New Media Literacy In The Education World
(Phenonema Digital Media in Higher Education Communication in Makassar)

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Abstract: The education world and communication are two inseparable sides of the coin though not many are aware or admitting. That is why the media, both conventional media and digital media became a unified part, including new media. The media here clearly does not concern the media of learning, but rather the media as part of the education communication. New media is growing, especially the use of social networking play a major role in various forms of interaction and communication activities, including in education. Understanding the world of education is not only limited to the communication that occurs as a process of learning and learning, but various forms of communication that occurs in the world of education, between lecturers with lecturers, lecturers with students and lecturers to the community. An idea that refers to the study of various literature, the results of research in data and various theories have been collected. Traced by qualitative scientific methods that shove off from the phenomenon. This paper is a combination of literature review and field study results with empirical data needed to reveal reality as an idea in understanding literacy new media in the world of education, as a new form of educational communication. This paper reveals the phenomenon of cyber communication, as a leading role in educational communication. It takes the ability of educators to understand the value, ethics and norms of cyber communication, especially when it comes to education.

Keywords: Media Literacy, Communication Education, New Media

1 INTRODUCTION

One of the determinants of the nation's progress are education. The determinants of human quality and intellectual generation, education and technology grow and develop together. Accompany the transformation from traditional society to technological culture. The development and advancement of technology one of them is new media or Cyber media. The World of Education is required to be more responsive in their application in education.

The education world in Indonesia itself is still faced with many problems, such as textbooks are still low order thinking, the application of the curriculum that has not been right on target, minimum literacy, teaching methods that are less applicative and communicative, and so on

(Koswara, 2016; 108). The development of new media (internet) demands education to catch up, so media literacy becomes very important to be utilized in the world of education, in addition to eliminating inequality between educators and learners in communication skills especially accessing Internet-based media especially for educational purposes.

After the reform in 1998, the wave of openness entered various aspects of life in Indonesia, including the internet. Penetration of cyber media in Indonesia has reached about 10% of the population or about 25 million users of its 237 million inhabitants. The use of cybermedia throughout Indonesia is very broad, especially social media users such as: Instagram, Blog, Wikipedia, Facebook, Youtube, whatsapp, bbm,

and Twitter. All activities and transactions via the internet are related to Law Number 11 Year 2008 About Information and Electronic Transactions (ITE) which is destined to regulate electronic commerce. The law was born in 2008 after the fourth amendment of the 1945 Constitution during the New Indonesia Democracy.

CyberMedia desperately needs special attention, because its spread virtual and mass with consequences that can damage individuals and / or groups. Moreover, social media can be anonymous and / or using fake names. However, cybermedia control must also be done carefully, so as not to limit the freedom of expression. There needs to be a balance between freedom and social responsibility in surfing in cyberspace. Based on the Constitutional Court's decision it can be concluded that freedom of expression can not be realized indefinitely, because it can violate the freedom and human rights of others. It needs to be maintained, because not all Indonesians are able to use freedom responsibly. Every Indonesian should be able to respond positively to the media of cyber, especially social media in free expression in cyberspace. Until the end of 2015 there are 120 people in Indonesia charged with violating UU-ITE because they express their opinions freely through cybermedia, regardless of any element of humiliation or defamation of a person. Even cyber media, especially social media can also contain content that incites and incites hatred against individuals and / or social groups based on ethnic, gender, sexuality, disability, religious and faith.

That is the feature of the information revolution. Mainly because of the ease of accessing various information or messages through the gadget. Gadgets are devices used to access messages in cyberspace. Anwar Arifin (2016) describes the number of gadgets in Indonesia in early 2016, has reached more than 250 million units, thus exceeding the total population of Indonesia (247 million people). In 2016 is estimated to reach over 63 million people, of which 95 percent access social networking. Even e-Marketer market research institute recorded the number of internet users in Indonesia in 2014, it is even bigger that is 83.7 million people. That number puts Indonesia at 6th place in the world (Tempo). Based on these developments, then Indonesia is known as the "capital city" cybermedia world that is able to send about one billion tweets every month. Even Jakarta is the city with the most active twitter users in the world, and Bandung is positioned sixth. Data Kominfo shows that 92.9% of internet users in Indonesia access facebook. It is estimated that internet users in Indonesia in 2015 has reached 139 million people.

There is an anomaly in the development of cybermedia to the level of people's welfare, because cybermedia is losing their role in solving social and economic problems. The development of cybermedia in Indonesia is not able to encourage the improvement of people's welfare. The anomaly also occurs because the use of cybermedia in Indonesia, does not have a positive impact on the improvement of HDI (Human Development Index) Indonesia, which in 2015, still in the 111th position of 188 countries. It shows that the development of cybermedia infrastructure or communication technology, not accompanied by economic progress and social welfare. The fact is related to the content that has been looking very neglected. The proportion of media content in Indonesia is 67% entertainment, 27% information, and 6% more. Moreover, the emphasis content (broadcast media content) is more directed to the entertainment function with commercial reasons, so the educational function (education) received less attention. It is ironic because cybermedia seems incapable of making a positive contribution to the welfare of the people, but instead cybermedia comes across as a "part of the problem" that requires a serious solution.

More than 40% or about 30 million internet users under the age of 24 years are teenagers and children. CyberMedia is the preferred choice of communication channels used. Not a few of them become victims of internet crime (cybercrime). Even facebook made the arena of transactions prostitution (children), gambling, violence, drugs, and fraud. Facebook, Twitter, Path, and Blackberry Messenger, emerged as a new mode of "child sex trafficking" and other sexual exploitation practices. Even Jakarta and Yogyakarta are reported as the highest pornography access cities in Indonesia. Online sexual violence cases in children have been reported since 2005, 2007, until 2009. GSM Association 2014 data shows 67% of Indonesian children are already using gadgets. In addition to social issues such as pornography, prostitution, and sexual harassment via the internet, it also evolved the spread of ideology and radicalism through cybermedia. Many young people learn radicalism from cyber media, so social, religious, and tribal conflicts in Indonesia can also be triggered by short messages and social media.

Cyber Media is widely used in social interaction that include: e-mail, blogs, twitter, facebook, youtube, whatsapp, fuel, and instagram. This type of cybermedia can be included in social media classes. Everything is a legitimate product of the advancement of science and technology, especially internet-based digital technology (international connection netrworking). Its presence opens up one's private spaces and brings them to the public sphere and keeps society in a new order without much preparation. Social media phenomenon was first introduced in 1964 by Professor J.A. Barnes Mandibergh (2012) mentions, "Social media is a medium that facilitates cooperation among users who produce content". Among the intended users, actually are communication participants in communication science perspective, also Djajusman (1985)

mentions, "Communication is a social interaction through message".

The presence of cybermedia as a means of social networking interaction as a reflection of the internet, making the Internet should not be viewed as a technology concept, but must also be understood in various concepts and perspectives, especially communication, social, and culture. Daniel Bell (2001) mentions three keywords in viewing the internet, Material stories view the Internet as a technology tool concept. Symbolic stories see the internet as a concept that can not be approached virtually nor as something abstract is not real. While experiental stories, the internet growth cybermedia and socialmedia also cyberspace community. The term virtual world refers to the metaphorical world by using many forms of digital-based communication, which is used on the internet. The Internet has transformed communication in a very basic way, especially involving a lot of interactivity between people. CyberMedia implications that occur in cyberspace can be formulated, "Communication is the use of messages together through cybermedia that includes social media". The concise definition shows that cyberspace communications put "users" as communication participants, interactions that can be dialogical. Communication no longer uses patterns from one source that spread to a crowd called the mass audience as it happens in mass communication. The position of communication participants in cyber media covering social media is no longer separated between source and consumer of message and information. In social media communication participants can be both producers and consumers of messages that Cesaero (2011: 43) calls the term prosumer and by Bruns (2010) called producers. Castells (2009) gives different meaning to the term audiences in the media of cyber or social media because so far the term audiences were used as the target of mass media in the process of mass

communication that is one-way. Whereas in communication through cyber media that includes social media running in an interactive or two-way. Communication in cyberspace that runs interactively, is one character of cyber media that includes social media in personal communication in an unlimited amount, through the network. Communication that occurs in cyberspace through cyber media and social media, is also more dependent on the text in its diverse forms. Facial expressions and intonation of sound for example in cyberspace represented by text (the didactic expression). Communication and interaction in cyberspace, nor does it require the same time and place similarities as in dialogical communication. The values are also about the birth and development of a new culture, which is stretching social relations face to face. Even the near ones can feel far and away which can feel close. In addition, because the communication participants spent too much time in exchanging information through social media, then according to Nicolas Carr (2011) happened "the way of thinking". In his work entitled, "The Shallows", Carr concludes his research on the human brain that the internet changes the way the user thinks, and even is able to disown him. There are also sociopolitical implications formed by the presence of cyberspace communication through cyber media, is the depletion of hegemony and the development of media democratization. Citizens gain a lot of ease in accessing information and expressing opinions freely through cyber media by creating their own accounts. Such freedoms may be misused by the participants of the communication, for example by resorting to hate speech, which includes humiliation, defamation, defamation, provocation, sedition, unpleasant behavior, and false news.

Media literacy in education world of Indonesia has been started since the decade 1960 until now, James W Potter (2005) defines media literacy as a perspective ranking where we actively empower ourselves in interpreting the messages we receive and how to anticipate it. Meanwhile, according to Children Now, media literacy is a way to encourage skills.

Various things can be used as an educational media, but utilizing online media is certainly expected to further expand the influence of educational media. It has been discussed in a national seminar with the theme Media Education, Educational Media which is held by students of technology Education. This effort is done one of them by Mrs. Najeela Shihab Founder Inibudi.org who is also founder of Teacher Camp CIkal, School of Cikal and Cikal Playground. Inibudi.org works with teacher communities across Indonesia to make learning videos and distribute them for free to schools throughout Indonesia. This effort is in line with that done by Pustekkom representing the government which is also presented as the main speaker in this national seminar.

2. CONCEPTUAL BASE

The conceptual foundation used in study of new media literacy issues in the Education world, are Media Literacy and Communication Education.

Media Literacy

The education world desperately needs media literacy, it is given the development of technology and information, and the availability of devices to access the media. Educators suggest that media literacy is the implementation of education to reach the media literacy, Children Now from www.childrennow.org declaring media literacy is a way to encourage critical media use skills in young audiences.Iwan Koswara (2016; 110) states essentially, media literacy is an effort to learn media, audience to become a media-saturated audiences in the midst of media-saturated, further Iwan Koswara (2016) quotes Iriantara (2009) stated media learning is known by various different terms,

there is Media Education (Buckingham, 1990), Paedagogy of Media literacy (Toland Firth, 1997), Media Studies (Fedorov, 2002) and media literacy (Hobbs, 1998).

Key elements of Media literacy by Silverblatt (1995) cited by Intan Kemala and Nurul Huda (2016; 101) as follows;

1. An awareness of the impact of media on individuals and society

2. An understanding of the process of mass communication

3. Developing strategies used to analyze and discuss media messages.

4. An awareness of media content as a 'text' that provides insight and knowledge into the contemporary culture of person and himself.

5. Increased enjoyment, understanding and appreciation of media content

In general, according to Stanley J Baran (2004), literacy is an effective and efficient ability that is easily understood by using written symbols, while media literacy is the ability to access, analyze and evaluate and communicate messages. Media literacy directs the audience to be able to distinguish what they want and what they need from a medium.

Likewise in the education world, educators are required to be able to choose the right media and use the media in this digital media in the education process. That's why the required literacy education, in addition to being able to take advantage of also able to balance the technological progress experienced by students.

Educational Communication

Educational communication is not as popular as political komuikasi, communication development or other areas of communication, but not popular does not mean not important, because the education world are communication, there is no process of education that takes place without communication, with or without media that is why it is time for educational communication get a full attention from the education world itself.

Conceptually, the development of media literacy is the effort of learning audiences towards the mass media, theoretically media literacy is the intersection of two sciences between the science of education and communication.

Educational Communication especially in higher education, is in need of media literacy, it is considering the learning model which of course is different from in primary and middle education. Higher education is more flexible both the matter of time and learning methods, forcing educators to be able to take advantage of various information technology, not just for the media but the main learning as a medium to communicate.

Media literacy in the world of education today is a demand of the times, the development of information technology as well as the availability of devices to access the media. Dependence on the existence of the media to obtain information and entertainment to be very high. Educators are required to have competence included in media utilization.

METHODOLOGY

This paper is the result of a literature review on the phenomenon of media literacy in Higher Education as part of education communication in Makassar. The sources of data come from literature searches, research reports, journals and other documents. To complete the data the author made observations to several social media networks, such as, blogs and websites related to this paper.

3. DISCUSSION

The results of the authors indicate that the general communication or media literacy in particular, in the world of education is still limited in the movement of unstructured organizations such as conferences, seminars, campaigns, and talk shows. The curriculum has not included communication or media literacy as an important part. Communication competence

is considered not to be important, whereas if it is seen from Educator Competency which is regulated by Education Act, then communication competence includes media literacy in the form of understanding and utilization of media included in the competence.

Teachers and Lecturers' Law states that four competencies must be met by an educator;

1. Pedagogic competence, ability related to learners' understanding, educational and dialogical learning managers.

2. Personality Competence, personal ability that reflects a steady personality, wise and mature, and authoritative.

3. Professional competence, ability related to mastery of study subject material widely and deeply covering the mastery of substance of subject matter content of curriculum in school and scientific substance that oversees the curriculum material, and also increase scientific knowledge as teacher.

4. Social competence, with regard to the ability of educators as part of the community to communicate and get along effectively with learners, fellow educators, education personnel, parents / guardians, and the community.

The exposure of these four competencies, all these competencies require communication competence including media literacy. The fourth competence is social competence, even clearly expressed the ability to communicate. While professional competence and pedagogic states required the ability pendiik in utilization and anticipate adverse effects of information technology, educators are expected to be able to design the curriculum and learning that involves media literacy, because also needed the ability to evaluate learning outcomes.

Research conducted by Intan Kemala and Nurul Huda (2016) states the competence of educators in the media literacy needed because students are actively using the media, so that students can maximize any potential without having to experience the shock of media exposure.

Media literacy is absolutely required by educators to synergize knowledge with technology, so it is more easily understood by their students, and educators are open to add insight not only to himself but especially to support every potential possessed by his students.

The acceleration of education, potential development and so on requires the full support of information technology, that is why educators desperately need media literacy to support every educational activity. The condition of the young generation is technology literate, forcing educators to keep abreast of its development. Media literacy is once again a necessity, not just for the benefit of teaching and learning but also for improving the competence of educators themselves.

4. CONCLUSION

Media literacy in the education world today still needs improvement, not just utilization as educational media, but also as part of Education Communication. Understanding of values, ethics and norms also need to be improved as part of media literacy, because it must be realized that Digital era has a negative side, especially if there is not a strong enough understanding, a lot of people eventhough an educated person have to deal with the law, due to lack of media literacy.

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