



The Media Literacy in 21st Century: Role of Teacher in Historical Learning

Rizqa Ayu Ega Winahyu* ; Leo Agung S; Djono

Faculty of Education and Teacher Training, Sebelas Maret University, Indonesia
Email: gaega82@gmail.com

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Abstract

This research is elucidating the teacher's roles in the implementation of media literacy in the historical learning. The research site is in Senior High School 2 Magelang with the subject of research is the history teachers and students in 10th grade and 11th grade. The qualitative method with case study approach was used in this research to get deeper data that contain the meaning. The data collection was conducted through the observation by plunging into the field and observes directly how the conditions are running in the classroom. Then in addition, the authors also conducted interviews with the teachers and students. These data collection, then combined or triangulated with observation, interview and documentation. This research shows that the teacher's role in media literacy is necessary in the process of learning history. The media-based learning process requires supervision and direction from teachers because there is a potent to have positive and negative impacts.

Keywords: 21st Century Media Literation; Historical Learning; Teacher Role

Introduction

The development of technology is increasing the easiness to access the information. In the everyday life, information is such as the primary need for the society. The society is very thirsty for the information. Consuming information is becoming a new lifestyle. The information is generally packaged into various types of media, such as printed media, newspapers, magazines, books, electronic media, radio, television, and digital media (Wiedarti., 2016: 9). Today, the information is commonly presented in the form of electronic and digital media that complement each other. This is being considered as the cause of the rapid development of technology that produces advanced such as a smartphone and computer.

This rapid development of technology and information are neglecting the existence of printed media. Even the printed media such as books, newspapers, and magazines are still produced and often used, however, its existence is distracted. In addition, there is an economic reasons that impulse the cultural shift in society from printed society to digitized society (Baran., 2011: 26). For the vast majority of scientists, the engine and its development are the decisive factors that drive the economy and cultural progress. In the perspectives of the society, the printed media is too expensive and often unreachable, while using smartphones or computers' value is considered cheaper and more accessible.

Many people have undergone with a change, including for the new behavior that is considered more benevolent than the previous behavior. The change is not only happening in the community, but also in the particular environments, such as schools that is represented as the places for learning and gaining the knowledge. In the school, the knowledge and skills is given to the students by through the learning subject. The important aspects of the learning process are reading, writing, and numeracy that is considered as the basic skill to understand the other sciences. Reading and writing are mandatory because these activities are the part of the most learning activities. However, reading or writing activities are an expensive activity and not everyone can do these activities. According to Baran (2011: 82), most of the people work from early morning until the dawn just to live. If there is a need to read, it is done at night by using candles. Thus, reading is then valuable activities.

Now, time has passed and times have changed because of the tendency of social movements. Burke (2001: 135) reveals that there are two types of social movements, whether the movement is essentially to initiating the process of change or the movement as the reaction to the current change. What is happening now is when the activities are considered taboo, expensive and difficult to do in the past is to be easy nowadays. As we go through the 21st century, media shapes and reflects the current culture of society. In this situation, the media literacy plays an important role as the skill for everyone (Baran., 2011: xxiv). A person who acquires the media literacy ability, is considered as someone who capable of using process skills such as awareness, analysis, reflection, and action to understand the meaning. In the 21st century, the technological developments are getting more sophisticated in line with the demand of technological involvement. One of the forms of the collaborated learning and technology is the use of media in learning. In the media literacy, the students are required to understand comprehensively, thus, in this collaborated learning, the teachers play an important role.

In the current trend of the historical learning process, the students are commonly using media literacy. According to Sartono Kartodirjo that cited by Rustam E. Tamburak (2002: 14), the notion of history can be divided into two meanings. First, history in the subjective sense of the construction. History is a building that composed by the author as a description or story that includes a series of facts of historical phenomena, both in the process and structure. Second, history in an objective sense that refers to events in the historical processes. Meanwhile, history has been described more detail by other experts, perhaps the authors perceive that anyone who forgets completely in his past can be likened to those who are mentally ill. They will lose their identity and, therefore, become a danger to their society, partly because their behavior is uncertain and irrespective to the norms or living values that prevailing in their environment (Kartodirjo., 1992: 23). From this perspective, history becomes important learning subject because it relates to everyday life of humans. The importance of history is supported by a Kochar's statement (2008: 47) that history is studying about the human behavior as a whole in the past. This statement is further reinforced by Widja's (1989: 23) that the study of history is a combination of learning and teaching activities in which the students learn about the past events. Learning history has more value in the learning of student life. By learning the history, the students can learn things from the past, present and future.

In the concept of 21st century media literacy, the learning history tends to use technology. For instance, in order to learn about museums or historical events, the students do not need to come to the historical sites. Just playing the documentary film in the classroom, the students are able to give an awareness of the place. Bellino (2008: 99) stated the utilization of the film as an exemplary case study of a medium that fosters historical thinking. The Bellino's article illustrates the mutual harmony between the construction of historical understanding and articulation of media literacy as a dispositional tendency to think critically about messages and media representation. The use of media in the learning process has positive values as well as benefits. However, it also causes a negative effect. According to Juditha's statement (2013: 47), the children are categorized as the group that most vulnerable to a positive or negative impacts of mass media such as television, radio and internet. Thus, they require the supports from the adults or teachers in the learning history process. In the learning history of teachers could serve

as the facilitators who are ready to provide direction to their students. And for the sake of smoothness in the process of formal education, the presence of teachers in the classroom is still urgently needed. Teachers carry out their main tasks and functions in the multirole as educators, teachers and trainers (Danim., 2002: 15). Another aspect that should be noted, according to Arief Sadiman (2006: 23), is that the selection of media should not be separated from the context of learning instruction as a whole.

Although 21st century literacy in history learning has its benefits and in accordance with the need of the society, the teacher's role is still considered necessary to control the media literacy. The teachers have an authority to control the students in the school. Arming with media literacy, the teachers could provide an explanation and understanding to students regarding the purpose of media usage. And on this occasion, the authors are trying to explain about the media literacy in the 21st century. Beside that the authors also interested in focusing the explanation of the conditions, obstacles, and how the role of teachers in media literacy of the 21st century, particularly in the historical learning process. Because media literacy in the 21st century is actually offering a concept of educating anyone in dealing with the media.

Methodology

The qualitative method was used because it obtained in-depth data, particularly in the aspect of the meaning. The meaning is the actual data that cover the valuable meaning behind the visible data (Sugiyono., 2012: 15). The case study was employed as the qualitative research strategy in this research. The case study was intended to find a deep meaning from the subject of research, thus, the keywords of the study case are narrow and deep (Son., 2013: 188). This research conducted in the Senior High School State (SHS) 2 Magelang in Central Java, Indonesia. The subject of research is the history teachers namely Prijadji and Sandika, then the students of 10th grade and 11th grade. In the qualitative research, the main data collection techniques are participant observation, in-depth interview, documentation study, and the triangulation of the techniques (Sugiyono., 2012: 401). The data collection gathered through the observation in which the authors plunged into the field and observe directly how the conditions are running in SHS 2 Magelang. Then, in addition, the authors also conducted interviews with the teachers and students. Those two techniques of data collection were then combined or triangulated with the observation, interview and documentation. The authors focused on data collection by triangulation that was divided into two approaches: the triangulation of technique and the triangulation of source.

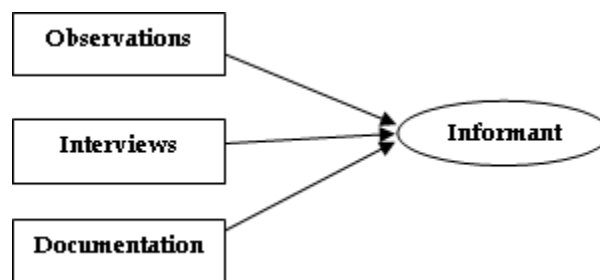


Fig. 1 Triangulation of the techniques of data collection

According to Miles and Huberman, the analysis consisted of three simultaneous activity flows that covers the data reduction, data presentation, conclusion or verification. Those activities were conducted after the data collection and data analysis.

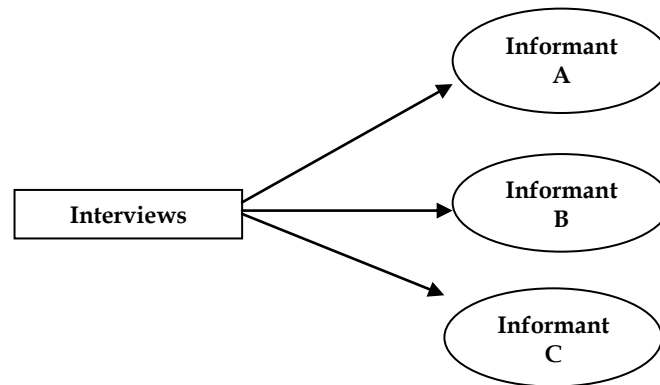


Fig. 2 Triangulation of the source of data collection

Results and Discussion ***Literacy in the 21st Century***

The teachers' understanding about the media literacy in the 21st century in SHS 2 Magelang shows that the teachers has understood the purpose of the literacy. Teachers no longer rely on the government textbooks as the only source of learning. As the teachers of SHS 2 Magelang, Prijadji's and Sandika's realizes that the implementation of student centered learning will evoke the student's activities. In addition, according to Prijadji, the media literacy of the 21st century in the course of history should be used as a new approaches of the students' learning resources. Meanwhile, for the teachers, the media literacy is also used in the same way to expand the teachers' knowledge. Prijadji state that the media literacy, in general, is consisting of the reading and writing activity, which should be done by students during the learning process. It means, unconsciously, the students have already implemented the literacy during the learning process. However, the literacy interpretation is still unreachable. The program of literacy that initiated by the government, namely *Gerakan Literasi Sekolah* or the School Literacy Movement includes several components: basic literacy, media, libraries, technology, and visualization. Such as the current media literacy, in the authors' understanding, is all matters relating to the media, television, radio, newspapers, and internet. It is because the 21st century is associated with the development of technological sophistication. Therefore, it might be the learning with technological sophistication or utilizing the emerging technologies if it is connected with the media literacy of the 21st century. Meanwhile, Sandika explains that the 21st century media literacy in historical learning is the condition when the teachers and students are required to utilize learning by using media such as internet, television, radio and newspapers.

Role of Teachers in The Media Literacy Of the 21st Century

According to Prijadji, the role of teachers is very important in the learning history, even the Curriculum of 2013 has posited teachers only as the facilitator and educator, who have roles to accompany the students in the learning process. The important role of the teachers is to support the students in facing a lot of fake information that would be dangerously as the controversial subject matter of history. The students must be prevented with the knowledge and other evidence to evolve the students' critical thinking. Thus, the teachers' role is very important to teach, explain, and directed the students to select the appropriate information and opinions. Before the learning process, the teacher has prepared the lesson plan and materials that needed in the learning process. The lesson plan and materials should be differenced, and as the consequence is the media that teachers utilized will be made to be different. It will

make the student feel enthusiastic because of the teachers use various learning material and media in learning history.

For example, in the historical learning activity, Prijadji invited students to visit the historical location and then introduced with a witness of history that is a veteran of war. The students can trace the history from the scene of the witness. The students are allowed to ask any questions about history directly on the condition of the past in the frame of local history or history of independence. Thus, the questions that students make are still appropriate and not deviated from the topic of learning. During that time, the teacher also had the opportunity to teach the procedures of investigation or interview and what tools should be prepared such as the camera, recorder and notes. Then the students learn to use the media as a tool of historical research, collected the data, and then analyzed the historical writings in the form of media, books, documentaries, and historical recordings. Furthermore, beside of the academic results, the students should be able to get a lesson or values from the research activities. The students can learn how to struggle, how to work together, and how to become someone who has the experience of finding to the perpetrators of history. As soon as possible, the students will feel like a journalist. The psychological impact of these activities is to develop the self-confidence, journalistic spirit, nationalism, patriotism, critical thinking, and spirit in learning and knowing the history. The conclusion is that in this 21st century, the historical learning is no longer monotonous, only with the textbooks as the main resource of learning, but it can utilize various media and accompanied by directions and explanations from the teachers. Meanwhile, according to the role of teacher, Sandika stated that the media literacy of the 21st century is very important. By the media literacy, the students would not be carried away. The point is that the students need to be taught with various media of learning. The students also have been looking for their own source of learning history and the feared source of history that had been found by the students could not be justified. This means that the teacher is in charge to accompanying as well as supervising, and directing the students in order to prevent the students falseness in consuming the historical information.

In the implementation of learning history, the teachers have been using or utilizing the media literacy. And in the 21st century, this is not mumbles again, only students invited to the museum, then afterwards only given the task of collecting papers. The role of teachers is very meaningful to provide assistance and methods or new learning strategies. By their role, it is impossible for the students to work independently with books as a source of information. It's an old-fashioned thing like that. In the further practice of learning history there would be many disputes, controversy that eventually brought into history. Then through history, there are things that are deflected in the interest of a person of authority. There are also disputes and seizures, thus, the students need to be currently taught history with new approaches and curriculum. For instance, the current historical learning could utilize the media literacy such as newspapers, internet and television as well as academic journals or historical reference books. The controversial topic could be employed as the learning material, such as about the implementation of Islamic law or sharia in Aceh.

Media quickly preach the news and as the consequence is there are pro and contra. Teachers should perceive it as the factual topic that can be used as the learning material relate to the history of the Acehnesse Kingdom. The main objective is that teachers could teach the historical material, but are associated with current problems. The way is to have the students understand the news that the publication between the pros and the contra, then, the students looking for writing sources about the Kingdom of Aceh. It is expected that students can learn by utilizing various media sources so the students are not easily led to a certain opinion.

The obstacles

In every process of learning, the obstacles mostly found in the terms of the facilities and infrastructures that ideally supported the students and teachers activities. The student's obstacles are often encountered in the problem of the differentiation of students' Intelligence Quotient (IQ) in which each child has their own IQ. This differentiation makes the practice of learning face various character of students in which, sometimes, there are students who easily understood in a single explanation, and at the opposite, there are students who need to repeatedly learning to understand the learning material. The next obstacle lies in the students less understanding of gadgets or advanced technology utilization. Therefore, the teacher plays a role in this situation to facilitate the students' technological utilization. Another obstacle is the infrastructure constraints in the form of the provision of reference books that are still lacking in number even though it is enough for its kind. The teachers' constraint is the limited space to articulate their teaching creativities, especially then the teacher meets the students who cannot immediately understand the learning material, and the teachers only have limited time due to the school system. In this circumstance, the teacher can only explain in the extra time for the learning hours. The obstacles encountered by Sandika are also almost the same. The exception is only because he is still a young teacher and for this reason, some of students ignore the command although still respecting him.

Conclusion

Consciously, the utilization of literacy in the learning process has been mostly done by the teachers and students. Activities such as reading and writing are not a novelty for students. These activities are often done during the learning process. However, what distinguishes is the media literacy in the 21st century now has another meaning regarding to the development of the technology and information that is expected to accommodate the use of literacy including media literacy. In applying the media literacy, the teacher's role is needed to achieve the goals of the media literacy. The impact of media literacy varies greatly between positive and negative. This 21st century media literacy will have a positive impact if the teacher is playing their role properly. However, the negative results will also be obtained when the students learn by utilizing media literacy without any direction or out of control. Therefore, the authors conclude that it is important for the teachers to understand the importance of the media literacy in the 21st century. Besides that, the government should evolve the teachers' experience or guidance to improve the quality of the teachers.

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