Youth, Pandemic, Media, and Religious Contemporary Issues

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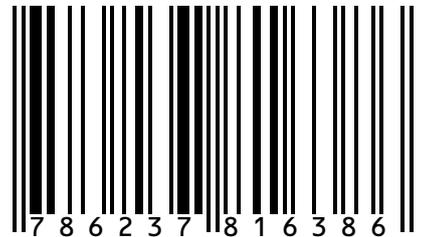
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DAFTAR ISI

THE CONTRIBUTION OF SOCIAL SUPPORTS TO MEDIA LITERACY

Nurul Lathiffah

nurullathiffah89@gmail.com

Universitas Mercu Buana Yogyakarta, Indonesia.

Kamsih Astuti

kamsihtutik@yahoo.com

Universitas Mercu Buana Yogyakarta, Indonesia.

Abstract

This study was aimed to determine the contribution of social support to media literacy on social inclusion-based village library users. Media literacy as an effort to improve skills and also people's welfare needs to be improved as an educational effort towards a prosperous society. With social inclusion-based media literacy, farmers, housewives, traders, who in fact are library users of social inclusion-based village libraries can use the internet to learn new skills, improve product quality, and sell online. This study revealed the contribution of social support in improving media literacy in social inclusion-based village libraries. This quantitative study collected 74 research subjects using a social support scale and a media literacy scale compiled by the researcher. There are 74 subjects in this study. Research subjects are library users who no longer go to school and work as farmers (35 subjects), traders (5 subjects), housewives (28 subjects), and laborers (10 subjects). Based on gender, there were 61 female subjects and 13 male subjects. The criteria for the subjects in this study included: (1) social inclusion-based village library users, (2) not working in the formal sector, (3) not pursuing education. The measurement scale in this study is arranged according to Likert scale model which consists of several favorable and unfavorable attitudes. The results revealed that the higher the social support, the higher the media literacy tends to be in social inclusion-based village library users. In this study, it is known that the effective contribution of social support with media literacy is equal to the coefficient of determination (R^2) of 0.516, this means that social support is able to contribute to the media literacy variable by 51.6%, while 48.4% is explained by other variables.

Keywords: social support, inclusion, media literacy, social inclusion

Abstrak

Penelitian ini bertujuan untuk mengetahui kontribusi dukungan sosial terhadap literasi media pada pemustaka perpustakaan desa berbasis inklusi sosial. Literasi media sebagai upaya meningkatkan keterampilan dan juga kesejahteraan masyarakat perlu ditingkatkan sebagai upaya edukasi menuju masyarakat sejahtera. Dengan literasi media berbasis inklusi sosial, petani, ibu rumah tangga, pedagang, yang notabene menjadi pemustaka perpustakaan desa berbasis inklusi sosial dapat memanfaatkan internet untuk belajat keterampilan baru, meningkatkan kualitas produk, hingga berjualan on line. Penelitian ini mengungkap kontribusi dukungan sosial dalam meningkatkan literasi media pada pemustakan perpustakaan desa berbasis inklusi sosial. Penelitian kuantitatif ini menghimpun 74 subjek penelitian dengan menggunakan skala dukungan sosial dan skala literasi media yang disusun oleh peneliti. Terdapat 74 subjek pada penelitian ini. Subjek penelitian merupakan pemustaka yang tidak lagi bersekolah dan bekerja sebagai petani (35 subjek), pedagang (5 subjek), ibu rumah tangga (28 subjek), dan buruh (10 subjek). Berdasarkan jenis kelamin, terdapat 61 subjek perempuan dan 13 subjek laki-laki. Kriteria subjek dalam penelitian ini, di antaranya: (1) pemustaka perputakaan desa berbasis inklusi sosial, (2) tidak bekerja pada sektor formal, (3) tidak sedang menempu pendidikan. Skala pengukuran dalam penelitian ini disusun menurut model skala Likert yang terdiri dari beberapa pernyataan sikap *favorable* dan *unfavorable*. Hasil penelitian mengungkapkan bahwa semakin tinggi dukungan sosial, maka cenderung semakin tinggi pula literasi media pada pemustaka perpustakaan desa berbasis inklusi sosial. Dalam penelitian ini, diketahui besarnya sumbangan efektif dukungan sosial dengan literasi media sebesar nilai koefisien determinasi (R^2) sebesar 0, 516, hal ini berarti bahwa dukungan sosial mampu berkontribusi terhadap variabel literasi media sebesar 51,6 %, sedangkan 48, 4 % dijelaskan oleh variabel lain.

Kata Kunci: dukungan sosial, literasi, media, inklusi sosial

Introduction

Social inclusion-based media literacy is one of the breakthroughs of library services so that the level of public welfare can increase, not only for certain groups. Rooted from the philosophy of inclusive learning, the library community is expected to not stop learning, one of which is through the village library community.

A social inclusion-based library is a library that facilitates the community in developing the potential of the region and society by seeing cultural diversity, the willingness to accept change and offering opportunities to try, protect and fight for culture and human rights.

The social inclusion-based village library is expected to be the main door to boost people's interest in continuing to learn. the learning community will find it easier to innovate in business, so that it can have a positive impact on economic, social and even psychological well-being.

Unfortunately, not all villagers are familiar with the internet. Therefore, media literacy among village library users poses serious challenges. Social support is alleged to be a factor that determines the success of media literacy education in rural areas.

Unfortunately, low media literacy is characterized by not being motivated to use the media, not having the desire to increase knowledge and skills, making people hampered in dealing with the media. In fact, one of the main doors for improving welfare is learning skills that are appropriate to the context of the times, in this case media literacy.

Media literacy comes from English, namely media literacy, which consists of two syllables. Media means a medium where messages are exchanged, then literacy means literacy, which is then known as media literacy. In this case, media literacy refers to the ability of audiences who are media literate (Tamburaka, 2013). Tamburaka (2013) states that media literacy activities can be measured through three dimensions, the motivation dimension, the knowledge dimension, and the skills dimension.

Social support is one of the factors that influence media literacy. According to Sarafino (2011) social support refers to comfort, attention, appreciation, or assistance provided by other people or other groups. Social support refers to actions actually taken by other people or is called received support. But it also refers to a person's feeling or perception that comfort, attention, and help will be available if needed, which is called perceived support.

Sarafino (2011) suggests that aspects of social support include emotional support, appreciation support, direct support, information and advice support, and social network support. Social support is an external factor that can make individuals feel better, so that individuals will be motivated to optimize self-performance.

This research is urgent to do considering that social inclusion-based media literacy can have a positive impact on physical and mental well-being for individuals in particular, and for society more generally.

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Method

This research involves one dependent variable, namely media literacy and the independent variables that influence it, namely social support. This study uses a quantitative method with a scale approach. The scale method is a method used to reveal psychological constructs or concepts that describe aspects of an individual's personality (Azwar, 2012). *The* measurement scale in this study is arranged according to Likert scale model which consists of several favorable and unfavorable attitudes.

The scale used in this study is the media literacy scale and the social support scale. The media literacy scale has a cronbach alpha value of 0.886, while the social support scale has a cronbach alpha value of 0.911. Thus, the scale in this study is reliable because it has a cronbach alpha value> 0.6. The media literacy scale

and the social support scale can measure level of media literacy and social support.

Media literacy as an effort to improve skills and also people's welfare needs to be improved as an educational effort towards a prosperous society. With social inclusion-based media literacy, farmers, housewives, traders, who in fact are library users of social inclusion-based village libraries can use the internet to learn new skills and improve product quality.

Subjects in this study were social inclusion-based village library users under the auspices of the Gunungkidul Regency Library and Archives Service. social inclusion-based village library users under the auspices of the Gunungkidul Regency Library and Archives Service is one of government programe. The characteristics of the research subjects consisted of users who were not in school and not workers in the formal sector.

The criteria for the subjects in this study included: (1) social inclusion-based village library users, (2) not working in the formal sector, (3) not pursuing education. There are 74 library subjects in this study. Subjects in the study, have jobs as farmers, market traders, private companies, construction workers, and also housewives. Meanwhile, all subjects are library users in the design library based on social inclusion "Khasanah Ilmu", Dengok Village.

Research subjects are library users who no longer go to school and work as farmers (35 subjects), traders (5 subjects), housewives (28 subjects), and laborers (10 subjects). Based on gender, there were 61 female subjects and 13 male subjects

Result

This study aims to determine the correlation between self-efficacy and social support with media literacy in inclusion-based village library users under the auspices of the Gunungkidul Regency Library and Archives Service. Data obtained from research subjects through a measuring scale is changed or transformed into numbers, so that it becomes quantitative data. It is intended that the data can be processed or analyzed using a statistical approach. At this level, there are two things that are done in analyzing quantitative data. First, the assumption test which includes tests of normality and linearity. Second, test the research hypothesis with product moment correlation to test the hypothesis.

Based on the results of the One Sample Kolmogrof-Smirnov normality test, it was found that the p value of media literacy was 0.266 so that $p > 0.05$, which means that the data is normally distributed. Furthermore, for the social support variable, the normality test results obtained with a value of $p > 0.05$, that is, p is equal to 0.094 so that the two variables in this study are normal.

Based on the results of hypothesis testing, the product moment correlation value between the variable social support and media literacy is 0.719 with $p < 0.01$. Based on the product moment correlation

test, the hypothesis proposed in this study is accepted, that there is a positive relationship between supports and social media literacy on social inclusion-based village library users. This means that the higher the social support for users, the higher the media literacy of the users. From the results of this correlation also obtained a coefficient of determination ($R2$) 0.516, this means that social support has contributed 51.6% to the media literacy variable, while the other 48.4% is explained by other variables not measured in this study.

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Discussion

Social support is an important variable in enhancing behavior, or undermining behavior. If social support is available, then individuals will increase their behavior. Conversely, if social support is low, then individuals will experience demotivation. This is like the social cognition theory, which explains that P (person) is influenced by the environment (E) to produce behavior (B).

The results revealed that the higher the social support, the higher the media literacy tends to be in social inclusion-based village library users. In this study, it is known that the effective contribution of social support with media literacy is equal to the coefficient of determination ($R2$) of 0.516, this means that social support is able to contribute to the media literacy variable by 51.6%, while 48.4% is explained by other variables.

This study was aimed to determine the contribution of social support to media literacy on social inclusion-based village library users. Media literacy as an effort to improve skills and also people's welfare needs to be improved as an educational effort towards a prosperous society. With social inclusion-based media literacy, farmers, housewives, traders, who in fact are library users of social inclusion-based village libraries can use the internet to learn new skills, improve product quality, and sell online.

In this study, social support can help users to have good media literacy skills. Emotional support dimension, can support readers to literate media, so that users feel comfortable and able to face difficulties. Emotional dimensions, such as comfort in the village library community, can motivate individuals to seek knowledge. Emotional support is manifested in the feelings of liking shown by fellow readers to learn to use the internet as a means of seeking knowledge and improving skills in farming, making handicraft products, and so on.

The reward support dimension relates to media literacy. In the process of achieving good media literacy, awards in the form of praise, rewards, and so on can motivate readers to improve media literacy skills, so that the literacy activities they carry out will have a positive impact on welfare. Praise and appreciation for readers can motivate readers to maintain or increase reading and internet activities as a vehicle to increase knowledge that leads to increasing skills to expand roles.

The dimension in the form of support in the form of direct assistance can improve media literacy in village library users. Support in the form of providing capital assistance for media literacy, seeking information and knowledge from the internet to develop chili farming, can motivate village library users to learn on the internet so that they find various ways to farm effectively. After being motivated to literate in media, readers will get a variety of new knowledge, either through You Tube or Google, so that readers can find inspiration for productive activities related to agriculture or livestock to practice at home.

The dimension in the form of information support and advice in the form of information about how to use the internet and how to effectively use search engines to learn is support in the form of information and advice that can improve media literacy in users. With the information regarding proper internet usage, users can observe any information received, be critical, and do not easily believe in hoaxes. Support in the form of information and advice on using the internet can motivate users to use the internet more wisely, provide knowledge, and in turn the knowledge gained will develop into new skills.

Furthermore, the dimensions of social network support for users can increase media literacy in users. If fellow readers provide support to each other, and are connected to the inclusive village library community who actively learns in the library through various media, then the readers will be motivated so that they can improve their media literacy skills. After being motivated to literate, users can seek information, gain knowledge, and in turn can learn new skills by themselves by learning to use the internet.

Thus, the higher the social support for users, the higher the media literacy of the users. In this study, it is known that the effective contribution of self-efficacy with media literacy is equal to the coefficient of determination (R^2) of 0.516, this means that self-efficacy has a contribution to media literacy by 51.6% while 48.4% is explained by other variables such as external factors of accessibility to connect to the internet (Kurnia, Johan, & Rullyana, 2018), intensity of time exposed to media (Bunnag, 2012) and internal factors, such as knowledge structures and personal loci (Potter, 2015), knowledge structures about current news (Maxl , 2015), and the technical ability to connect with social media, the desire to share information (Kurnia, Johan, & Rullyana, 2018), and so on.

Finally, social support can be a driver of media literacy. The results revealed that the higher the social support, the higher the media literacy tends to be in social inclusion-based village library users.

Based this research, social support is urgent to be do considering, because it can have a positive impact on media literacy, and also physical and mental well-being for individuals in particular, and for society more generally.

various efforts can be made by the government and society to work together to improve media literacy. Mutual cooperation in media literacy is a timeless social capital, and it is suspected that it can increase media literacy in village library users, so as to encourage community growth.

The government can also facilitate learning media literacy, provide internet access in rural areas, and encourage community participation to make the media a tool to make them more empowered. Families can also provide social support in the form of appreciation to family members during media literacy, providing support, and positive emotions when a family member is learning to use the internet wisely.

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