

Students' Media Literacy Level at SMAN 1 Lore Selatan

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Abstract: This research aimed to describe students' level of media literacy of SMAN 1 Lore Selatan. This type of research uses a quantitative survey method and the subjects of this research are 40 students of class XI SMAN 1 Lore Selatan. The data are collected by distributing questionnaire to students about the level of media literacy. The questionnaire used in this research is a questionnaire adopted from Kertanegara et al (2020) and Potter (2011) on media literacy. The results of this research indicate that the SMAN 1 Lore Selatan students have a medium level of media literacy, which means the students in this level can use the media to for their learning needs, understand information better, use certain strategies to meet their learning needs, and are more thorough in differentiating factual and hoax information.

Keywords: *media literacy level, high school students, dimensions of media literacy*

Media literacy is a user's ability to get information critically and creatively in choosing various kinds of information circulating and being able to make the right choice among today's mass media. Thus, users are aware that media literacy is important and relevant to the needs of the current era. Development of information technology media presents its own challenges for users in using and utilizing information. The ability to obtain information today is very much needed the truth and quality of information obtained by users. This ability is currently known as literacy, which is understood as more than just the ability to read and write (Tungka, 2018; Tamburaka, 2013; Baran, 2011; Buckingham, 2007). However, more than that, literacy is an individual's ability to process information received on their gadgets critically.

Nowadays, in this information and media era, students are expected to be able to develop and control themselves in positive things, be able to understand the latest information, be creative, be innovative, and skilled in processing information in media. In this setting, the researcher chose Gintu village because as the sub-district capital of Lore Selatan, it is the only village with a senior high school, which is SMAN 1 Lore Selatan. Gintu village has sufficient internet connections that provides internet access for its people. Students of SMAN 1 Lore Selatan currently use smartphone to study and to access news from social media, such as Facebook and Google. Current technological developments are no longer strange to them. However, there are challenges that must be faced by students including access more negative videos, play games and cannot distinguish true and hoax information. Therefore, the researcher was interested in conducting a research to find out

students' media literacy level at SMAN 1 Lore Selatan.

Review of Related Studies

There are several studies focused on media literacy. The first study is by Kertanegara et al (2020) entitled "*Pengaruh Tingkat Literasi Media terhadap Perilaku Penyebaran Hoax di Kalangan Generasi Z (Studi pada Siswa SMA Negeri 4 Depok)*". This research is to scientifically search about the influence of the level of media literacy on the hoax spread behavior among Generation Z. This research used quantitative explanatory methods by distributing questionnaires to 67 respondents of SMA Negeri 4 Depok students. The results showed that the level of media literacy variable (X) partially influences significantly to the hoax spread behavior variable (Y) in Generation Z. The results showed that the respondents' media literacy level was at a basic level.

The second study is by Sholikhati (2016) entitled "*Social Media, Social Competence and Teenagers (Study of Students' Digital Media Literacy Levels in Jakarta)*". This study aims to determine the ability of the digital media literacy of students in Jakarta, particularly of the usage of social media. The research used the instrument of Social Competence Framework based on European Commission (2009) to determine the level of digital media literacy of students. The results showed that the media literacy of students in Jakarta is medium level.

The third research is by Briandana et al (2019) entitled "*Media Literacy: An Analysis of Social Media Usage among Millennials*". This study aims at knowing media literacy to the uses of social media (Facebook and Instagram) among

adolescents in South Tangerang. This study used quantitative approach with positivism paradigm and survey research method. The data collection was through questionnaire with purposive sampling technique. The research results showed that media literacy is at medium level among adolescents, based on the Individual Competence Framework.

All those three studies are focused in Java Island, while information on the media literacy level of students outside Java is very scarce. Therefore, this present study is conducted to give more information on the media literacy level of high school students, especially students at SMAN 1 Lore Selatan which is located in Central Sulawesi.

Media Literacy

In this present study, media literacy is the ability to get information critically and creatively in choosing various kinds of information circulating and being able to make the right choice among today's mass media. It has seven dimensions according to Potter (Potter, 2016):

1. Analysis dimension, where individuals can choose to take information for granted or accept and at the same time find out carefully about related information. This dimension has two indicators:
 - a. knowing how to analyse when receiving information;
 - b. looking for information similar to the information received.
2. Evaluation dimension. This is someone's ability to provide an assessment of information by comparing it to a certain standard. The indicators are as follows:
 - a. comparing the information found with other sources;
 - b. knowing the difference between messages in information with other sources.
3. Categorization dimension, is when someone groups information received into several categories which shows that the meaning is properly understood. The indicators of this dimension are as follows:
 - a. dividing the received information into categories;
 - b. being frequent in dividing information into categories.
4. Induction dimension is that this ability allows one to draw general understanding from small data. The indicators as following:
 - a. Seeing the data as the basis for public opinion.
 - b. Looking for valid survey data from the information received.
5. Deduction dimension is to use general principles to explain something specific. The indicators are:
 - a. concluding an opinion from the information that has been received;
 - b. concluding opinion after seeing some

information.

6. The combination dimension is the ability of a person to combine new information with information already in mind. The indicators are:
 - a. adapting new information to existing information.
 - b. combining new information and prior information.
7. Abstraction dimension is the process of someone making a clear understanding by looking at the outline of information. The indicators are as follows:
 - a. understanding the meaning of the information found;
 - b. making general conclusions from the information found.

Level of Students' Media Literacy

The theoretical framework of media literacy used in this study is from Potter and Kertanegara (Potter in Kertanegara, 2020), and Cellot and Tomero's report for the European Commission (Cellot & Tomero, 2009). The levels of media literacy are as follows:

- a. Basic. In this level, the media users still have limitations in term of using internet media. They know the basic functions of using the internet but use it without clear direction. User's communication skills and critical thinking capability in analyzing the information is still limited (Potter, 2016; Cellot & Tomero, 2009).
- b. Medium. In this level, users are already fluent in using media; accomplish complex operations, understand and able to execute certain functions. In this level, users understand their information needs, how to use certain strategies to fulfil it and how to judgement and evaluation it using internet (Potter, 2016; Cellot & Tomero, 2009).
- c. Advanced. At this level, the users are very active to use media, conscious and interested in the various regulations that affect them. The users have deep knowledge about languages, techniques, and possess analytic skills to change the conditions that influence them. They also able to create a message and perform communication process using media. In social competence, user is able to manage teamwork that allows him to solve the problem (Potter, 2016; Cellot & Tomero, 2009).

Method

The design of this research is a type of quantitative survey research and the type of research carried out is survey method. Survey is a data collection procedure in quantitative research carried out to obtain, describe attitudes, behaviors and characteristics of the population. The survey method was selected since it is the most appropriate

method to use to collect large data (Cresswell, 2012).

The population in this researcher was students of eleventh grade with a total 75 students. The researcher used simple random sampling as a sampling technique, and the sample size was 40 registered eleventh grade students of SMAN 1 Lore Selatan in 2022. The instrument used in this study was a 5-point Likert Scale media literacy questionnaire with 14 items adopted from Kertanegara (Kertanegara, 2020). Table 1 shows the statements of the original questionnaire in Bahasa Indonesia.

Table 1. Original Questionnaire

1.	Saya menerima informasi yang saya terima di media tersebut tanpa selisih/terdistorsi
2.	Saya menerima semua 2W, 1A (orang, dimana, kapan, apa, bagaimana) dari informasi yang saya dapatkan di media tersebut
3.	Saya menerima informasi yang saya terima dengan informasi yang saya dapatkan di media dan jurnal/teknik, televisi, radio, atau berita lainnya
4.	Saya sering berdiskusi dengan orang lain yang saya kenal mengenai informasi yang saya terima dari media tersebut
5.	Saya dapat mengaitkan informasi yang saya terima adalah informasi yang positif, nyata, menarik, menghibur (tujuan pembelajaran)
6.	Saya lebih tertarik untuk membaca informasi yang berguna untuk saya dari media tersebut
7.	Saya dapat mengaitkan kemampuan saya dari sebuah informasi yang spesifik
8.	Saya dapat melihat dampak yang terjadi dari sebuah informasi yang spesifik. Contoh: Contoh Virus di Jakarta baru meningkat mencapai 740 orang positif, media itu bisa menghibur, bisa jadi berita dan sebagainya, contoh lain: Indonesia dan lain-lain
9.	Saya dapat mengaitkan hasil spesifik dari informasi yang diterima
10.	Saya dapat melihat dampak dari sebuah informasi yang saya terima yang mempengaruhi informasi
11.	Saya dapat melihat dampak yang terjadi dari sebuah informasi yang spesifik. Contoh: Contoh Virus di Jakarta baru meningkat mencapai 740 orang positif, media itu bisa menghibur, bisa jadi berita dan sebagainya, contoh lain: Indonesia dan lain-lain
12.	Saya dapat mengaitkan hasil spesifik dari informasi yang diterima
13.	Saya dapat mengaitkan hasil spesifik dari informasi yang saya terima yang mempengaruhi informasi
14.	Saya dapat mengaitkan hasil spesifik dari informasi yang saya terima yang mempengaruhi informasi

(Source: Kertanegara et.al, 2020: p.118)

To determine the level of ability, the researcher used Table 2.

Table 1. Score Categories

Level	Score
Basic	$X < 34.4$
Medium	$34.4 \leq X < 54.6$
Advanced	$X \geq 54.6$

The researcher tested the reliability of the instrument, and from the test it was found that the Cronbach's Alpha was 0.824 or highly reliable to be used to collect the data (Ruseffendi, 2010).

Findings and Discussion

This study was conducted at SMAN 1 Lore Selatan, Poso, Central Sulawesi, with 40 eleventh grade students as the respondents.

Table 3. Respondent Demographic

DEMOGRAPHICS	Frequency	Percentage (%)
Class	XI IPA 1	15
	XI IPA 2	25
	N	40
Age	16	11
	17	28
	18	1
	N	40
Gender	Male	10
	Female	24
	N	40

Based on the demographic in Table 3, the respondents of this study were female students aged 17 years old. Furthermore, the results of this study are shown in Table 4 and Table 5.

Table 4. Questionnaire Results

NUMBER OF STATEMENTS	Very Good		Good		Quite Good		Not very good		Not good at all	
	F	%	F	%	F	%	F	%	F	%
1	5	12.5	25	62.5	6	15	3	7.5	0	0
2	13	32.5	20	50	5	12.5	1	2.5	1	2.5
3	7	17.5	11	27.5	12	30	0	0	0	0
4	10	25	28	70	2	5	0	0	0	0
5	10	25	22	55	6	15	1	2.5	0	0
6	14	35	23	57.5	2	5	1	2.5	0	0
7	5	12.5	18	45	14	35	3	7.5	0	0
8	13	32.5	11	27.5	3	7.5	2	5	1	2.5
9	5	12.5	19	47.5	15	37.5	1	2.5	0	0
10	5	12.5	27	67.5	7	17.5	0	0	1	2.5
11	13	32.5	20	50	7	17.5	0	0	0	0
12	8	20	18	45	13	32.5	1	2.5	0	0
13	11	27.5	14	35	5	12.5	1	2.5	0	0
14	9	22.5	20	50	10	25	1	2.5	0	0

Table 5. Results of Media Literacy Level

Score	Level	F	%
$X < 34.4$	Basic	2	5
$34.4 \leq X < 54.6$	Medium	30	75
$X \geq 54.6$	Advanced	8	20
Total		40	100

Based on Table 5, the 30 respondents (75%) were in the medium level. It is concluded that the media literacy level of eleventh grade students at SMAN 1 Lore Selatan was medium level (75%). This means that the students of SMAN 1 Lore Selatan are media users who are already fluent in using the media, they can use the media well or based on their learning needs, understand information needs, and able to use certain strategies to meet their learning needs. This study showed a similar result with the results of some previous studies (Briandana et al, 2019; Solikhati, 2016), yet was in contrast with one of the previous studies (Kertanegara et al, 2020). This implies that the students at SMAN 1 Lore Selatan are ready to use media as their learning resources in this current era of information and technological development.

Conclusion

This study shows that the eleventh grade students of SMAN 1 Lore Selatan's media literacy level is at a medium level. That means the students in this level can use the media in accordance with their learning needs, understand information needs, able to use certain strategies to meet their learning needs and are more thorough in differentiating factual and hoax information. This study is expected to be a reference for further researchers in the same field, especially in gaining deep information on high school students' media literacy skills.

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