

Media Literation Model for Development of Tolerance and Multicultural Attitudes in The Students of Universitas Negeri Semarang

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Media Literation Model for Development of Tolerance and Multicultural Attitudes in The Students of Universitas Negeri Semarang

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Abstract

Indonesia is a multicultural country that consists of various races, ethnicities, customs, cultures, ethnicities, languages, and gender that are different from one another. Multicultural communities prioritize differences in equality. This condition is reinforced by the existence of slogans “Bhineka tunggal ika”. Because of this diversity is our social capital for life with respects and tolerance each other also acknowledges equality. However, the phenomenon of intolerance issues which latterly emerged in Indonesia, has created an atmosphere of injury to diversity. The problem is not only triggered by internal friction between the elements of the nation, but also is a part of the reflection of global conditions in the contemporary era as if no longer geographically isolated because of the ease of access to information through the sophistication of its technology. There is an ideological network that unites to develop participation in various countries in the world. This research was conducted on students of Universitas Negeri Semarang (UNNES). If students can build tolerance and multicultural values, it is expected to minimize the incidence of intolerance in the future. The objectives in this study are: 1) Knowing the implementation of the media literacy movement at Universitas Negeri Semarang. 2) Develop a media literacy model and the strategy for implementing media literacy models for the development of multicultural tolerance and values among students. Outcomes of research: 1) Making articles on scientific journal publications. 2) Arranging Textbooks. The research method uses qualitative research and is a Research and Development.

Keywords: media literacy, multicultur, tolerance, intolerance

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1. Introduction

Indonesia with its “unity in diversity” has been very proud to be a nation full of tolerance among its society life. The diversity in ethnics, races, religions and ideologies can be tied harmoniously by the spirit of “unity in diversity”. This pride is proved by the reality of diversity living naturally in harmony without hurting someone else. We, in fact, have a great provision of life in the diversity itself. However, the phenomena of intolerance issues coming up in the recent days as obstacles in humans’ relation have to be taken

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into consideration in creating an atmosphere of breaking the diversity. The problem is not only caused by internal frictions among several elements in this nation, but also as the reflecting part of global condition in this modern era as if there were no geographical boundaries due to the easy information access through advanced technology. There is an ideological network which unifies countries around the world.

The explosions and frictions of intolerance are sometimes triggered by the reportage in the mass media. Particularly, in this digital media era, there are many hoax news which cannot be counted yet lead to be viral issues. This situation triggered many intolerance frictions in the diverse society. Therefore, the role of mass media turns into very important in making people literate about the truth values, characters, tolerance attitudes and multicultural values in order to minimize the intolerance frictions.

It is inevitable that the bias of media from many social, political and economic issues has been taken into considerations. The practical development of multicultural and even plural journalistic is one of the ways to establish powerful Indonesian characters. Building powerful Indonesian characters is an attempt to create diversity characters. All communication tragedies done with plan and preparation have a goal i.e to effect people or receivers. Media has an ability which has no competitor to show, dramatize, and popularize small cuts and fragments of culture from the information [1].

With this condition, the providence of information in the form of books and mass media is highly needed in supporting the literacy actions for college students. The literacy action is a strategy of establishing attitude so the media literacy model is an attempt to achieve its noble goals. The literarcy movement can be conducted in all educational levels from elementary level up to colleges. Hence, the implementation of literacy movement should be wrapped and developed in line with the levels of age and development stages of the target. College students as agent of change, iron stock and social control are important elements in society which have more access to information sources. If the students' tolerance attitudes and multicultural values are well constructed, the intolerance actions can be stressed and minimized in the following eras [2]. The millennial generation interact more with virtual world instead of real world. In the circumstances where intolerance frictions happened, the role of media literacy becomes very important to counter.

2. Literature Review

2.1. Media literacy

Media literacy can be defined as the people's ability toward the media and messages in mass media in the context of mass communication [3]. The definition of media literacy was also revealed by Baran (2017) that refers to media literacy actions to establish the individual control on media used by someone [4]. The components of media literacy are explored in four things; production, language, delivery and audience. These four components will create a meaningful media literacy if it is managed into interesting and trustworthy information.

2.2. Multicultural society

Indonesia nation consists of plural society which refers to a society unified from ethnics by a national system into nation in a country. Multiculturalism begins from the concepts used as a guidance to understand, solve and counter any problems in Western Countries after World War II [5]. The problems were the loss of colonialism and colonized countries and the migration of some citizens from the remains of colonized countries to the remains of colonizer countries. The issues triggered various effects in both racial-acculturation and sentiment-sentiment minority [6].

The main problem in multiculturalism is various cultures and equality. We frequently underestimate the meaning of culture in individual's life. Besides, Hall (1959) stated that 80% of humans' personality is affected by the surrounding culture [7]. The problem is that every culture provides cultural values which are perceived better than other cultures so the owners feel that they are more excellent than other people in different culture.

2.3. Equality in diversity

Equality offers a freedom or chance to be different and treat others equally to get us consider the sameness and the difference [8]. An equal right does not mean identical right. Equal right does not refer to the same or identical right but equal for individuals (either men or women) with different cultural backgrounds and needs in which they require different rights.

Equality involves a number of related levels. In the most basic level, equality includes appreciation and right while in the higher level, it involves chances, confidences and prestige. In the highest level, equality refers to power, prosperity and other basic abilities used for humans' development. In a culturally homogeneous society, the individuals

have needs, norms, motivation, social tradition, and behavior patterns which are widely similar. On the contrary, in a heterogeneous society, the individuals own various needs, traditions, and behaviors. Hence, equality does not mean 'exactly same' but different identical twin. The complete understanding of humans and cultures is highly needed to establish multiculturalism values.

2.4. Multicultural-based learning

Multicultural education can be seen as an educational strategy which uses diversity of students' background to create students' characters as written in educational goals [9]. According to the definition of multicultural education, a multicultural-based learning can be defined as a learning model which uses and accommodates the diversities of students' cultural backgrounds to grow awareness and create power based on that diversity. In this learning model, students are directed to respect differences among students and use those differences to achieve the goals [10]. All components in the teaching-learning process are set up appropriately so the power of each students with different cultural background can be raised up to accomplish learning objectives.

3. Research Methodology

This research was conducted in Universitas Negeri Semarang (UNNES) regarding that Unnes students have multicultural features consisting of students and lecturers coming from various homelands which own different ethnics, races, traditions, languages and habits. The research method belongs to Research and Development while the research subject covered students and lecturers. The focus of this research is to develop the model of media literacy to instill the tolerance and multicultural values among students. The data source involves written sources such as books, scientific magazines, archives, personal files and official documents. The data source can be photos which describe the depiction of campus activities and cultures and interaction between students, lecturers and other people. The data may be sourced from online data relating to the research object. In collecting data, the methods used were interview, documentation and observation. The data analysis technique used qualitative analysis.

4. Discussion

4.1. Media literacy in Universitas Negeri Semarang

College students are the society's important elements which have wider access to the information source. The assumption that students act as agents of change, iron stock and social control at least strengthens their position as "college students". To execute those three roles, students should have provisions such as soft and hard skills. Those two can be acquired by college students by studying (referring to Koentjaraningrat's theory of culture). In this point, literature finds its urgency.

If the measuring reference of media literacy is the number of media emerging from its community, Unnes students are indicated to be in the middle row. There are many official students' media, which gain subsidization from university, one of which is *UKM BP2M (Unit Kegiatan Mahasiswa Badan Penerbitan dan Pers Mahasiswa* or Students' Activity Unit of Press and Publishing Board). BP2M has its branches, some of which are *Linikampus* (online news portal), *Kompas Mahasiswa* (magazine), *Ekspress* (bulletin), and *Nuansa* (tabloid). Up to these days, those media do still exist managed by students which are reshuffled every year. The media like *BP2M* can also be found in several faculties and departments such as *Forjunis (Forum Jurnalistik Ilmu Sosial* or Journalistic Forum of Social Sciences) in Social Faculty and *BPMG (Badan Pers Mahasiswa Geografi* or Press Board of Geography Students) in Geography Department.

Besides, there are independent media managed by a student community. Among students of Politics Science, there was *GazeboC4.com*. However, it has been collapsed because it failed to provide fund to update the domain. Recently, there is *Suarr.id*; an independent media by Imam Syafi'i Zahri and his colleagues who are students in Chemist Department and Indonesian Literature. *Suarr.id* does still exist and accepts various writing such as popular essays, short stories and poems. *GazeboC4.com* and *Suarr.id* belong to online media while for offline media, there is *Jurnal Lakuna*. This media is in the format of electronic book (pdf) like other common academic journals. *Jurnal Lakuna* initiated by *Asosiasi Lintas Angkatan Sastra (ALAS)* or Association of Cross-Literature Students is published monthly with constant content. The equal point from the three previous media is how they live i.e counting on the contributions from anyone particularly from students. The format of *Jurnal Lakuna* is also initiated by extra-campus organization like *PMII* which publishes a stunning magazine "Transformer". The emerging students' magazine cannot be separated with the efforts of students who care about literature.

Beside literary media produced by students, there are also discussion forums among Unnes students. Some communities routinely conduct scientific discussion which adjust

to the scientific background of the community. ALAS (publisher of Jurnal Lakuna), for instance, undertakes discussion every Monday evening in Gazebo B1 as the discussion forum to exchange ideas among students of Indonesian Literature. A persistent discussion forum is also found in Historical Department that is *Komunitas Kalam Kopi*. Also, there is *Lingkar Pena Kembara* which actively discussed coming-up political issues initiated by students of Political Science. Recently, 'a brother' of Political Science Study Program i.e Civil Study Program conducts the similar forum so-called *Komunitas Studi Pancasila*. Another unique community is also found i.e Gubug Gabut. It is unique because its initiator does not come from the same study program or scientific field yet from a student community in a rent house.

Referring to an assumption that discussion is a need, communities are aware of the importance of outdoor learning to support literature. The use of media is supposed to be different too such as printed media, discussion forum and online media. The advanced use of technology product by students is in line with the development of informative accounts in social media. Although some media do not only provide news which are in the same level of conventional press, the accounts like @UnnesLakNdasmu (twitter), @anak_unnes (Intsrgram), and @UnnesDaily (Instagram) have much more followers.

Media literacy among Unnes students does not seem to have any meaningful problems. As the development of accreditation followed by the improvement of input quality (in the form of new students) goes on, the awareness of the obligation to understand messages brought by media is in the right track. Five concepts of media literacy as Center of Media Literacy stated are: (1) all messages from the media have been constructed well, (2) the media messages are constructed using certain language variety with its own rules, (3) people are able to freely articulate a similar media message, (4) media has its own point of view and values, and (5) media is created to seek profit and power. According to those five concepts, Unnes students are successfully perceived to understand, or at least recognize their position in media literacy.

In the first point, students seem to have understood the construction set up by media in its journalistic products so they will decline reading foreign-affiliated media such as BBC, CNN, and the like and prefer Geotimes, Tirto, New Yok Times and Independent as their literacy preference. Regarding the second point, the students are accustomed to seeking for news with the same discussion in media A, B, C and D and to knowing the credibility of the news. There are some respondents who mention Tirto and Mojok which can attract their attention with their typical language variety which has different approach in their social media.

About the third point, there are some respondents who admit that they are more experienced in having different opinions with many people about certain issues. Hence, they know that they have to select reading source in order not to gain misunderstanding about certain issues. For the fourth point, students are aware of the difference of points of view and values, in the context of possession, news content, language variety and media forms (online, TV or printed).

The fifth point becomes very interesting because if it is related to the power, there will be a mutualism symbiosis which profit certain elite parties. Some students agree to justify that media provided in the society did never support its independence from political relation. They believe that their journalistic products have certain framing which enables political interests get rid of them. Unnes students have realized the goals of media literacy i.e defending themselves from negative effects of media.

4.2. Media literacy model among students

Students who are media-savvy are highly expected to be excellent parts of society in overcoming the media misuse. When the media has broken its roles in establishing nation, students can be the main guard in countering it. Media which lose its responsibility to educate nation and, on the contrary, engages with business and politics are supposed to revise their journal products. Further, students as the part of society are not supposed to share hoax and bring up SARA issued or other contra-productive contents.

Several principles to mind in using media literacy are:

1. Young generation particularly students and college students are the most productive people in using social media because there are many chances for them to express themselves, socialize, seek relation, engage with society and add creativity. Besides, college students own transition era from school ages into maturity where they are seeking their self-image. This condition gets students to be always wise in having media literacy, either in sharing information or responding to a media content.
2. Students cannot be separated with media social so they should be able to realize the ideas of media literacy by using the media appropriately as their roles as agent of change, iron stock, and social control.
3. In having media literacy, students have to be able to choose and select a media as their literacy preference and ignore media which only focuses on certain dependent interest. This has relation with many bias media which is got rid by

many interests. Moreover, media leads to certain opinions so students should select media appropriately.

4. In having media literacy, students have to be able to filter media content. They have to select positive contents and prevent contents with SARA issues or other contents which do not fit national noble cultural values.
5. In responding to information, students can do cross-check to other different media to prove the information credibility.
6. In responding to media content, students should be critical in understanding, evaluating, analyzing and assessing the content well because every media has its own delivery style which is sometimes multi-interpretative.

There are several strategies which can be applied in succeeding media literacy action for students, some of which are:

1. It is conducted comprehensively by all elements

Media literacy should be supported by all university elements; the bureaucratic, lecturers, students and other university elements. Media literacy is the responsibility of all university elements particularly for the bureaucratic to publish certain policy in the form of media literacy actions or programs for students. The bureaucratic plays an important role as the regulator and facilitator which can create a condition which can support media literacy in campus. Students are also supposed to be aware of the importance of media literacy so they will do some actions for their provisions.

2. It is done using specific curriculum

This strategy can be conducted by the bureaucratic by publishing a curriculum which can facilitate the media literacy program. This can be implemented in the structural classroom lecturing or other outdoor programs which support media literacy.

3. It is implicitly conducted in the lecturing activities

This strategy can be undertaken by all lecturers in the classroom. This should not be conducted with certain implementation. It can be done by the lecturers autonomously. The lecturers can instill the media literacy action in the daily lecturing either implicitly or explicitly. Hence, students will get accustomed to having media literacy unconsciously.

4. Selecting the exact media for students

The bureaucratic can select the recommended media for students so they easily do media literacy. This attempt is conducted to defend students from bias and SARA media. In fact, the bureaucratic cannot limit the use of media literacy for the students but they can filter certain media to be students' literacy preference.

5. Improving journalistic production for students

The bureaucratic can produce media content for the students. This is one of steps taken by university to facilitate its students in having media literacy to protect them from irresponsible media. This step is usually done by the public relation hub in the university or other parties.

6. Motivating students to actively produce autonomous journalistic products

This step can be undertaken through students' activity units in each university or other official organizations which have roles in sharing positive media content. Media literacy is not only about how students use the media but also how students play active roles to create certain enlightening media products which share positive content for others. This stage is the highest level of media literacy done by the students where they can provide their own journalistic products so they can be good influencing agents of media literacy. It can also improve students' creativity and roles as the part of *Tri Dharma Perguruan Tinggi* (Three Duties of Higher Education).

7. Community-based media literacy

This strategy can be conducted by improving the roles of students' communities outside UKM (Students' Activity Unit) which refers to official press institution so the students can actively give their contribution by providing media contents as literacy preference for other students. Through these communities, students can have discussion forum as additional literacy media for students.

5. Conclusion

College students are the society's important elements which have wider access to the information source. The assumption that students act as agents of change, iron stock and social control at least strengthens their position as "college students". If the measuring reference of media literacy is the number of media emerging from its community, Unnes students are indicated to be in the middle row. There are many

official students' media, which gain subsidization from university. Beside literary media produced by students, there are also discussion forums among Unnes students. Media literacy among Unnes students does not seem to have any meaningful problems. Unnes students have realized the goals of media literacy i.e. defending themselves from negative effects of media.

There are several strategies which can be applied in succeeding media literacy action for students, some of which are: (1) It is conducted comprehensively by all elements, (2) It is done using specific curriculum, (3) It is implicitly conducted in the lecturing activities, (4) Selecting the exact media for students, (5) Improving journalistic production for students, (6) Motivating students to actively produce autonomous journalistic products, (7) Among Community-based media literacy.

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