Media Literacy Education for Students During Learning Online the Covid-19 Pandemic

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Abstract: One of the impacts of the COVID-19 pandemic is felt in the world of education, namely the Government's policy that all learning activities must be carried out from home online. With this policy, students tend to be affected by negative impacts during online learning due to the increasing consumption of the digital world. Therefore, media literacy education is needed for students so that it can become the basic ability of students to overcome negative and negative influences to improve understanding to build knowledge and have more critical thinking about information obtained from the media, especially for students who are currently learning from home online. This study uses a research method with a literature review with data collection techniques carried out through an in-depth study of various reference sources. The results of the analysis show that media literacy education for students during online learning during the covid-19 pandemic is a basic skill that is so important for a student to have, not only for online learning but also for learning in the 21st century as it is today. Media literacy education skills can be applied during online learning by applying skills such as access, select, understand, analyze, verify, evaluate, distribute, produce, participate and collaborate.

Abstract: Dampak pandemi covid-19 salah satunya dirasakan dalam dunia pendidikan yakni dengan kebijakan Pemerintah bahwa seluruh pelaksanaan pembelajaran harus dilaksanakan dari rumah secara daring. Dengan adanya kebijakan tersebut, maka siswa cenderung akan terkena dampak-dampak negatif selama pembelajaran daring karena meningkatnya konsumsi dunia digital. Maka dari itu, diperlukannya pendidikan literasi media bagi siswa agar dapat menjadi kemampuan dasar siswa untuk mengatasi pengaruh negatif dan guna meningkatkan pemahaman agar dapat membangun pengetahuan dan memiliki pemikiran yang lebih kritis terhadap informasi yang didapatkan dari media terutama pada siswa yang saat ini melakukan pembelajaran dari rumah secara daring. Penelitian ini menggunakan metode penelitian dengan kajian literatur review dengan Teknik pengumpulan data dilakukan melalui penelahaan yang mendalam terhadap berbagai sumber referensi. Hasil analisis menunjukkan bahwa pendidikan literasi media bagi siswa selama pembelajaran daring di masa pandemi covid-19 merupakan kemampuan dasar yang begitu penting untuk dimiliki oleh seorang siswa, tidak hanya untuk pembelajaran daring tetapi juga untuk pembelajaran di abad 21 seperti sekarang ini. Kemampuan Pendidikan literasi media dapat diterapkan selama pembelajaran daring dengan menerapkan kemampuan-kemampuan seperti mengakses, menyeleksi, memahami, menganalisis, memverifikasi, mengevaluasi, mendistribusikan, memproduksi, berpartisipasi, dan berkolaborasi.

A. Introduction

In 2020, the world has been hit by a new virus outbreak that has changed people's lives in all aspects of life. The virus was given a name, namely the Covid-19 Virus. The rapid spread of the COVID-19 virus has forced the whole world, especially the Indonesian government, to issue new policies to reduce the spread or transmission of COVID-19 by implementing physical distancing and Large-Scale Social Restrictions (Yanuarita & Haryati, 2021; Nasrudin & Haq, 2020; Widiastuti, 2021).

One of the impacts of the COVID-19 pandemic is felt in the world of education. The government makes a policy that all learning activities must be carried out from home virtually or online. By implementing learning from home, it is hoped that can reduce the spread of the coronavirus in schools or colleges (Atiqoh, 2020).

According to the Government, online learning from home is considered a fairly effective alternative during the COVID-19 pandemic, where all activities are completely limited. However, it turns out that online learning from home is complained of by various parties because there is still a lack of mastery in the use of communication and information technology (Sobron et al., 2019; Yanti et al., 2020; RP Sari et al., 2021).

In addition to the lack of mastery of communication and information technology for students, it turns out that the application of online learning is not an easy thing to do, especially for students who live in areas where internet network access is not very good and some are not covered by the internet network (Robandi & Mudjiran, 2020; Suriadi et al., 2021).

Then, online learning from home makes students use the internet in their daily lives to increase. According to Irawan et al (2020) Internet users in 2020 increased by 73.7% with a total population of 196.71 million internet users. Where internet users have increased from 2018 by 8.9%.

The increase in internet use among students triggers various negative impacts that can occur on students such as students not being focused on learning activities, lazy to study, forgetting time, fraud, hoax news, being narcissistic, losing privacy, easily getting pornographic content, cyberbullying to cybercrime (Putri et al., 2016; Pandie & Weismann, 2016; Triastuti et al., 2017; Zulfitria, 2017; Hasanah et al., 2020).

To reduce the negative impact that occurs on students, especially during online learning on the COVID-19 pandemic, media literacy skills must be needed. Media literacy has an important role for students during online learning because media literacy is a basic skill that students must have in evaluating, accessing, analyzing content that exists in the digital world (Hidayat & Ginting, 2020; Hidayat & Lubis, 2021).

By having media literacy skills, it is hoped that students can have a good way of thinking so that learning carried out from home online can run effectively and students can also use communication and information technology wisely to reduce the negative impacts that arise especially during online learning.

B. Method

This study uses a research method with a literature review related to media literacy education for students during online learning during the covid-19 pandemic. According to(Daughter, 2020) Literature review is a study whose research object is based on books, scientific articles, journals, mass media, or statistical data.

According to Zed (2014) Literature review is not just collecting data or information sourced from books, journals, or others, which are then read and studied as research material. However, a literature review must also require a process in processing data so that it can be used as research material.

The data collection technique in the literature review is by conducting an in-depth study of various reference sources in the form of books, journals, scientific articles, and so on whose sources must have an appropriate relationship to the problem or object to be studied so that it can solve the problem (Salman et al., 2021).

C. Result and Discussion

Online learning, especially during the Covid-19 pandemic that has been carried out by students, should have the ability, knowledge, in the fields of technology, media, and information, skills, and innovation in learning so that students can master and succeed both in learning and in life.

Partnership for 21st Century Learning (P21) has developed a 21st-century learning framework, one of which is the ability of media literacy, digital literacy, and information communication technology literacy where these abilities can be mastered by students so that they can improve learning or student activities in daily life in the digital world (Partnership for 21st Century learning, 2015; Wijaya et al., 2016).
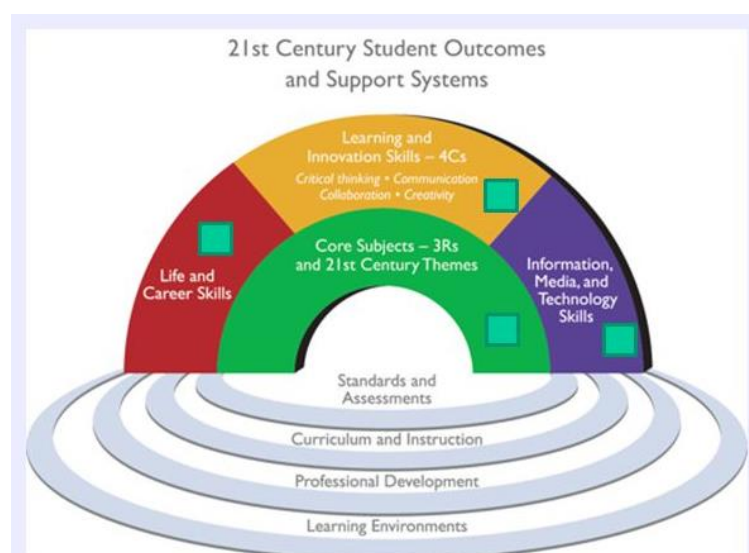

Figure 1. 21st Century learning framework

Media literacy is one of the indicators in today's 21st-century learning. it can be said that the role of media literacy during online learning, especially during the covid-19 pandemic, is the most important thing for students. According to Ainiyah (2017) The media literacy movement in the world of education for students is expected to be able to develop students' abilities in accessing all learning resources.

The word media literacy consists of two words, namely from the word literacy which is defined as a person's ability or skill in reading and writing, while media can be interpreted as a means or means of communication. Thus, it can be said that media literacy

is the ability to find, understand, and utilize information sources that can be obtained from the media (Kurniawati & Baroroh, 2016).

The reason why media literacy education is very important in the digital era and during the COVID-19 pandemic is to increase understanding so that they can build knowledge and have more critical thinking about information obtained from the media, especially for students who are currently learning from home independently. online.

There are various objectives of media literacy education during online learning during the covid-19 pandemic, namely firstly to be able to help build an understanding, secondly to become a regulator for someone in accessing media in daily life, and thirdly to have the ability to distinguish between appropriate and inappropriate information that can be used as learning material (Rahmi, 2013; Hidayat & Ginting, 2020).

According to Sari (2018) Media literacy education in learning can provide opportunities for students to understand the various types of meanings that they get during online learning from home. The concept of media literacy education is also inseparable from the concepts of multiple ways of knowing, multiple intelligences, and pedagogical abilities that have been proven to increase the value and effectiveness of students in learning.

Besides, opinion Fernanda et al (2020) also stated that there are factors that make media literacy education so important, namely: (a) Information for learning for students is available very much and widely, (b) being the ability to be able to obtain good learning information and obtain information that is following learning, and (c) can simplify and save the search for learning information.

Media literacy education during online learning during the COVID-19 pandemic makes students have the ability to ensure that the information obtained must be accurate and come from trusted sources. Students must also be able to choose which information can be prioritized based on the level of importance and interest.

Then, with media literacy education students can understand how to use, access, and apply media as online learning media, especially during the COVID-19 pandemic. With media literacy education, it can also be expected that students can use learning information obtained from the media appropriately and effectively.

Media literacy education for students can be integrated into the learning curriculum by educators by providing learning habits that are not only related to how to read and write but can also develop an oral culture so that it can produce discussions related to the learning being carried out.

Then, educators, schools, and other aspects related to learning must also begin to consider continuing to improve media literacy education for students. Media literacy education must be well prepared so that it can be carried out in stages by the readiness that has been carried out by various parties in online learning.

This was also expressed by Teguh (2017) that schools must seek media literacy education for students in online learning that includes various school capacities, such as facilities, facilities, and infrastructure, reading materials, the readiness of educators, and other support systems. Then, during the implementation of online learning, schools must also allocate sufficient time to support media literacy education.

Media literacy education can also minimize the negative impacts of students during online learning, such as lazy learning, getting information from unclear sources, even cyberbullying and cybercrime. Therefore, students tend to be vulnerable to negative

impacts during learning from the Covid-19 pandemic due to excessive consumption of digital media.

Therefore, Asari et al (2019) mention that there is an effective media literacy education competency to be applied by students not only during online learning but also throughout life. Competencies that can be applied in implementing media literacy education for students in learning are the competence to access, select, understand, analyze, verify, evaluate, distribute, produce, participate, and collaborate.

Later, the level of media literacy competence can also be seen by using an individual competence framework that can be used to measure the level of media literacy skills that students already have. The measurement of the weight of the media literacy ability value is seen from two indicators, namely, first, individual competence, in which there are two criteria, namely technical skills, and critical understanding, and secondly, social competence by having one criterion, namely communicative abilities (Commission, 2009; Latif, 2019).

D. Conclusion

Therefore, we can conclude that media literacy education for students during online learning during the covid-19 pandemic is a basic ability that is so important for a student to have, not only for online learning but also for learning in the 21st century as it is today. Media literacy education skills can be applied during online learning by applying skills such as access, select, understand, analyze, verify, evaluate, distribute, produce, participate and collaborate.

It is hoped that media literacy education for students can be given sufficient time so that there can be an increase in media literacy skills for students. In addition, it is also expected for educators to be able to provide continuous education related to media literacy to students, so that in the future students can have media literacy skills not only during online learning but also for the ability to use media in everyday life.

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