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New Media Literacy in Higher Education

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Abstract

Media and humans can be likened to two sides of the coin that cannot be separated. If were viewed from the side of the benefits, media and technology help a lot of work, and a high activity and mobility in society. This research discusses about New Media Literacy in Higher Education by student, where population in this research is student which reside in university located in South Jakarta. The purpose of this study is to determine the knowledge, skills and expertise of students related to the information seeking behavior of New Media. While the method used in this research is by quantitative descriptive approach, using purposive sampling technique as the selection of certain people in accordance with the criteria specified by the author. Then for data collection is done through questionnaires, observations, interviews and literature study. Based on the results of research known that the students have started accustomed in using electronic and online based media in the study, but the knowledge to search effectively and efficiently is still low. On the other hand, the ability to access and utilize has not been implemented optimally due to the absence of special learning related to New Media Literacy in Higher Education. In the end, students have not reached the literacy level in the use and utilization of new media.

Keywords: literacy, new media, media literacy, higher education, traditional media

Introduction

Media and humans can be likened to two sides of the coin that cannot be separated. When viewed from the side of the benefits, media and technology help a lot of jobs, activities to mobility of people who are currently quite high in accordance with their needs. In principle, the media was created to facilitate human so that people can use the media to support their work. Media and technology are closely related to the value of information. Information is not a necessity that can be ruled out, but information is now a basic human need for survival. Who does not need information, even one cannot escape from the information needs.

One of the past and present differences of information can be seen from how to get it. Formerly information is quite difficult to obtain, even have to spend a relatively high cost. This situation is certainly very contrary to now, information is now more easily obtained with a relatively low cost even in a split second of information can be found and accessed.

Easy, diverse, until the overflow of information is no longer a convenience for everyone who needs it. But the situation will turn into 'confusion'. The confusion is caused by information overload, and ultimately the information obtained is not valuable information and may even harm the person.

The development of technology gives impact to the utilization of the media by the community, especially the intellectual community that is now inseparable from the media based on internet and digital. In its use, every media ideally gets a learning and introduction first, and often we know as learning literacy.

The ability of literacy is not an easy matter, there are many things to consider, because all aspects of Literacy will involve all the devices in it, such as television literacy, information literacy, and New Media Literacy (NML). In this study the authors will raise about New Media Literacy (NML) in which there are users of the media based on internet, electronic and digital.

New Media Literacy (NML) has differences with other media literacy, this can be seen from the modernity contained in the media. How New Media is created, up to the utilization and arguments of everyone who uses it. As according to Jenkins et al., 2009 in Young (2015), namely:

> *It is important to note that the NMLs are not meant to supplant traditional literacy skills. Students need to have the traditional literacy skills to be able to expand their knowledge of how to search for information, critically evaluate the credibility of information, synthesize and make sense of information to help construct arguments, make appropriate decisions, and=or move towards action. The difference with NMLs is that they should also be seen as social skills or methods of interaction within larger communities, and not simply an individualized skill set to be used for personal reasons.* (Jenkins et al., 2009).

Based on this, it can be understood that NML differs from traditional media or other non-Internet-based and digital media literacy. However, the ability to understand traditional media literacy remains important, as it underlies how one thinks, understands and applies the information it acquires, which is related to the criticism, evaluation and credibility of the information. As for the difference that is, NML is different from traditional media literacy in terms of its complexity, must look to social ability, its method to the individual encouragement that utilize the NML.

It is understandable that NML is not as easy as other media literacy, because of additional aspects such as social environment, search and utilization methods to what drives someone when using the New Media. Based on the initial observation of the author during the teaching of Student FISIP UPN "Veteran" Jakarta force 2015, in completing the task of college still use a blog or personal article of a person who is not necessarily guaranteed scholarship, and students still find it difficult when looking for information sourced from the internet, whether to search, sort through to use it.

In addition, there is an impression of confusion by them in searching for information through the internet, which later whether using electronic books, electronic journals, or other trusted websites, in this case every step of the search, utilization to the application of information is inseparable from media literacy capabilities. In this study, the authors do not limit the research to be implemented in UPN "Veteran" Jakarta only. However, the authors develop to students who study in the campus located in South Jakarta, both State Universities and Private Colleges.

This research is aimed at students of one and two levels, this is because according to the author's consideration, they are still entering high education and need to know the ability of media literacy.

Research Formulation

Based on the explanation of the above research background, as for the formulation of the problem in this research is "How far the ability of new media literacy students science communication level one and two in higher education".

Literature Review

Media Literacy

Media literacy is a skill taken away. It same with other skills, media literacy can be developed. The expertise that needs to be developed through media literacy is to think about the importance of mass media in creating and controlling the culture that limits us in our lives (Ardianto, 2007).

Everyone has different media literacy skills, based on the person's experience, knowledge and abilities. Another influential thing is their environment which then creates how they literate in the media. The limitation of literacy according to Ardianto (2007), as follows:

i. A person's ability to use written or printed information to develop knowledge so as to bring benefits to society
ii. Technological literacy, politics, critical thinking, and sensitive to the environment
iii. Adequate abilities in the culture of knowledge, skills and work
iv. Have a variety of skills that can be mastered (reading, writing, counting in a very broad sense)
v. Have a level of mastery over different types of different fields.

According to Bertelsmann and AOL Time-Warner in Ardianto (2007), the new literacy concept incorporates the following components to enrich human knowledge and critical thinking skills by integrating social, professional and technological developments:

i. Literacy technology: the ability to utilize new media such as the Internet to access and communicate information effectively
ii. Literacy information: the ability to collect, organize, filter and evaluate information and form a firm opinion based on that ability
iii. Media creativity: the ever growing capacity of individuals everywhere to create and disseminate content on a variety of audiences
iv. Responsibility and social competence: the competence to take into account the social consequences of on line publications and responsibilities to children.

Information Seeking Theory

Information Seeking Behavior is an attempt to find the desired information. A student, a lecturer, a society is one of the subjects of this theory. In the discovery effort information people can interact with the information system. The concepts discussed in this theory is the usefulness and needs of information that involves behavior in the fulfillment of information needs as a communication activity. The notion of information seeking behavior, according to Wilson (2000) are:

> *"Information Seeking Behavior is the purposive seeking for information as a consequence of a need to satisfy some goal. In the course of seeking, the individual may interact with manual information systems (such as a newspaper or a library), or with computer-based systems (such as the World Wide Web)."*

According to Wilson (2000) in the discovery of information, one may interact with manual information systems (such as newspapers or libraries) or with computer-based systems, such as the World Wide Web or the Internet. In this case explained that the source of information can be obtained from anywhere, both printed and electronic.

Behavior of the discovery of information derived from the needs of someone then refers to the demand from within a person to utilize information, whether he uses the library or media that he felt able to meet their needs.

There are several models that explain the behavior of information discovery, one of which is an information behavior model proposed by Ellis. The characteristics Ellis points out in Yusup (2012) are:

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i. Starting, individuals begin to look for information such as asking someone who is an expert in a field of scholarship that interest by the individual
ii. Chaining, writing things that are considered important in small notes, connecting information or what materials will be sought later
iii. Browsing, a search for information structured or semi-structured
iv. Differentiating, dividing or reducing data, or selecting which data to use and which ones are not necessary
v. Monitoring, always monitor or search for the latest news or information
vi. Extracting, take one of the useful information in a particular information source
vii. Verifying, checking the accuracy of data that has been taken
viii. Ending, the end of the search.

Based on the eight points of characteristic conveyed by Ellis has interconnected to form the pattern of information search. And in the context of searching the information itself, it often happens that the stages above are done irregularly, because they seek information in accordance with the wishes and convenience of its users.

Research Method

Research method is basically a scientific way to get data with a specific purpose and usefulness (Sugiyono 2013). The method used in this research is quantitative method with descriptive approach. Researchers use this method because only want to describe a phenomenon or events that occur in a population. Descriptive research is a study conducted to find out the state or a particular object without drawing conclusions.

In this study the researchers observed the actual situation that occurred in the field and there the researchers collect detailed information about New Media Literacy students level one and two with communication enthusiasm in universities located South Jakarta.

Population and Sample

According Sugiyono (2013) explained that the population is a region of generalization consisting of objects or subjects that have certain qualities and characteristics set by researchers to be studied and drawn conclusions. The population in this study is Students in State and Private Universities in the area of South Jakarta taken samples randomly and in accordance with the criteria that have been determined by the author.

Sugiyono (2013, 8) describes the sample is part of the number and characteristics possessed by the population, for sampling used is Purposive Sampling which selects certain people because it is considered appropriate based on a particular assessment represents statistics, significance level and hypothesis testing procedures. The terms of the respondents are determined by the author, such as:

a. Student State / Private University located in South Jakarta
b. Students at level one, and two (2015-2016)
c. Student Program of Study / Department / Interest in Communication Science

Data collection technique

a. Questionnaire
   Questionnaire or questionnaire is a technique of collecting data in the form of a list of questions and strive in written investigation given given to the research respondents.
b. Observation
   Observation is a data collection technique where researchers go directly to the field to observe, in this study using participant observation.
c. Interview
   Technique of collecting data by through interview is taking data which is done by asking questions to informant. Interview used in this research is with unstructured interview.

d. Literature review
Literature study is a technique of data collection by reviewing existing literature, such as books, journals, research reports relevant to this research.

Data analysis technique

According to Rakhmat (2009) descriptive research is a study that does not seek or explain the relationship, does not test the hypothesis or make predictions. For data analysis technique used is descriptive statistic. According Sugiyono (2013) descriptive statistics is a statistic used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalization.

The number of respondents obtained with the sample of students, this research will take data about the characteristics of respondents, consisting of questions concerning the gender of respondents, age of respondents, age, generation and education strata taken. Then, from the questionnaire we can see how much frequency each answer, the percentage obtained will be categorized as follows:

Percentage	Respondents
0%	None of the respondents
1% - 25%	Very few of the respondents
26% - 49%	A small / almost half of the respondents
50%	Half of the respondents
51% - 75%	Most of the respondents
76% - 99%	Almost all of the respondents
100%	All respondents

Source: Arikunto (2002)

Data analysis technique used in this research is descriptive statistic analysis, as according to Sugiyono (2013) about descriptive statistic that is statistic used to analyze data by describing or describing data which have been collected by not making conclusion. The data has been collected and then analyzed descriptively by arranging it in table form. The formula that will be used are:

$$P = \frac{f}{N} \times 100\%$$

Information:
P = Percentage
f = Number of answers obtained
N = Number of respondents or samples
100% = Fixed

RESEARCH RESULT

Based on the results of questionnaires distributed on 138 respondents ie students of Study Program / Department / Interest in Communication Studies selected in accordance with the criteria determined by the author, obtained the results of research with several dimensions of starting, chaining, browsing, differentiating, monitoring, extracting, verifying and ending. Here are the results of research from several categories that are calculated:

Table 1. Starting

No	Level	f	%
1	High	27	19,57
2	Medium	87	63,04
3	Low	24	17,39
	Total	**138**	

Source: Research data author, July 2017

Table 1 describes the starting stages of the new media literacy by 138 respondents, very few respondents in the "High" category of 27 respondents (19.57%), mostly in the "Medium" category of 87 respondents (63.04%), and very few respondents in the category "Low" a number of 24 respondents (17.39%).

Table 2. Chaining

No	Level	f	%
1	High	39	28,26
2	Medium	78	56,52
3	Low	21	15,22
	Total	**138**	

Source: Research data author, July 2017

Table 2 describes the chaining stages of new media literacy by 138 respondents, a small percentage of respondents in the "High" category of 39 respondents (28.26%), mostly in the "Medium" category of 78 respondents (56.52%), and very few respondents in the category "Low" a number of 21 respondents (15.22%).

Table 3. Browsing

No	Level	f	%
1	High	93	67,39
2	Medium	42	30,43
3	Low	3	2,17
	Total	**138**	

Source: Research data author, July 2017

Table 3 describes the stages of browsing on new media literacy by 138 respondents, most of respondents in the "High" category of 93 respondents (67.39%), a small part in the "Medium" category of 42 respondents (30.43%), and very few respondents in the category "Low" a number of 3 respondents (2.17%).

Table 4. Differentiating

No	Level	f	%
1	High	74	53,62
2	Medium	63	45,65
3	Low	1	0,72
	Total	**138**	

Source: Research data author, July 2017

Table 4 describes the differentiating stages of the new media literacy by 138 respondents, most respondents in the "High" category of 74 respondents (53.62%), a small fraction in the "Medium"

category of 63 respondents (45.65%), and very few respondents in the category "Low" a number of respondents (0.72%).

Table 5. Monitoring

No	Level	f	%
1	High	50	36,23
2	Medium	79	57,25
3	Low	9	6,52
	Total	**138**	

Source: Research data author, July 2017

Table 5 describes the monitoring stages of the new media literacy by 138 respondents, a small percentage of respondents in the "High" category of 50 respondents (36.23%), most of the respondents in the "Medium" category of 79 respondents (57.25%), and very few of the respondents in the category "Low" a number of 9 respondents (6.52%).

Table 6. Extracting

No	Level	f	%
1	High	73	52,90
2	Medium	62	44,93
3	Low	3	2,17
	Total	**138**	

Source: Research data author, July 2017

Table 6 describes the extracting stages of the new media literacy by 138 respondents, most of the respondents in the "High" category of 73 respondents (52.90%), a small number of respondents in the "Medium" category of 62 respondents (44.93%), and very few of the respondents in the "Low" category of 3 respondents (2.17%).

Table 7. Verifying

No	Level	f	%
1	High	53	38,41
2	Medium	79	57,25
3	Low	6	4,35
	Total	**138**	

Source: Research data author, July 2017

Table 7 describes the verifying stages of new media literacy by 138 respondents, a small percentage of respondents in the "High" category of 53 respondents (38.41%), almost all respondents in the "Medium" category of 79 respondents (57.25%), and very few of the respondents in the category "Low" a total of 6 respondents (4.35%).

Table 8. Ending

No	Level	f	%
1	High	62	44,93
2	Medium	70	50,72
3	Low	6	4,35
	Total	**138**	

Source: Research data author, July 2017

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Table 8 describes the ending stages of the new media literacy by 138 respondents, most of the respondents in the "High" category of 62 respondents (44.93%), half of the respondents in the "Medium" category of 70 respondents (50.72%), and very few of the respondents in the category "Low" a total of 6 respondents (4.35%).

The results obtained from 138 respondents indicate that the new media literacy in higher education by students (referring to the information behavior model proposed by Ellis) can be said to be getting used to the internet based information source, electronic and digital. This is indicated by the high stage Browsing by respondents reached 67.39%. Based on the model used in this study there are eight characteristics, namely, starting, chaining, browsing, differentiating, monitoring, extracting, verifying and ending. These eight characteristics describe the behavior of student information, especially the first and second year students in higher education.

Respondents in this study were early-year students (one and two), who were born in the 1990s and categorized as millennium generation. Millennium generations are generally used to using technology as their information needs fulfillment. This is because they are born when technology is growing very rapidly.

First, at the stage of starting students looking for information by asking an expert in the field of interest by the student. At this stage ordinary students ask the lecturer, or a person who has capabilities in their field. Second, at the chaining stage students prepare data or raw materials as pointers for their search for information. But this is done consciously and not realized by the students. They usually make notes in their smartphones, which is actually a pointer to find information.

Third, at the stage of browsing students looking for structured and semi structured information, at this stage students are always looking for information through search engines, and some are directly looking for information to the intended website. Fourth, differentiating can be referred to as data selection. Students in this stage still find it difficult to choose which data will be used as scientific references. Most of them do not know which website or source is good for reference. Fifth, monitoring or monitoring of up to date information sources is still relatively low by them, they quote and there are still some who ignore the updated information sources. It is important to them that the information obtained is appropriate to their needs.

Sixth, at the extracting stage students take useful information by them and some still copy all the data they find. Seventh, verifying or checking the accuracy of data done by students is by looking at some other sources. Sometimes they ask colleagues or colleagues to ensure information is obtained. Finally, the ending stage, namely the presentation of information done by students done well enough, it is indicated by the ability of students to write back the information obtained by paying attention to the rules of writing.

CONCLUSION

Based on the results of research that has been described above, it can be concluded that the language of New Media Literacy in higher education by university students, they are getting used to using electronic and online based media in their study, but the knowledge to search effectively and efficiently is still low. On the other hand, the ability to access and utilize has not been implemented optimally due to the absence of special learning related to New Media Literacy. In the end, the student has not reached the literacy level in the use and utilization of new media.

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