The digital media literacy level of the youth in Majene regency and its relationship with the hierarchy of regional development

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Abstract. Residents of Majene Regency especially young people today like to access information sites on the internet so digital media literacy skills were needed among young people. The research aims (1) to review and describe the digital media literacy level in the Majene Regency and (2) to review and describe the relationship of digital media literacy level and regional hierarchy development of Majene Regency. The research was classified as explanatory research with a quantitative approach. Determination of samples by probability sampling. Data were collected with a questionnaire and document study method. The data were then analyzed using the scoring method with Likert's scale and scalogram analysis with Gutmann's scale. The research results indicated that in general digital media literacy's young level in the Majene Regency was classified as moderate, the capacity of their technical skills was categorized as high, their critical understanding capacity, as well as their communicative abilities, were categorized as moderate. The correlation between the development of the Majene Regency area the literacy level of the youth has a significant correlation. The regions which have a higher hierarchy in digital media literacy of the youth would be categorized as high, while the regions which had a lower hierarchy in digital media literacy would be categorized as low.

1. Introduction

National Medium Term Development Plan (RPJMN) 2015-2019 has set a priority agenda nine known Nawacita Trisakti based ideology that includes political sovereignty, self-reliance in the economic field, and personality in culture. The development of education and culture is directed to realize the Nawacita that is improving the quality of life of Indonesian people, increasing productivity and competitiveness, revolutionizing the nation's character, and strengthening diversity and strengthening Indonesia's social restoration. To achieve that, character development and strengthening through literacy activities is a comprehensive effort carried out through the development of educational ecosystems, both within the family, school and community [1].

Development and strengthening of character and literacy activities become one of the important elements in the progress of a country in living life in the era of globalization. The 2015 World
Economic Forum has provided an overview of 21st-century skills that should be possessed by all nations of the world. These skills include basic literacy, competence, and character.

Literacy is a form of activity that can improve the quality of society by encouraging people to have the ability to speak (listening, speaking, reading and writing) to communicate in different ways according to their purpose. Interpreting literacy as the ability to read and write. The ability to read and write is very necessary to build critical and creative attitudes towards various life phenomena that can foster subtlety, solidarity, and as an effort to preserve the nation's culture. Critical and creative attitudes towards various life phenomena automatically require personal skills that focus on rational thinking skills. These rational thinking skills prioritize the ability to explore and find information.

The development of communication information technology, especially the internet and the increasing number of internet users, makes the information available more and more quickly. But because it is too much, making information search difficult, so literacy is needed to be able to search, choose, and evaluate information that is reliable and following what is needed. Media literacy or commonly referred to as media literacy is the ability that individuals must have to be able to think critically when exposed by digital media. Media literacy is the ability to access digital media, to critically understand and evaluate media and their contents based on various aspects, as well as the ability to communicate using various forms of messages [2].

At present the people of Majene Regency especially young people nowadays are fond of accessing information sites on the internet, using online games to using social media and other applications based on information technology. This is in line with the results of research conducted by the [4], on access to digital media conducted by young people, it was found that around 54.3% of youth claimed to read and access digital media every day. Youth life today is incomplete if it is not equipped with gadgets as a means of accessing digital media. Youth needs for digital media are increasingly becoming a primary need.

The internet as a digital media has offered various kinds of facilities along with the times. Youth are very spoiled by digital media. Youth as the young generation who are generally educated must have good digital media literacy skills because youth as one of the agents of change, agents of development, and agents of modernization have vast potential and opportunities to be able to empower themselves in various regional development sectors. But unfortunately, the closeness of digital media with these youths in addition to having a good impact also brings a bad impact. The information presented in digital media is not necessarily true. If youth as recipients of information do not do cross-checks, there can be misperceptions that the impact is not only for themselves or the community in general or at this time is known as news hoax. For this reason, a culture of media literacy is needed among youth, especially young people in the Majene Regency, to form a critical, creative and anticipatory attitude from the influence of digital media to be involved in the development of their regions. This study aims to examine the level of digital media literacy of youth in the Majene Regency and its relationship to the regional development hierarchy.

2. Research method

2.1. Research Approaches and Types
Research this research uses a quantitative approach with the census method supported by qualitative data. The census research method is a sampling technique if all members of the population are used as a sample [3]. The census method in this study uses a questionnaire as the main instrument to explore data from respondents. Meanwhile, to obtain qualitative data, in-depth interview methods are used to obtain more in-depth information. This research is classified into research explanations (explanatory) because in this study wanted to explain the causal relationship between the variables studied. The variables in this study are youth media literacy which consists of aspects of technical skills, critical understanding, and communicative abilities.
2.2. Time and Place of Research
Research This research was conducted for 3 months from April to June 2019 which included the
collection and collection of field data, data processing, and data analysis. This research was conducted
in the Majene Regency, West Sulawesi Province. Majene Regency administratively consists of 8
districts, namely Banggae District, East Banggae District, Pamboang District, Sendana District,
Tammerodo District, Tubo District, Malunda District, and Ulumanda District. Spatially the research
area can be seen in figure 1.

2.3. Data & Data Sources
Primary data obtained directly from every young man who was a research respondent in each district
area in Majene Regency. These primary data were collected through in-depth interviews and
questionnaires while secondary data were obtained from Majene In Figures statistics [4]. Secondary
data obtained will be used as a compliment and reinforcement of primary data.

2.4. Data Analysis Techniques
To answer the purpose of the first study of the literacy rate of youth digital media in the Majene
Regency region, the parameter [5] was used, the results of each answer on the questionnaire regarding
the digital youth media literacy level were given a relative score value for classification then scale
Liker with interval score 1 with low indicator, score 2 with medium indicator, and score 3 for high
indicator.
To answer the purpose of the second research on the relationship of youth digital media literacy level
with the regional development hierarchy, a scalogram analysis using the Guttman scale is used,
namely the sub-district that has complete supporting facilities and infrastructure. residents were giv-
en a score of 0. Furthermore, the results of the scalogram analysis were overlaid with the results of the
youth digital media literacy level scores.

3. Result
To find out the magnitude of the level of literacy of digital youth media in the Majene Regency, a field
survey was conducted. A total of 50 youth in each sub-district in the Majene Regency region were
used as respondents in this study. The literacy level of youth digital media in the aspect of technical
skills based on table 1 shows that the majority of respondents fall into the medium category, which is
44.25% of the total respondents. This result was obtained because the majority of respondents were
proficient in using various features on digital media. However, there are still some respondents who
are not yet proficient in downloading files, uploading files, playing online games, and doing shopping
online. Some of the respondents stated that they can download and upload files, but they still often feel
confused and need help from others. Meanwhile, respondents who are not proficient in playing online
games are respondents who did not at all ever or rarely use the internet to play online games so that
they felt they were not proficient or could not operate features online gaming both on cellphones and
personal computers. The lowest score is on the ability to do shopping transactions online, this is
because all respondents stated that they had never done shopping online through the website. But some
respondents have done shopping online through, Facebook, Instagram, and WhatsApp.

The level of digital media literacy in the aspect of critical understanding based on table 1 shows
that the majority of respondents, which is 45% of all respondents included in the medium category.
This is because the majority of respondents still have difficulty distinguishing credible sources of
information from those that are not, distinguishing true information from those that are not, and so on.
In this aspect of critical understanding, the majority of respondents still have a weak ability to check
the suitability of the contents of internet content with the Law and journalistic code of ethics, find
credible sites, determine the credibility of information sources and identify hoaxes. The ability to
check the suitability of internet content with the law and journalistic code of ethics has the lowest
average score because most respondents stated that they did not know about the law and the
journalistic code of ethics governing matters related to the dissemination of information via the internet and all respondents stated they did not know about the contents of the Law and the journalistic code of ethics. Meanwhile, almost all respondents stated difficulty in finding credible sites and determining the credibility of information sources because usually they only opened the news that appeared on the initial display browser's, so they did not know whether the news came from credible sources or not. Then for the ability to identify hoaxes, all respondents stated that they had difficulty in determining the truth of the information they obtained from the internet, especially information obtained from social media and applications chat. Respondents stated that when receiving information in the form of broadcast, they did not know the source of the author of the information and often immediately passed the information on to their relatives without cross-checking first.

The level of digital media literacy in the aspect of communicative abilities based on table 1 shows that 48.50% of respondents belong to the medium category. This is because the majority of respondents have been able to communicate and disseminate information through digital media, but the information content is still relatively simple. The majority of respondents still have a low score on the activities of giving comments related to digital media content that is accessed, using social media to conduct business online, attending chat forums online, and creating digital media content in the form of text, audio, and video. The low score on the activity of giving comments related to digital media content that was accessed was caused because almost all respondents stated that they had never used the comment feature available on various sites and only used the comment feature on social media such as Facebook and Instagram. Meanwhile, the low score on the use of social media to do business online is because of only a small proportion of respondents who own or have had a business online on Facebook social media. The chat forum online also got a low score because respondents were not interested in joining the chat forum online. Online forums are only used to share digital media content such as writing and video without discussing the digital media content. Then the low score on the ability to make digital media content in the form of writing is due to the majority of respondents stating that they only upload writing to digital media in a simple form that is the status on social media or poetry for him. Whereas the ability to create digital media content in the form of audio and video is only done by a few respondents. Spatially spreading the level of literacy of digital youth media on aspects of technical skills, critical understanding, and communicative abilities in Majene Regency can be seen in figure 2.

In this study, the hierarchy of regional development level is analyzed by using a scalogram method to see regional development in terms of the distribution of centers population activities. The level of development of an area can be measured by the amount of availability of facilities and infrastructure that supports the activities of residents in the area. Data on the number of facilities and infrastructure of population activities that are scattered in the Majene Regency region is scalogram analysis using the Guttman scale, ie districts that have complete facilities and infrastructure of population activities are given a score of "1" and sub-district areas that do not have complete facilities and infrastructure of the activities of the population are given score "0". Based on the results of the scalogram analysis attached in table 2, it can be seen that the highest regional hierarchy is in Banggae District and the lowest is in Tammerodo, Tubo, and Ulumanda Districts. From the results of observations in the field that the Banggae District is the capital region of Majene Regency so that the complete infrastructure facilities for the activities of the population in that region are complete while the Tammerodo District, Tubo District, and Ulumanda District are new subdistricts which are the result of the division. Furthermore, the relationship between digital media literacy consisting of aspects of technical skills, critical understanding, and communicative abilities with regional development was analyzed using analysis overlay between the hierarchical map of the region and maps of youth digital media literacy levels. Based on the results of the analysis attached to Figure 3, it can be seen that the level of literacy of digital youth media included in the high category is found in the district with one hierarchy, namely in Banggae District while the level of digital media literacy is included in the low category in the Ulumanda District.
4. Conclusions and recommendations

In general, the level of media literacy of youth in the Majene Regency region is classified as having medium technical skills and the ability of critical understanding and communicative abilities is moderate and the level of digital media literacy of youth has a relationship with the hierarchy of the development of the region where the youth resides. Regions that have a higher hierarchy have a high level of youth digital media literacy and vice versa regions that have a lower hierarchy have a level of youth digital media literacy which is also low. The results of the study showed that respondents in this study had a high frequency of accessing digital media but the content accessed was only content that contained elements of entertainment such as social media and online games so it was suggested that the party closest to the respondent should provide direction to youth in order to more optimal use of digital media.

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