

# Strengthening Media Literacy through Educational Radio at Muhammadiyah Piyungan High School

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## ABSTRAK

Media literacy is the ability to know the various forms of different media and understand the purpose of their use. The purpose of this study was to analyze the strengthening of media literacy through educational radio at Muhammadiyah Piyungan high school and to determine the ability of students to use educational radio as a learning medium. This research uses descriptive qualitative method. Data collection techniques used are observation and interviews. There are three types of data analysis techniques used, namely, data reduction, data presentation, and drawing conclusions. Based on the results that have been researched, it shows that understanding of media literacy for Muhammadiyah Piyungan High School students in the learning process using educational radio is still not optimal. Not only in technical terms which have not been maximized but, analyzing the information obtained, evaluating, creating or understanding the content created, as well as teachers who have not been maximized, because there are no teachers who are experts in the field of radio. So that students at Muhammadiyah Piyungan high school learn independently. Constraints faced by students in creating content and understanding the contents of the manuscript are due to the limited knowledge of the students. The next obstacle is that Muhammadiyah Piyungan high school does not yet have a special assistant or teacher who understands educational radio as a learning medium. In addition, Muhammadiyah Piyungan high school does not yet have a role model that can be used as an example for learning, so that makes students slow to understand this educational radio.

## 1. Pendahuluan

Paul Zurkowski introduced the concept of information literacy. According to him, people who are able and skilled in using information sources in their field of work can be said to be people who understand information (Ainiyah, 2017). Simply put, literacy can be defined as the ability to read and write. However, Indonesia has not made media literacy a culture that one must be accustomed to. At the same time, the development of science and culture must start from these two things. Understanding literacy is more than just the ability to read and write and is defined as literacy. Literacy is the ability to access, understand, and use things intelligently through various activities, such as reading, listening, writing, or speaking (Putri Nandasari, 2017)

Research from Milawati found that in today's digital era, students automatically become part of the technology natives community because they have interacted in the technology era since birth. Meanwhile, most teachers still belong to the category of newcomers (migrants) to the new world or information technology, so they cannot speak to their students about recognizing and using media (Milawati, 2020). As mandated by Article 52 (2) of Law no. 32/2002 concerning Broadcasting,

media literacy can be carried out by "non-profit organizations, non-governmental organizations, universities and education circles" (Patli, 2018).

In education literacy programs are part of efforts to strengthen character education. School is not only a place to seek knowledge. But it is also a place to form student characters who are expected to face challenges in the future. Media can influence children and youth. Children and adolescents are up to date in following the development of digital technology. They consume media. The media can be vulnerable to negative information.

Muhammadiyah Piyungan High School located in Piyungan District, Bantul Regency, Yogyakarta. This high school is the only private school in the area. Muhammadiyah Piyungan High School is managed by six teachers who are already competent in their respective fields. This school, when viewed from the status of the school, is independently financed by the parents of the students themselves and does not rely on any funds from the government. Parents of students pay school fees every month, which becomes a burden for parents (Sudiwijaya & Arifianto, 2021).

The Covid-19 pandemic in 2020 is a challenge for SMA Muhammadiyah Piyungan. The school uses a distance learning system, which makes it difficult and confusing for students to learn. In the era of the pandemic, the principal of Muhammadiyah Piyungan High School, suggested teachers create learning media through video and audio podcasts. With the video and audio podcast media, Muhammadiyah Piyungan High School makes an educational radio through podcasts on Spotify.

This study provides an overview of strengthening media literacy through educational radio at Muhammadiyah Piyungan High School. Educational radio was initially only a learning medium for students. Currently, educational radio has become extracurricular for students. The purpose of making this educational radio is to make students brave in public speaking. Furthermore, he also got a lot of relationships from educational radio. This Muhammadiyah Piyungan High School educational radio can provide education and help teachers in every lesson.

## **2. Method**

### **2.1. Research Method**

This study uses a descriptive qualitative research method with a post-positivism paradigm that aims to describe the strengthening of media literacy through educational radio at Muhammadiyah Piyungan High School. Qualitative research uses a natural setting to interpret the phenomena that occur and is carried out by involving various existing methods (Setiawan Johan &, 2018).

### **2.2. Data Collection**

In this study, the objects and phenomena investigated strengthen media literacy through educational radio at Muhammadiyah Piyungan High School. The ongoing process is allowed to happen as it is, without any settings or engineering. In this study, researchers used observation and interview data collection techniques. The informants who will be interviewed in this study are the principal of the Muhammadiyah Piyungan High School and Erwan Sudiwijaya, a lecturer in Communication Studies of Universitas Muhammadiyah Yogyakarta who accompanies radio education at Muhammadiyah Piyungan High School.

## **3. Theoretical Framework**

In Indonesia, media literacy activities have been known since the 2000s after the rise of various phenomena of the impact of mass media [6]. The media has often been criticized for having a negative influence. Media literacy arises because of the awareness that the media presents positive and negative things for one's social-emotional development. In this case, the notion of media literacy develops not only at the level of analysis but also awareness of the positive and negative impacts of media content [7].

The development of technology, that has significantly impacted the field of communication using media. There are many alternatives to communicating. Thus, the notion of text in terms of literacy has also developed in written text and includes sound, images, a combination of sound and ideas, and other formats contained in media. Because the practice of communication uses a lot of media, the term media literacy is known [8].

Following James W. Potter, Media literacy is the set of perspective from which we expose ourselves to the media and interpret the meaning of the messages encounter. We build our perspective from knowledge structures. The knowledge structures form the platforms on which we stand to view the multifaceted phenomenon of the media; their business, their content, and their effects on individuals and institutions. The more knowledge structures we have, the more of the media phenomenon we can 'see'. The more develop our knowledge structures, the more con-text we will have to help us understand what we see. The more people use these knowledge structures in midndfull exposures, the more they will be able to use media exposures to meet their own goals and the more they will be able to avoid high risks for negative effects. Thus, they will be more media literate [8].

Media literacy is how people question what they watch, observe, read and produce from the media. Media literacy is considered an ability that every individual consumer of mass media should have. In connection with the number of mass media that exist in the community. Individuals need to know media effects, media content, and the media industry. With media literacy skills, individuals will have a much clearer perspective to see and distinguish the real world and the world produced by the media. When a person is equipped with media literacy skills, he cannot be "driven" by media desires that impact daily life practice [9].

#### 4. Result and Discussion

Media literacy seeks to be strengthened through educational radio at Muhammadiyah Piyungan High School in increasing self-confidence and having broad insights. The goal is to make students brave in public speaking and get a lot of relationships when they graduate from school and gain broad insight by establishing an educational radio at Muhammadiyah Piyungan High School.

##### *a) Utilization of Educational Radio as a Learning Media at Muhammadiyah Piyungan High School*

Media literacy is one way to make people bright in dealing with mass media exposure and also a way for people to filter incoming information. Literacy consists of two words, namely literacy and media. In simple terms, literacy is a person's ability to read and write. At the same time, the media itself refers to the mass media (Qoute Nurani C, 2017).

The growth of media and its phenomena is not enough to solve the problem of media literacy. It is necessary to have a new perspective that is not arbitrary in media literacy. According to the theory explained by James Potter, it is time to develop media literacy. Media literacy is a set of perspectives that we actively use to expose ourselves to the media and interpret the meaning of the message we encounter. It is multidimensional and a continuum (Nurani, 2017).

The purpose of this media literacy is to control the interpretation of a media role. Messages conveyed by the media mostly show negative tendencies, so they need a filter to prevent things that are not desirable. In this study, researchers focused more on media literacy through educational radio at Muhammadiyah Piyungan High School.

Based on interviews and observations of researchers, the ability of teachers and students to media literacy is still not optimal. The teachers who teach at Muhammadiyah Piyungan High School understand their respective fields. But not with media literacy through this educational radio. The principal of Muhammadiyah Piyungan High School said that regarding media literacy through educational radio; there is still a need for assistance from people who understand the use of educational radio as a learning medium. This process was conveyed by the principal of Muhammadiyah Piyungan High School, in an interview on August 5, 2022, as follows:

"Educational radio at Muhammadiyah Piyungan High School was only recently created, the first introduction was introduced through socialization and training to become a radio broadcaster and the content to be conveyed. For the first time being introduced to educational radio and taught to broadcast, the child is not yet flexible enough to speak, but I am sure that in the future he will be able and more confident to broadcast. This educational radio has only been running for two months, so it is hoped that there are indeed worthy students who can broadcast this educational radio."

Based on interviews that have been conducted, principals and teachers need time to adapt to the creation of educational radio as a learning medium in schools. This makes the principal, teachers, and students learn how to apply and broadcast the educational radio. It is also revealed by Budi

Guntarto that there is some anxiety expressed by teachers that the increasing amount of information spread in several media, makes it difficult for teachers and students to filter information (Guntarto, 2016).



**Fig. 1.** Picture of Radio Muhammadiyah Piyungan High School

One of the keys to success in classroom learning is the use of appropriate learning media, therefore an educator must be aware that in this digital age, at least one must understand the digital world. The existence of learning media, either directly or indirectly, will affect students at school. The use of appropriate and appropriate media will provide many benefits, such as facilitating student understanding in learning, and creating interactive and fun activities. The principal of Muhammadiyah Piyungan High School, in an interview on August 5, 2022, said:

"Nowadays, in the digital era, the current generation of children in various activities both at school and outside of school cannot be separated from the name cellphone and social media. We as parents think about how social media can be positive when used by children. This educational radio was chosen as a learning medium in order to increase students' confidence in speaking in public and also this educational radio increases children's creativity in creating content".

The description of the interview above proves that children today are inseparable from the name cellphones, but the good side of children's cellphones can be used as a learning medium. The use of cellphones for learning purposes will provide benefits as an independent learning medium. This explanation is in line with Milawati who stated that, in the digital era like today cellphones are needed in independent learning, especially today's students have automatically become part of technology users because since birth has interacted with the technology (Milawati, 2020).

#### *b) Challenges of Educational Radio in the Digital Age*

The rapid development of technology forces us to practice following an increasingly dynamic era. Media literacy through educational radio at Muhammadiyah Piyungan High School offers various facilities in terms of education and sources of knowledge. In addition to the multiple conveniences in the source of knowledge provided by digital media, educational radio also positively affects educators and students. The challenges faced by academic staff in operating educational radios are the lack of knowledge of academic staff operating educational radios and also the absence of educators who are experts in the field of radio. In contrast to the challenges faced by students at SMA Muhammadiyah Piyungan, in an interview on August 5, 2022, the principal of Muhammadiyah Piyungan High School said:

"First, the challenge faced by schools is in choosing a theme and making scripts and we recommend that children work together with the Muhammadiyah Student Association, because children's knowledge is still very limited. The second obstacle and challenge is that this school does not yet have a special assistant or teacher who understands educational radio as a medium of learning. The third challenge is that children learn faster by seeing or there are examples that can then be imitated, at this school there is no role model that can be used as examples by students so that makes students slow to understand with this educational radio. Now the children are self-taught and independent to do this educational radio broadcast in schools."

Based on the interview conducted, digital media literacy has a relationship with the world of education because digital technology can shift the form of education. The influence of digital literacy in education can make students think and create creativity. The most important thing from the innovation of educators is the development (Hamidulloh, 2018).

Educators in the current digital era are unequal if they do not equate their competencies. Learning in high school currently requires teachers who understand and understand digital (Luthfi Fakhru Ahsani, 2021). Not only must media literacy be mastered by teachers and students, but information literacy is also critical to raise awareness that encourages teachers and students at this time.

## 5. Conclusion

Technology and learning media are hope in teaching and learning activities in today's digital era, both for educators and students. Learning through educational radio applied at Muhammadiyah Piyungan High School, the materials taught are better digitized so that when students want to learn independently, students can more easily access and repeat the learning. According to teachers and students, to continue to improve their self-competence, academic competence includes knowledge, insight and non-academic, including outside the subjects that are followed by students, for example, educational radio, because educational radio provides many benefits in the world of learning and can increase creativity owned by students. In addition, teachers also need to equip themselves with media ethics and also learn how to media literacy in the digital era even though they are not experts in the field. Radio education, as the practice of media literacy, is expected to support the achievement of good competencies by students and teachers in learning or teaching and learning activities carried out at or outside school.

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