged in such a way as to attract an audience to receive the information.

III. CONCLUSION

Media literacy education becomes an inevitable need that should be given to young people with a range of 14 - 21 years. With this Education is expected the young generation can be avoided from the impact of mass media, especially social media. Therefore the government should have policies in this media education, ranging from regulation and anticipation of the impacts it causes.

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