DIGITAL MEDIA INFORMATION LITERACY PROGRAM FOR TEACHER

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INFO ARTIKEL

ABSTRACT

The development of Information and Communication Technology (ICT) is very rapid. APJII 2020 data revealed that internet penetration in Indonesia reached 73.7% (196.7 million people) of the entire Indonesian population of 267 million people. This condition allows the dissemination of information so quickly and easily, whether it is positive and useful information or hoaxes. This also has an impact on the world of education. The sophistication of the internet is misunderstood as a learning method. As a result, plagiarism and googling exam answers have become a habit for students. Therefore, the community service team created an information literacy education program for the teacher community. This program aims to introduce the concept of information literacy, how to verify hoaxes, plagiarism and how to write articles for teaching materials. The methods used are webinars, FGDs, writing reflections, and guidance on writing articles for teaching materials. The results of the program evaluation showed an increase in the information literacy skills of the participants. Articles written on teaching materials for teachers are published as an ISBN book with the title "My Class Story".

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1. Introduction

In 2021, the percentage of internet users increase by 78.6%. This means that 202.35 million of the total 267 million Indonesians have used the internet (Bestari, 2022). This problem causes several negative effects such as the massive spread of hoaxes (Fernandes et al., 2019). A study revealed that hoax spreaders usually do not know that the information being disseminated is a hoax (Anggraini and Abrar, 2016). Unfortunately, this impact also occurs in education field (Fernandes et al., 2019). The sophistication of the internet is misunderstood as a learning method.

Many teacher direct students to browse freely after giving a learning theme. Teachers are not aware of the dangers of not being able to filter information, recognize the credibility of information sources, and how adapt information ethically. At the university level, writers as lecturers face this impact directly. The students find it difficult to make works of their own thoughts because of the habit of copying and pasting from the internet. In fact, the acceleration of Indonesia's digital society is urgently needed to produce human resources capable of creating innovative thoughts on digital media (Husna, 2022).

The community service team interviewed partners, the Indonesian Teacher's School Dompet Dhuafa (SGI DD), and also the teachers in the rural area. According to the results of interviews, the teachers do not yet understand about information literacy competencies. Therefore, they have not applied information literacy in everyday life, including in the learning process at school. In rural areas, it is not only students who have the habit of copying and pasting from the internet, teachers also do it. The head of the Central SGI DD, Mr. Asep Ihsanudin, suggested that SGI DD teachers in the regions should get information literacy training. This is intended so that teachers can educate their students to filter information and contribute positively in disseminating information ethically.

2. Methodology

Based on the problems that have been discussed with partners, the community service team formulates an information literacy program curriculum as a solution. The concept of information literacy will be introduced thoroughly, theories and practices. Information literacy materials are adapted to the roles and problems experienced by teachers and students. The series of materials is information literacy competencies, self and hoax, plagiarism, and how to write ethical teaching material articles.

These four materials are delivered through webinars in four consecutive weeks. After the webinar session, FGD was conducted to encourage teachers' analytical and contextual abilities, as well as deepen their understanding of the phenomenon of information literacy in everyday life. This goal is strengthened through the practical task of making reflection writings that must be uploaded on participants' social media. Then, at the end of the program, participants make articles of teaching materials in order to get direct experience in implementing the information literacy materials that have been learned. The comprehensive curriculum is expected to improve the information literacy skills of teachers.

There are twenty teachers who take part in this program, their location is spread across rural areas. To become participants, they go through a selection process carried out by the central SGI DD manager. The participants were selected with the criteria that they had already made learning media. This requirement is set to assess the initial ability of the participants' information literacy skills. However, even though they have created learning media, the teachers have not used credible sources of information and have not quoted information ethically.

Due to the pandemic situation and the location being far from each other, the training was conducted online. The coordination of participants and the community service team is carried out through the Whatsapp group. Webinars are conducted through the Zoom Meeting. In addition, Google forms were also used to recap attendance and questionnaires of participant satisfaction in participating in the program. Then, google drive to upload practice assignments.

The presenters come from practitioners and lecturers of Telkom University Communication Studies Program who are reliable in their fields. The achievement of program objectives is conducted through the assessment of reflective writing assignments, FGD results, and assessment of the work of teaching material articles. The community service team also made a special module on plagiarism as one of the outputs registered with Intellectual Property Rights.

3. Results and Discussion

The implementation of the Digital Media Information Literacy Community Service Program for Teachers is conducted in stages:

- Information Literacy Competencies
  Day/date   :   Friday/17 September 2021
  Time   :   19.30 WIB
  Place   :   Zoom Meeting
- Diri dan *Hoax*
  Day/date   :   Friday/24 September 2021
  Time   :   19.30 WIB
  Place   :   Zoom Meeting
- Plagiarisme
  Day/date   :   Friday/22 Oktober 2021
  Time   :   19.30 WIB
  Place   :   Zoom Meeting
- Writing Teaching Material Articles
  Day/date   :   Friday/29 Oktober 2021
  Time   :   19.30 WIB
 Place   :   Zoom Meeting

During the program, not all participants were able to follow the training process properly. Some have succeeded in achieving the program goals and some have not. Of the twenty participants, only fourteen people managed to complete the articles of teaching materials. This is because the revision process is repeated until the writing is deemed fit by the mentor. It takes patience and persistence of participants to produce teaching material articles that meet the assessment criteria.

The following table is the data on the evaluation results of increasing participants' information literacy skills:

Tabel 1. Participants' achievement data on the enhancement of information literacy skills

No	Name (Initial)	Understanding of information literacy competencies	Understanding of plagiarism concept	Ability to evaluate plagiarism	Ability to write teaching material articles
1	AP	V	V	V	V
2	AS	V	V	V	V
3	AI	V	V	V	V
4	MDB	V	V	V	V
5	MMH	V	V	V	V
6	YA	V	V	-	V
7	BDN	V	-	-	V
8	DKM	V	V	V	V
9	RM	V	V	V	V
10	WLD	V	V	V	V
11	JS	V	V	V	V
12	NA	-	V	V	-
13	SAB	V	V	V	V
14	LDW	V	-	-	V
15	ORS	V	-	-	V
16	PZH	-	-	-	-
17	MRN	-	V	V	-
18	VO	-	-	-	-
19	SM	-	-	-	-
20	HT	-	-	-	-

Fourteen teachers succeeded to achieve the learning objectives in assessing the understanding of information literacy competencies. The assessment criteria are the ability to evaluate and select information sources in digital media. These two indicators have been achieved by the teachers from the writing of teaching materials articles. UNESCO defines media and information literacy for teachers as knowledge and understanding of media and information in the sphere of democratic discourse and social participation (Jenkins, 2009), the ability to evaluate media texts and information sources, and the ability to create and use media and information (Wilson, 2011). This is by what the teachers have achieved. From the picture below, we can see one of the teacher's writings has used a bibliography with a credible source of information.
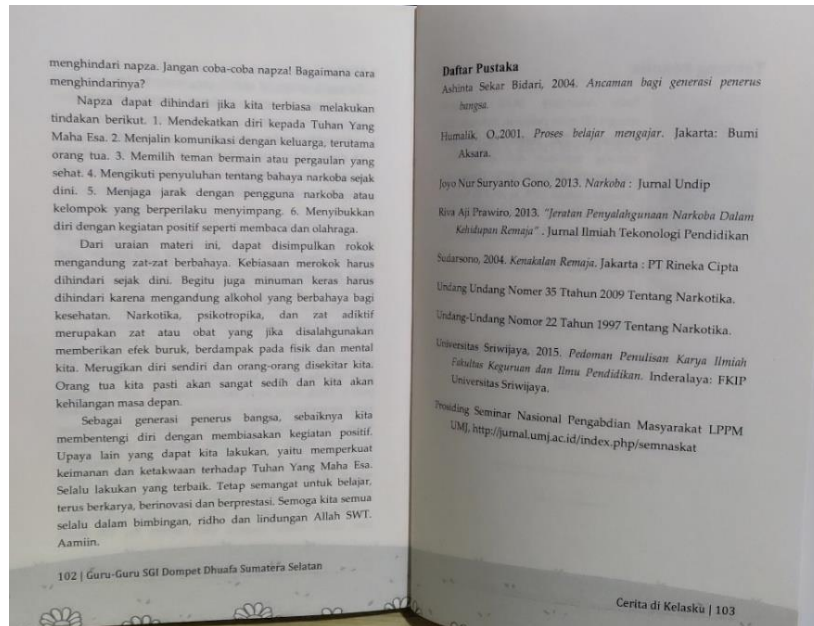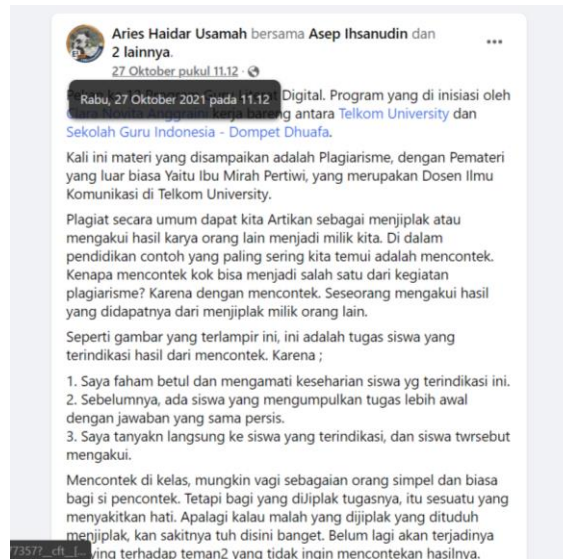
Picture 1. Articles of participants' teaching materials with a bibliography of credible sources of information

In understanding the concept of plagiarism, 16 teachers understood the concept of plagiarism, according to the material that has been given by the speaker. In the task of making reflection writings, the teachers mentioned that plagiarism is plagiarism that violates copyright, the process or act of using other people's ideas or works and considering them as their own ideas/products[1]. The scope of plagiarism that has been understood is stealing and sharing other people's ideas or words and admitting them as one's own, using other people's work without citing the source, stealing literature, and claiming an idea or product that already exists as something new or original[2].

In addition, teachers also understand the consequences of plagiarism, which can be legally prosecuted (imprisoned or fined) according to the regulation of the Minister of National Education of the Republic of Indonesia No. 17 of 2010 and Copyright Law No. 28 of 2014. The following is a screenshot of the writing assignment participants' reflection, regarding understanding and verifying plagiarized works uploaded on social media. Writing a reflection on the verification of plagiarism and uploading it on social media is also an indicator of the fulfillment of information literacy competencies according to UNESCO, the ability to create and use media and information.

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[1] https://dictionary.cambridge.org/dictionary/english/plagiarism , accessed 20 Agustus 2021
[2] https://www.cmu.edu/teaching/designteach/design/instruction alstrategies/writing/preventplagiarism.htm , accessed 21 September 2021

Picture 2. Reflection on the verification of plagiarism works uploaded on social media

Then, on the ability to evaluate plagiarism works, most teachers can recognize plagiarism from inconsistency in language style, sentence structure, and understanding of the topic: the language used is too complicated; not by the level of students; can be found in search engines; and lack of citations. The teachers are not familiar with the use of plagiarism detection applications such as Turnitin or Ithenticate. Teachers who do not meet the achievement of learning objectives for plagiarism material are participants who do not actively participate in webinars and also do not do the assignments.

Furthermore, on the ability to write teaching material articles, fourteen people managed to meet the assessment indicators after several revisions. The indicators that have been achieved in the content of teaching material articles are title that attracts attention, introduction, language style, vocabulary, and closing/punch line (Candrasari, 2021). The introduction can include exciting facts, controversial things, new knowledge, or questions. The style of language can be static, descriptive, narrative, or to the point, not boring. Students need to be invited to understand by asking a lot of questions and being listened to. In addition, be non-judgmental and do not be too quick to give advice. The use of vocabulary must be varied and easy for children to understand. Closing can be in the form of an extract from the whole article or the title/intro as a binder of content. Then it must be conveyed in a funny, bombastic, or the form of a question. This indicator has been fulfilled by the participants. The collection of articles was then published into a book entitled "My Class Story".

The teachers write teaching materials based on the field of study/subject being taught. Therefore, the field of study of the teaching material articles in this book is very diverse. The following are the titles of the articles written by the program participants: Princess Who Doesn't Want to be Touched; Rain; Let's Get Acquainted With The Rights and Obligations!; Apostle Titled Ulul Azmi; The Apostle Dislikes People Who Perform Ablution Carelessly; Free Fire Games Characters Are An Example That Health Is Important; Opportunity; Miscellaneous Garbage; Wara Wiri Entrepreneur; Without Being Late Even

Though The Time Is Tight; Love Domestic Products; Tips For Filling Water Without Overflow Even When Left Playing; Sembilang Island: The World's Bird Food Paradise; Recognizing the Dangers of Cigarettes, Alcohol, and Drugs.

Picture 3. Book cover of a collection of articles of teaching materials made by participants

The inhibiting factors for teachers who have not succeeded in achieving program objectives are time constraints to do the given practical assignments, lack of commitment to participating in an intensive program, and lack of patience in facing difficulties when working on practical assignments to achieve assessment indicators. The participating teachers are working parents who have to manage their time between professional work, household work, and taking care of children/family. In addition, the number of training certifications for teachers' obligations nowadays, with diverse quality SOP, creates such an impression in the minds of teachers, so they are not serious about joining this program. Evaluation of the participants' commitment will be a special note in the sustainability of this program.

Furthermore, the results of the satisfaction questionnaire which were filled out by the participants reached 100% in the answers agree and strongly agree. The following table recaps the results of the questionnaire:

Table 2. Recap of participant satisfaction results

Penilaian terhadap kegiatan	Number of factors that matter			
	Strongly disagree	Disagree	Agree	Strongly agree
This program is useful			3	17
This program improves information literacy skills				20
This program provides and increases knowledge				20
Lecturers and students of this program are friendly and helpfull			4	16
The local community accepts and expects this program now and in the future			3	17
Total	0	0	10	90

Percentage	10%	90%
Total %	100%	

The outputs of this community service program are publications in mass media, video documentation, scientific articles for community service that will be published in the journal Charity Telkom University, Intellectual Property Rights for Plagiarism Module with certificate number EC00202167570/000288900, and the book "My Class Story" with ISBN 978-623-338-522-0 (print), 978-623-338-522-7 (PDF). Modules that have obtained IPR certificates will be used later in program sustainability in other areas.

4. Conclusion

With a score of 100% from the recap of participant satisfaction answers in participating in the program, it can be concluded that the Digital Media Information Literacy Program for Teachers received a very good response. The participants felt the benefits, increased knowledge, increased information literacy skills, and hoped for the sustainability of the program. The improvement of teachers' information literacy skills has been proven through the work of ISBN books, a collection of teaching material articles with the title "My Class Story". Suggestions for this community service program are to improve the participant recruitment system with indicators of commitment to follow the entire series of programs, especially in completing practical assignments. In addition, intensive programs require more human resources in their implementation. Further research on the data that has been obtained is needed to find the determinants of improving the literacy skills of program participants, so that they can be accommodated in the sustainability of the program. The sustainability of the program for other rural areas is urgently needed in order to increase the information literacy of teachers. Literate teachers can educate the nation's next generation to stop the habit of copy paste/plagiarism. Thus, students are able to produce original and innovative thinking in facing the digital era.

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