

Strengthening of Digital Media Literacy-Based Character Education on Hoax News Spreading to Students (Case Study on Citizenship Education Learning in SMP Negeri 2 Bandung)

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ABSTRACT

Through citizenship education subjects' students can grow and develop digital media literacy. This digital media literacy includes improving knowledge and skills, and awareness will be the use of digital media and the Internet. The method used in this research is a case study with a qualitative approach, which will be applied in schools. The results of this study show: how the implementation and success of character education based on digital media literacy based on the spread of hoax news to students in citizenship education learning. After conducting research, the program of strengthening character education through digital literacy-based citizenship education subjects is successful in counteracting the spread of hoax news, and can foster student awareness in the use of digital media and the internet.

Keywords: Strengthening Character Education, Digital Media Literacy, Hoax

INTRODUCTION

Digital media literacy is very important to apply to students, especially in today's digital era, where fake news / hoaxes circulating on social media will always be an endless link. The development of digital media and information technology provides a challenge for users in accessing, selecting, and utilizing information and the ability to trace that information requires the accuracy and quality of information obtained by its users. This ability is now known as literacy which is understood more than just the ability to read and write. But more than that, literacy is the ability of individuals to use all the potential and skills possessed in life. This situation makes the reason why digital media literacy is needed. Digital media literacy programs are needed to realize users who are able to know what they need, strategies in tracing relevant sources of information, weighing, using and disseminating them the right way (Herlina, 2015)

The widespread use of the internet and digital media among children and adolescents, as well as easy internet access that can be done through gadgets has a negative impact on children and adolescents in Indonesia. Children and adolescents in Indonesia access the internet and use digital media with minimal parental supervision, so the lack of parental supervision of the use of digital media by children will have a negative impact on negative behavior, because not all information is spread on digital media and true internet (hoax) for consumption by children and adolescents of Indonesia. Indonesian children and adolescents are very vulnerable to exposure to negative content, such as action porn and pornography that is spread on the internet (MS & Swadayani, 2014).

One way to correct this negative behavior is to use character education that is not only at home, but also structured in school. One of the government's efforts on character education is Strengthening Character Education which is integrated in the National Movement for Mental Revolution, which is a change in the way of thinking, behaving and acting for the better.

Efforts to build character among students so far have been carried out in the school environment, one of them is through Citizenship Education as a monolithic subject. In the Law of the Republic of Indonesia Article 37 Number 20 of 2003 concerning the National Education System, it is stated that one of the primary and secondary education curricula must include Pancasila and Citizenship Education which aims to educate good citizens, namely (1) sensitive to new information made knowledge in his life; (2) citizens who are skilled: (a) sensitive in absorbing information; (b) organizing and using information; (c) fostering patterns of interpersonal relationships and social participation; and (3) citizens who are committed to democratic values, as required in building a democratic and civilized society (Agung, 2017).

This paper then wants to discuss the importance of strengthening character education based on digital media literacy in learning specifically civic education to prevent the practice of freedom of expression of irresponsibility on social media, especially the spread of false news (hoaxes). This paper is specifically for students, especially junior high school children, so they can control themselves in digital media, especially searching for the right information to be shared. Digital literacy can make a positive contribution for students to go further, that is, becoming the front guard in healthier social media.

RESEARCH METHOD

Research Approach

In this study, researchers used a qualitative research as an appropriate approach in solving problems of social phenomena, humans, and the environment that have a connectivity between each other. Qualitative research is a process of steps used to gather and analyze information to increase researchers' understanding of a topic or issue that they want to study.

According to Creswell (2012, p. 16), that qualitative research is: " qualitative research is best suited to address a research problem in which you don't know the variables and need to explore. The literature might yield little information about the phenomenon of study, and you need to learn more from participants through explorations. " deepening of a social phenomenon or social environment consisting of actors, events, places and times.

Based on the definitions of the qualitative approach, it can be concluded that qualitative research is a study that examines social problems that occur in society where to search for information researchers are used as the main tool, after the data are obtained then arranged in detail in the form of words or narrative descriptions .

Research methods

The method used to analyze the problems in this research is to use the case study research method. According to Creswell, case studies are a research strategy in which researchers investigate carefully a program, event, activity, process, or group of

individuals (Creswell, 2010, p. 20). Meanwhile Bogdan and Bikien (in Al Muchtar, 2015, p. 146) states that the case study method is used for detailed testing of one subject or person or a place for storing documents or a particular event.

RESULTS AND DISCUSSIONS

Literacy is defined as literacy in letters, then reading and writing skills, as well as reading and writing skills. Understanding literacy when viewed in the context of its use according to Baynham (1995, p. 65) states that literacy is the integration of listening, speaking, writing and reading skills, and critical thinking. Literacy in English "literacy" comes from the Latin littera (letters) which means understanding the mastery of writing systems and conventions that accompany it (Iriantara, p. 4). According to Kern (2000, p. 4), literacy is the use of social, historical and cultural practices and creates and interprets through texts. Understanding literacy requires sensitivity to these relationships. Sensitive here means that literacy is dynamic and not static, and varies within a community.

According to Wahid and Dhinar (2017, p. 182), the term literacy is not only used specifically for the media, will be but it is also widely used to refer to a variety of terms, such as computer literacy, digital literacy, and political literacy. Media literacy is more specifically defined referring to the type of technology used. Digital literacy is essentially the same as media literacy, which is a practice that offers the capacity or competence to use media, either understanding it, producing it, or knowing its role in society (Hoeehsmann and Poyntz, 2012, p. 1).

While the word digital comes from the word digitus, in Greek which means fingers. If someone's fingers are counted, then there will be ten (10). The ten value consists of 2 radix, namely 1 and 0. Therefore, digital is a depiction of a number condition consisting of numbers 0 and 1 or off and on (binary number system), can also be called a istilat bit (Binary Digit) .

According to UNESCO literacy is the ability to identify, understand, interpret, create, communicate, count and use printed and written material related to various contexts. Literacy has a broad meaning as suggested by Unsworth (1993), namely the mastery of a stage of knowledge based on the integration of listening, speaking, reading, writing, arithmetic and thinking skills. While the word digital comes from the word digitus, in Greek which means fingers. Digital literacy is the ability and competence that shows, finds, evaluates, and accepts or rejects information on the use of digital media and the internet (Fieldhouse and Nicholas, 2008: 49).

Paul Gilster first put forward the term digital literacy in his book of the same name (Gilster, 1997 in Riel, et. Al. 2012: 3). He stated that digital literacy is the ability to use technology and information from digital devices effectively and efficiently in various contexts such as academic, career and daily life (Riel, et. Al. 2012: 3). According to Paul Gilster (2007) digital literacy is the ability to understand and use information in many formats from various sources when it is presented through a computer. Gilster (2007) extends the concept of digital literacy as the ability to understand and use information from various digital sources, in other words the ability to read, write, and relate to information using technology and formats that existed in his time.

Digital literacy is a set of basic technical abilities to run computer and internet devices. Furthermore, he also understands and is able to think critically and evaluate digital media and be able to design communication content. According to Paul Gilster,

quoted by Dyna Herlina S, digital literacy is the ability to use technology and information from digital devices effectively and efficiently in various contexts such as academic, career, and everyday life. Another case according to Martin, digital literacy is a combination of several forms of literacy, namely: computers, information, technology, visuals, media, and communication. With these six basic literacy skills, Martin formulated the following dimensions of digital literacy:

- a. Digital literacy involves digital action capabilities that are bound by work, learning, pleasure and other aspects of daily life.
- b. Individual digital literacy varies depending on the daily situation he experiences and also the lifelong process as the individual's life situation.
- c. Digital literacy involves the ability to collect and use knowledge, techniques, attitudes and personal qualities as well as the ability to plan, carry out and evaluate digital actions as part of solving problems / tasks in life.
- d. Digital literacy also involves one's awareness of the level of digital literacy and the development of digital literacy.

Based on computer and information literacy, Bawden developed a more comprehensive concept of digital literature. Bawden said that digital literacy involves the following aspects:

- a. Assembling knowledge is the ability to build information from a variety of trusted sources.
- b. The ability to present information includes critical thinking in understanding information with awareness of the validity and completeness of sources from the internet.
- c. The ability to read and understand material information that is not sequential and dynamic.
- d. Awareness of the importance of conventional media and connecting it with networked media (internet).
- e. Awareness of people's network access that can be used as a source of referrals and help.
- f. Use of filters for incoming information.
- g. Feel comfortable and have access to communicate and publish information.

Based on the various definitions above, thus what is meant by digital literacy is the interests, attitudes, and abilities of individuals in using digital technology and communication tools such as smartphones, tablets, laptops, and desktop PCs to access, manage, integrate, analyze and evaluate information, build new knowledge, create and communicate with others in order to participate effectively in the community.

Digital Diera, not only students who must be digital literate but teachers must, teachers must use the new pedago gis method and must understand communication information technology to be able to facilitate the development of competencies in students so that what students get from the internet can be related to learning, and students can see the relationship between knowledge acquired outside of school with lessons learned in the classroom. Digital technology is everywhere in the daily lives of young people, including those who have vision, and have been integrated with various aspects of education. The literature describes the transition to university, which we call transition 1.0, as an individual experience where students are located with the help of independent spending and completed with tertiary settings. There are some important structural differences between digital and non-digital resources is the increasing prospects for the use of digital resources in the classroom and digital is done in an environment that supports interactive learning.

Young people in this digital era have attracted many researchers' attention that digital media has value and potential in learning to provide opportunities for young people to pursue their own interests with the media to get along, play around, and geeking out. Digital technology has changed the act of reading and writing to learn, rapidly developing technology is coming to change all areas of life, therefore a new existence can be assumed as one of the most, the majority of students enter the context with digital tools such as social media as well as the educational context.

Media literacy is a new concept in Indonesia will but studies in other countries in the world have a lot to do (Livingstone, 2004). To deal with the exposure of mass media, media literacy activities become a strategic way to protect audiences from the rush of mass media impressions. In Indonesia, media literacy activities are driven more by concerns that the media can have a negative impact. Children and adolescents become the beneficiary group in media literacy activities because this age group is considered as the group most vulnerable to the impact of the media so it needs to be protected.

One way to remedy this negative impact is to use character education that is not only at home, but also structured in schools. One of the government's efforts on character education is the Guidelines for Character Education which are integrated in the National Movement for Mental Revolution, namely changes in ways of thinking, behaving and acting for the better (Benaziria, 2018).

Character education is an effort to form a character that is an effort physically and spiritually to shape a person's character so that he can become a complete human being with conscious and planned actions. In SMP Negeri 2 Bandung, implementing character education strengthening refers to Presidential Regulation Number 87 Year 2017 Article 3 on Strengthening Character Education (Kemenkes, 2017: 1) that there are five main character values derived from Pancasila, namely religious, nationalist, integrity, independence, and mutual cooperation. Furthermore, the implementation is integrated with the Bandung Masagi program, where schools implement three program bases in the formation of children's characters, namely in learning, extracurricular and in habituation, the principle is based on child-friendly schools.

Pancasila and Citizenship Education as character education in schools to me m responded very appropriate as one of solving problems both in matters related learning materials as well as the circumstances that occurred in the life of the nation , especially regarding the problems spread of false information (hoax) , thus character education and civic education is an inseparable unit (cogan, 1998, p. 11).

In SMP Negeri 2 Bandung students often use the internet in learning, especially civic education lessons where this lesson is part of a very broad social learning, so learning in the classroom will not be enough to give understanding to students, so that the learning independence of each child is needed that is by finding your own material via the internet. Here this strategy can help children become accustomed to independent learning and understand the process of finding information carefully before the information becomes learning material. The results of the information that students get must be thoroughly checked several times with the help of teachers so that the information they get is valid and not fake (hoax). Students recognize the importance of digital in helping them learn because not all learning material is in the textbooks they have, where students must be smart in anticipating hoax news that is on the internet.

Application of digital literacy in schools requires the teacher as a facilitator to not only utilize learning resources in the school as only rely on materials reading textbooks, but are required to study a range of learning resources, such as magazines, letters newspapers, internet, and digital media. It is very important to apply, so that what is learned is in accordance with the conditions and developments in the world. Through the subject's civic education also teachers can foster and expand digital media literacy on learners. This digital media literacy includes improving knowledge and skills, and awareness will be the use of digital media and the Internet. So that digital ethics appears in the use of digital media and the internet (Benaziria, 2018).

Citizenship Education subjects that play a role in fostering digital ethics in students as young citizens, especially in SMP Negeri 2 Bandung which includes students' understanding of the use of digital media in a positive and responsible manner, and how to communicate safely online. Citizenship Education can be effectively used as a medium for growing and developing digital literacy in students, if teachers use and apply appropriate learning models in the Citizenship Education learning process at school. This is like done by the Citizenship Education teacher at SMP Negeri 2 Bandung where in learning always uses the right learning model where students in searching for information on the internet always see the source of information first before the information is used. When the phenomenon of weak parental supervision of the use of digital media and the internet is carried out by children and adolescents, educational institutions through teachers must immediately overcome these weaknesses, by instilling, growing and developing "literacy" digital literacy to students and subjects that are appropriately used in growing the character of digital citizenship is through Pancasila Education and citizenship.

In line with the opinion of Choi (2016) put forward digital citizenship as ethics. Digital citizenship as ethics refers to how to use the internet properly, safely, ethically, and responsibly in the activities of the internet world. Digital citizenship shows a person's ability to access, use, create and evaluate information and communicate with others online such as how to appraise information, read and write critically on online media, and express themselves online. Digital citizenship highlights the fact that responsible and safe online behavior must be a serious topic in education. Safe, responsible and ethical use of technology and the Internet; digital awareness; and digital rights and responsibilities are the criteria for digital citizenship.

CONCLUSIONS

Based on the results of research in the field, the general conclusion is the strengthening of character education based on digital media literacy towards the spread of hoax news to students is SMP Negeri 2 Bandung. In addition to general conclusions, the researchers also formulated several specific conclusions, including;

1. Application of digital literacy in schools requires the teacher as a facilitator to not only utilize learning resources in the school as only rely on reading textbooks, but are required to study a range of learning resources, such as magazines, letters newspapers, internet, and digital media. It is very important to apply, so that what is learned is in accordance with the conditions and developments in the world.
2. Digital di era, not only students who must be digital literate but teachers must, teachers must use new pedagogical methods and must understand ICT to be able to facilitate the development of competencies in students so that what students get

- from the internet can be related to learning, and students can see the relationship between the knowledge gained outside of school and the lessons learned in class.
3. Pancasila and Citizenship Education as character education in schools to me m responded very appropriate as one of solving problems both in matters related learning materials as well as the circumstances that occurred in the life of the nation , especially regarding the problems spread of false information (hoax) , thus character education and civic education is an inseparable unit
 4. Through the eyes of subjects Education kewarganegaraan also teachers can foster and expand digital media literacy on learners. This digital media literacy includes improving knowledge and skills, and awareness will be the use of digital media and the Internet. So that digital ethics appears in the use of digital media and the internet.
 5. Citizenship Education subjects that play a role in fostering digital ethics in students as young citizens, especially in SMP Negeri 2 Bandung which includes students' understanding of the use of digital media in a positive and responsible manner, and how to communicate safely online.

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