THE IMPORTANCE OF THE MEDIA LITERATION MOVEMENT IN FACING THE EDUCATION DISRUPTION ERA

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A R T I C L E   I N F O

ABSTRAK

Penelitian ini bertujuan untuk mencari aspek-aspek literasi media yang sangat penting dalam menghadapi era baru pendidikan dimana teknologi digital semakin meningkat dan era internet semakin maju, mengubah kegiatan pendidikan menjadi sangat digital. Penelitian ini menggunakan metode kualitatif dengan menggunakan studi pustaka dari beberapa bahan pustaka yang dijadikan sebagai pedoman bagi penulis untuk menjadikan artikel ilmiah ini valid. Hasil penelitian yang dituangkan dalam artikel penelitian ini adalah bahwa paruh kedua abad 21 ditandai sebagai abad keterbukaan yang juga dikenal sebagai era meresahkan, artinya kehidupan manusia di abad 21 secara fundamental berbeda dengan tatanan kehidupan di abad sebelumnya.

ABSTRACT

This study aims to look for aspects of media literacy that are very important in facing the new era of education where digital technology is increasing and the internet era is getting more advanced, changing educational activities to be very digital. This study uses a qualitative method by using a literature review of several library materials that serve as a guide for the author to make this scientific article valid. The results of the research as outlined in this research article are that the second half of the 21st century is marked as a century of openness which is also known as a troubling era, meaning that human life in the 21st century is fundamentally different from the order of life in the previous century. By providing program offerings that can be applied in 21st century education.

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1. Introduction

The 21st century is a century of mindset and lifestyle changes accompanied by the rapid development of technology, information and communication, this change requires the birth of human resources with adequate skills. The digital era marks massive changes across sectors, including changes in the world of education which gradually make adjustments to the needs of 21st century students. technology, so that synergies between them become faster and faster. The new challenge demands a breakthrough thinking process if what is desired is quality output that can compete with work in an open world (Tilaar, 1998).

In the 21st Century, we are challenged to be able to create an education system that can help produce thinkers who are able to participate in building a knowledge-aware social and economic order like the world's citizens in the 21st Century. Of course in looking ahead and designing our steps we should never turn away from the reality that binds us to the reality of life. (BSNP, 2010: 22) Various efforts in the context of improving the quality of education are always done, adjusted to the development of situations and conditions, as well as the era that occurred. In the context of Education in the 21st Century there are those who perceive it as an opportunity, but there are also those who view it as a challenge or obstacle, or other ways of responding, depending on their abilities and perspectives.

The transformation of literacy culture in the 21st century has experienced a shift from analog to digital form or better known as the media literacy movement. Media literacy is becoming a new alternative marked by the rapid development of technology, information and communication in various sectors of life. The development of technology is a sign of the emergence of new skills and eliminating old skills. The development of science and technology, especially the advancement of information and communication technology (ICT) has created new traditions and cultures in human civilization. The changes caused by ICTs are more powerful than the changes from the agricultural era to the industrial era that began with the French revolution in 1789.

Among these changes is that ICT can make the virtual world come true before us. By only pensive in front of the computer in a quiet lonely place, we can open the horizons of the vast world (a universe exists behind the computer screen). The world is no longer limited by space and time, from a distance thousands of kilometers away we can express words, convey smiles and can channel touch through computer buttons (we can chat without speaking, smile without grinning; hug without touching). Thus, all educational activities will be easier and faster (Munir, 2010).

2. Literature Review

The era of globalization and openness has changed the face of the world in various aspects of people's lives. The free flow of information and diverse resources in an environment of cross-country interaction has brought about tremendous changes that have never happened before. To be able to continue

to be a superior and relevant nation in the context of modern life, various countries are competing to improve their competitiveness, so that in addition to being able to adapt to the new environment, they are also able to become the best community that counts for their existence in the world community. It is a fact, that the competitiveness of a country no longer lies in its natural resources, but lies in the quality of human resources with the knowledge and competencies that they have to change the various assets and resources in the surrounding environment. In this context it is clearly seen that aspects of education whether formal, non-formal, or informal are the key to the successful development of a nation's human resources said BSNP (2010).

The 21st century has only been running for a decade, but in the world of education we can feel a shift, and even changes that are fundamental at the philosophical level, direction and purpose. It's no exaggeration to say that the progress of science was triggered by the birth of computer science and technology. With the tools where advances in science and technology, especially in the field of cognitive science, bio-molecular, information technology and nano science then become a group of science that characterizes the 21st century. One of the most prominent features of the 21st century is the interlocking world of science, so synergy among them getting faster. In the context of the use of information and communication technology in the world of education, it has been proven to be increasingly narrowing and the fusion of the "space and time" factor which has been a determinant of the speed and success of mastering science by humans said BSNP, (2010).

Lately we are facing the phenomenon of disruption. In a large Indonesian dictionary, disruption is defined as being uprooted from its roots. If interpreted in daily life, disruption is a fundamental or fundamental change. Namely the evolution of technology that targets a gap in human life. Digitalisation is a result of the evolution of technology (especially information) that changes almost all of the order of life, including the order of business. Some say that disruption is a threat. But many parties also said the current conditions were opportunities. This era of disruption is a phenomenon when people shift activities that were originally carried out in the real world, into cyberspace. This phenomenon is developing in the changing pattern of the business world. The emergence of online transportation is one of the most popular impacts in Indonesia. Disruption (disruption) term popularized by Clayton Christensen as a continuation of the tradition of thinking "must compete, to be able to win (for you to win, you've got to make somebody lose)", according to Michael Porter. The two Harvard Business School celebrity professors have dominated the business world in the last 22-37 years (https://www.kabar-banten.com/generasi-era-disrupsi/).

The initial idea of the emergence of this theory focused on the issue of online-based business competition with offline ones. But it is very interesting if we look at the impact of disruption in the realm of education, which from day to day experiences a learning innovation that begins to shift from conventional patterns to the online learning process. With the emergence of learning applications that offer features that will facilitate a person in solving problems that are considered difficult, can now be

solved by just clicking, then, you can immediately meet with tentor who will become a teaching assistant. The presence of these learning innovations will be a challenge for teachers who are beginning to be replaced by the role of technology. Digitalization in the world of education is a common concern to face the challenges of 21st century education.

Kominfo (2018) stated that there has been a huge growth in the use of the Internet in Indonesia Indonesia over the past decade. The Ministry of Information and Technology of the Republic of Indonesia or the Ministry of Communication and Information Technology reports that the number of internet users in 2017 has reached 143.26 million people or equivalent to 54.68 percent of the total population of Indonesia. This number shows an increase of 10.56 million people from the survey results in 2016. So announced the Indonesian Internet Service Providers Association (APJII) after conducting a survey of penetration and behavior of internet users in Indonesia. This condition causes the literacy culture to also experience a shift in governance from traditional modes to the media literacy stage.

Media literacy itself is the ability to understand, analyze, and deconstruct media imagery. Furthermore, Gilang et al (2019) stated the ability to do this is intended so that viewers as media consumers (including children) become aware (literate) about how media are constructed (made) and accessed.). From other source (https://www.literasipublik.com/pengertian-literasi-media), stated that media literacy is the ability to access, analyze, evaluate, and communicate information in various forms of media. Media literacy is a set of perspectives that are used actively when accessing mass media to interpret the message at hand.

Although various definitions of media literacy have been put forward by many parties, it is widely stated that media literacy is related to how audiences can take control of the media. Media literacy is a skill to assess meaning in each type of message, organize meaning so that it is useful, and then build messages to be conveyed to others. The point is that media literacy is trying to provide critical awareness to the public when dealing with the media. Critical awareness is the key word for the media literacy movement. Media literacy itself aims to, in particular, provide critical awareness of audiences so that they are more empowered before the media.

3. Discussion

Khairi (2018) state that 21st Century education is education that prepares 21st century generations in which the developed curriculum requires changes in teaching and learning processes that are in accordance with the demands of the future world and technological developments. extraordinary. This progress is supported by developments in the field of science and technology, so as to enable internet users to perform various activities in cyberspace interactively between: themselves with computers or with fellow users; either individually or in groups; in one's own neighborhood or on another continent; in an unlimited duration of time like Mukminan (2014) stated.

Mastery of 21st century life skills is very important to face life's challenges in the era of disembarkation. Wagner (2010) and the Change Leadership Group of Harvard University identified the competencies and survival skills needed by students in facing life, the world of work, and citizenship in the 21st century emphasized on the following seven (7) skills: (1) critical thinking skills and problem solving, (2) collaboration and leadership, (3) dexterity and adaptability, (4) initiative and entrepreneurial spirit, (5) able to communicate effectively both orally and in writing, (6) able to access and analyze information, and (7) have curiosity and imagination.

ICT literacy capabilities include the ability to access, organize, integrate, evaluate and create information through the use of digital communication technology. ICT literacy is centered on high-level thinking skills in considering information, media, and technology in the surrounding environment (Maharani et al., 2016). Each country should broadly develop ICT skills in its community because if not, the country can be left behind from the development and advancement of technology-based economic knowledge. There are several links between the three forms of literacy which include literacy in information communication, media and technology. Mastery of these skills enables mastery of other skills and competencies needed for the success of life in the 21st century, Trilling & Fadel (2009).

Many things later changed in the 21st century, the acceleration in the field of science and technology, communication systems such as easy access to the internet became one of the characteristics of the 21st century, the world seemed to be small and in the grip, what happened at the end of the world there, will be easily known by people who are at the other end of the world, at the same time, various sophisticated technologies that are essentially to facilitate all kinds of human affairs are found, developed, made and used by many people at very affordable costs. As described like Murti (2013) is a scheme adapted by the nonprofit organization P21 that develops a 21st century educational framework throughout the world through the www.p21.org site based in Tuscon, USA. The concepts of 21st century skills and 3R core subjects are described as follows:
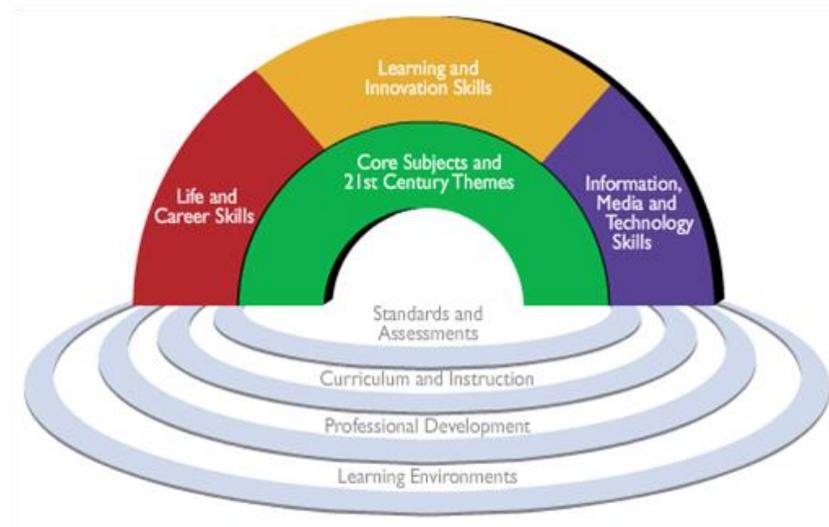
Figure 1: Rainbow Of 21st Century Knowledge Skills Adapted By P21

The schema developed by p21 is made clear with the addition of core subject 3R. in the context of education, 3R is an abbreviation of reading, writing and (a) rithmatic, taking the strong "R" pronunciation of each word. From the subject of reading and writing, modern educational ideas emerge, namely literacy which is used as learning to understand ideas through the medium of words. From the subject of arithmetic comes a modern education related to numbers which means to understand numbers through mathematics. In education, there is no single term that is relevant to literacy and numeracy that can express the ability to make something (wrighting). The 3R, adapted from the 18th and 19th centuries, is equivalent to the literacy, numeracy and ICT functional skills found in the current modern education system as Murti (2013).

ICT-based equal access to education at the level of basic education. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states the use of ICT in education through Distance Education that "(1) Distance education is carried out at all lines, levels and types of education, (2) Distance education functions to provide education services to groups of people who cannot attend face-to-face or regular education, (3) Distance education is organized in the form, mode and scope supported by learning facilities and services as well as an assessment system that ensures the quality of graduates in accordance with national education standards. distance education has become a meaningful innovation in the world of national education, a distance education system that starts with the first generation of correspondence (print), the second generation of multimedia (Audio, VCD, DVD), the third generation of distance learning (teleconference / TVe), the generation fourth is flexible learning (interactive multimedia if) and the fifth generation e-Learning (web based course), finally the sixth generation of mobile learning (wireless connection / www).

As stated explicitly in the Strategic Plan of the Ministry of National Education 2005-2009, it is clear that ICT plays an important role in supporting the three pillars of national education policy, namely: (1) expansion and equitable access; (2) improvement of quality, relevance and competitiveness; and (3)

strengthening the governance, accountability and public image of education, to realize quality, accountable, cheap, equitable and affordable education for many people. In the Ministry of National Education Strategic Plan 2005-2009, it was stated that the strategic role of ICT for the first pillar, namely the expansion and equitable access to education, was prioritized as a medium for distance learning. As for the second pillar, improving quality, relevance and competitiveness, the role of ICT is prioritized for application in education / learning processes. Finally, to strengthen governance, accountability and public image, the role of ICT is prioritized for integrated management information systems.

Realizing the media literacy movement program early on, Sonia Livingstone (2003) explains that media literacy is the ability to access, analyze, evaluate and communicate messages in various forms of medium. Through media education it is hoped that someone can reflect on his personal values, master various information technologies, encourage the ability to think critically, solve problems and be creative, and encourage democratization. Media education can be carried out through several models Buckingham (2004). First, the protectionist model departs from the assumption that popular culture offered by the media is of lower value than classical culture. In addition, viewers should choose good shows and avoid bad media content. Because the audience has limited abilities, educators provide rules for him.

Promoting media literacy can be seen as an effort to protect and empower the audience at the same time. Therefore, media literacy programs often aim to enhance (a) democracy, participation, and active citizenship; (b) knowledge of the economy, competitiveness, and diversity of choices; and (c) lifelong learning, cultural expression and personal Livingstone (2003). Media literacy is the ability to access, analyze, evaluate and communicate messages in various forms of medium. Through media education it is hoped that someone can reflect on their personal values, master various information technologies, encourage critical thinking skills, solve problems and be creative, and encourage democratization.

4. Conclusion

In the era of 21st century education disruption, students are required to have ICT-based skills. The digital age is marked by massive changes, so students are required to master 21st century skills by using ICT as a medium. The media literacy movement is very important to provide critical awareness in accessing, analyzing, evaluating, and communicating information. Therefore, the authors examine the importance of the media literacy movement in the face of 21st century disruption of education.

This study focuses on a literature review that discusses the importance of the media literacy movement in dealing with the era of 21st century education disruption. The author offers two things that can be done as follows: 1). Equity program for access to education based on ICT at the level of basic education, 2). Realizing the media literacy movement program early on. The program solution offered by this writer is able to realize the generation of media literacy in facing the era of 21st century education disruption.

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