Media literacy and remote community development in Eastern Indonesia Region

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Abstract. This study focused on media literacy phenomenon and educational development of remote communities in the eastern Indonesia region. Therefore, this study used the qualitative approach. The research was done by using direct observation and depth-interview. The research results showed that (1) the media literacy phenomenon of remote community in eastern Indonesia region was apprehensive. This was due to lack of access to information or media exposure through print media, electronic media, and social media. Therefore, the implication was the education awareness of the local community. The media literacy community has a strong relation with public awareness in improving education, and (2) the role of media in the development as facilitators or means of socialization to convey messages related to sustainable development programs in Indonesia. The current media phenomenon had become a necessity, without the exception of the remote communities. The development of an area was also characterized by the increasing education of its citizen and media became one of supporting factors that can motivate the citizen in gaining knowledge. It meant that media literacy community has strong relationships with people awareness in increasing their education. The more media literate, the more people have an awareness of self-development and their region development. Therefore, in the future, there will be no more remote areas because the media network has reached all areas.

1. Introduction
Development is a continuous process covered all society aspects such as social, economic, political, education, and other aspects. The ultimate goal of development is to improve the welfare of citizens. Regarding the role of education in national development, two paradigms that became a center for policy decision making in the development of education are functional paradigm and socialization paradigm. Functional paradigm sees underdevelopment and poverty happened because the society does not have enough knowledge, skill, ability, and modern thinking. Then, the socialization paradigm identifies education role in developing individual competency; a higher competency to increasing productivity and society ability [1].

The benefit of education for the society is increasing citizen’s individual ability, in relation to both obligations and rights. In the education context, the citizen can learn about anything related to their interests and talents, so it may increase the understanding, skills, and attitudes. Pidarta [2] stated the functions of education are: a) culture transmission, b) increasing social or society integration, c) organizing the selection and allocation of labour through education, and d) developing personality. If the society understands the benefit and the function of education, then the society support of education is an exchange of profits they earned. A good learning process is not sufficiently present in
the school, but also in non-formal education in the community which is media exposure received by
the community. Based on the interrelationship between four education focuses, the role of media
exposure is an important factor in promoting the importance of education for the community,
especially in eastern Indonesia region that less likely having an opportunities to pursue education.
According to Achmad [3], people are drawn to the specific circumstances because the nature of people
is selecting and filtering. Thus, the people who are interested in school or continuing the education is a
media-literate citizen and these people often exposed by a message through the media (mass media
and social media).

Related to the development of communication and information media, the condition of people in
eastern Indonesia region seems left behind from the other communities in the western Indonesia
region, which is geographically located on the slope of mountain, coastal area, far from signal
providers, and far from the centre of advancement and the development of technology. The people
who live on the slope of the mountain are gardener and farmer. This condition is often found in
Eastern Indonesia. The sociology of education theory stated that traditional society would
automatically change their behaviour, especially the awareness of education if the modern society
lives among them. The change in behaviour, such as the education, is the process of social
homogenization to prepare every citizen in a community.

Durkheim in Adiwikarta [4] stated that education is influencing process done by adult generation to
those who are deemed not yet ready to enter the social life. Therefore, the target of education is the
birth and the development of physical conditions, intellect, and character that desired by the public and
by the communities where the person will live. The real condition indicated that the phenomenon of
society life was not following Durkheim’s sociology of education theory. The situation indicated
otherwise, it turned out that the society is indigent in knowledge and awareness of the importance of
education. Therefore, it brings the negative impact for the education, which is the low education of the
citizen.

Related to that phenomenon, the new media need to be presented following the Marshal
McLuhan’s concept of the "global village." Currently, media exposure has been swept around the
world, and people are enjoying the technology advancement of communication and information
media. This media exposure will change the knowledge, behaviour, and attitude of people in the
remote area towards the lifestyle of modern people.

Based on the background issue, the study aimed to find out (1) how the media literacy phenomenon of
remote communities in eastern Indonesia region; and (2) how the development of education of remote
community in eastern Indonesia region. Then, then the purposes of this study were (1) to determine the
phenomenon of media literacy of remote communities in eastern Indonesia region; and (2) to find the
development of education of remote communities in eastern Indonesia region.

2. Literature Review

2.1. Media literacy concept

Media exposure in the society is one form of media literacy. Media is a communication process, and in
the communication media occurs innovation process. Four innovation processes that can help to
understand the role of media as a communication channel [6] are (1) Communication channel in the
decision process of innovation. Creating information with the knowledge-awareness on innovation is
rarely comes in individuals with a source or channel of communication that they are looking for and
active. Information about new ideas can only be seen or heard by the individual, if after they realize
that new ideas were there, and when they know the source or channel which may prove to information
about innovation; (2) Categorization of the communication channel. Some people are often difficult to
distinguish between a message source and channel that carries a message. The source is individual or
an organization that has or starts a message while the channel is a device where the message obtained
from the source to the recipient. Researcher categorized communication channels into interpersonal
and mass media and started from one source of localite or cosmopolite. Both channels have different
roles in creating knowledge or convincing someone to changes the attitude on some innovation. A mass media channel is a message transmission tool including media such as television, radio, newspaper, etc.; (3) Mass media versus interpersonal channels. The mass media channels are relatively more important in science, whereas interpersonal channels are relatively more important for persuasive in the innovation process. The importance of interpersonal channel and mass media channel in innovation is investigating in the form of research and then confirmed as the learning process. For example, if there is a chance of adoption to be maximum, then communication channel must be used in ideal time series; its development is from mass media channel to interpersonal channel. Rogers and Shoemaker [7] made a comparison analysis of the role of mass media and interpersonal cosmopolitan channels through the stage of innovation process. The mass media channel is relatively more important in science field so that it will be more innovative and cosmopolite; (4) Cosmopolite versus localite. Cosmopolite channels are relatively more important for knowledge, whereas localite channels are relatively important for persuasive in innovation process. Cosmopolite communication channel is a network that has outside perspective or international system, and interpersonal channel is localite or localized. Mass media is part of the cosmopolite.

2.2. Community education development concept
According to Dewey in [8], education is “as in religion and also in education: getting all knowledge but lost his or her identity is shameful.” John Dewey considered education is the life itself. Life is not merely personal, but it also related to our society life. Therefore, education is necessity and natural. It has a social function because happened inside the community. Moreover, education has value and meaning of guidance because of the difference habit of old and new generations as well as the sign of civilization development.

Education is a process of forming fundamental skills through intellectual and emotional toward nature and fellow human beings. Filippo [9] argued that education is an act to improve the general knowledge and the comprehension of the overall environment. Law No. 2/1989 on the National Education System states that education is a conscious effort through the activities of guidance, teaching, and training for its role in the future [10].

Then, in the new Law No. 20/2003 on the National Education System, it stated that education is a conscious and well-planned effort in creating learning atmosphere and learning process. So that learners actively develop their potential for acquiring spiritual and religious strength, self-control, personality, intelligence, and noble character, as well as skills that one needs to him/herself, for the community, for the nation, and for the state [11]. Education is communication process because education and communication have the same framework, which is the human relation. This relationship involves the elements of mutual need. The basic needs in human life are interrelation and interaction with fellow human being. Communication must be existed for the education to take place, and education must exist for smooth communication. If communication is a process that the result can be considered educational through certain cultural criteria and if the process and the result have the reciprocal relation, then there will be two implications that follow each other. Based on the analysis, education is a delivery process in the communication situation between humans to achieve intended goal.

Communication in the broader sense is a process in which people share knowledge, interact each other, create, and improve sign basis (a social reality) that is used for a specific instruction. Simply, communication is understood as the process of conveying thoughts and feelings to others both verbally and nonverbally either through face-to-face or through the media. Communication in education is a vital element and has an important role in determining the success of education. It can be said that the high and low of education quality is influenced by educational communication factors [12]. In this context, the purpose of communication has educational meaning, and education process has the communication process. Thus, communication in education is a process of message delivery or sharing information to achieve for the achievement of changes in knowledge, attitudes, and behavior, whether in formal education, informal, and non-formal education. Surely, this condition can be accomplished with media literacy, media exposure, and counseling pattern as a form of approach to
change the mindset and knowledge of remote communities in the eastern region of Indonesia, whether communication that takes place between personal, group or through the media.

3. Methods
The focus of this study was explaining the phenomena of media literacy and educational development of remote community in eastern Indonesia region. Therefore, the study used the qualitative approach. This approach was preferred because it is the appropriate approach to seeking the informant’s perspective of some phenomena [14]. In the qualitative approach, a phenomenon was observed wholly or holistically. According to Denzin and Lincoln [13], the researcher did not impose the informant’s assumption, and limit or determine the informant’s perspective, but accepted the reality of informant’s views. This study examined and captured the phenomenon based on the perspective and the understanding of remote community in eastern Indonesia region toward the media literacy that related to the educational development. Therefore, this research was based on natural background and did not base on researcher’s assumption. Terell [15] explained that in qualitative approach the researcher recorded accurately and the recording contained what was seen and heard from their respondents. In addition, Denzin and Lincoln [13] affirmed that the qualitative approach emphasizes on the natural setting and reality, and do not emphasize on the experimental process that tested or examined and measured in quantity, as well as the amount or intensity. This research observed the media literacy phenomena and educational development of remote community in eastern Indonesia region. Thus, the choice of qualitative approach was appropriate for this study.

According to Patton [16], in the qualitative research, the research result can be obtained through direct observation or direct interview with the informant. The research sample is each informant’s view. Also, the research sample was done by purposive sampling which consisted of the village head or the local chief of remote or isolated areas that far from the modern community. The qualitative research is an interpretative study of phenomena or problems that highlighted by the researcher as the focus in data analyzing [13]. The qualitative approach was conducted in accordance to the existing phenomenon that takes the geographical, physical, historical, and cultural context into research consideration [17]. Furthermore, Creswell agreed that qualitative researcher tends to collect data of the research problem in the field or research location where the informant experienced the problems that were being researched [14].

4. Results and Discussions

4.1. Media literacy phenomena of remote communities in Eastern Indonesia Region
Media is a means or tools of communication that connected message from one person to another person, from a group or community to other groups or communities, and from an organization to other organizations through print, electronic, and social media. The existence of media as an indicator of the development progress signifies that media can convey messages of development to all regions in Indonesia. However, what about the remote areas in Indonesia that still have not been covered by the media advancement? The current media phenomena have become the necessity, without exception of the remote community. The existence of media can support and motivate citizens to improve their quality, and this quality was realized in the participation of community to get the education until the higher level. The development of an area or a nation was also characterized by the increasing education of its citizen. Thus, media became one of the indicators or supporting factors that can motivate the citizen to increase the education quality. So, it can be said that the development parameter of a region or a country is education. A country can be said as developed country if the country has resources, especially human resources that the education level is adequate and they can compete with other regions or countries.

That the recent phenomenon of media literacy has become a necessity and almost all of the information related to the development of the world through the media (mass media and social media). This is motivated by the influence of technological advances that previously did not exist in all the
media, and the community does not have an adequate education. Along with the time when almost every home now has a television and mobile phone so that it can access the information through the media. And in the last ten years has been many people from the community continue education to a higher level. Therefore, based on the observations of this research, there is a relationship between media technology advancement, media literacy, and the improvement of community education. So the output is the development of the community as a whole.

Media exposure through print media, electronic media, and social media that reached communities in remote areas can increase the development through the education. The main factor that contributed to the slow development of a society that leads to isolated people was the lack of access to information or media exposure as the current advancement of media. It will have implications for awareness of education by the local community. This means that the media literacy community has a strong relationship with the public awareness to improve education. Therefore, the author proposes the hypothesis that the more media literate then citizens would increasingly have an awareness of self-development and their regional development through education. So in the future, there will be no more remote or isolated areas because the media network (mass media and new media) has reached those areas. The high level of education will lead to a broad mindset and lead to increased education of the next generation. Therefore, the regional government and even central government should try to encourage and foster economic growth in the village/rural area, especially in remote villages that desperately need special attention in all aspects including aspects of media facilities and infrastructure for the development of the nation’s next generation. Thus, the villagers will not fall behind, and there are no remote or isolated areas in Indonesia.

Then, the lag of education was the output of lagging economic as the indicator of poverty. The lag in eastern Indonesia region is an opaque portrait of educational development as a manifestation of state responsibility towards its people to equally feel the fair and equitable welfare. The research result that media exposure (media literacy) greatly affected the mindset, knowledge, attitude, and behaviour of the community in developing and motivating themselves to advance himself through education. So, the finding of this study is matched with the hypothesis that the more media literate caused the people increasingly have an awareness of building themselves and their region through education. Also, the lack of media literacy by citizens due to lack of media exposure will lead to lower public awareness of education.

4.2. The role of media in educational development of remote community in Eastern Indonesia Region

Each development aims to bring social life to more advanced development. Therefore, the issue of the development of social intercourse is a matter of human advancement. A human cannot reach some development stages without learning, everything related to human advancement cannot be separated with the learning process either formal or non-formal education. A human was born in particular environment, and it included small circle that is family, community and the big circle that is social. In such environment, a human is raised and get the information through mass media, social media, or new media that lead to the opportunity to learn and to develop themselves and their community. In this event, the remote community got media exposures through mass media, social media, or new media as well as a human role as social being. Therefore, they will experience gradual development as the concept of Marshal McLuhan’s Global Village.

Based on Indonesian social life phenomena, human lives in two epochs at once, which is life in a modern era and Stone Age. The character of modern people is they able to operate communication and information technology, and all machines served life. Also, the character of people who live in Stone Age is the people in eastern Indonesia region and other remote areas, which those people need the advancement of civilization to be equal with other areas. Therefore, this finding shows that equal distribution of education is needed because the parameter of development is education. There is no nation development without adequate education for its citizen. If the matter is neglected, then there will be more gaps in the development of our society. One way to answer and to address the condition of remote communities is to develop and implement literacy programs and publications. From the
literacy aspect, the government can run the media literacy program through mass media, social media, or new media. Then, from publication aspect, it can be in the form of books donation for the public library. Those programs can overcome the existing gap. So the concept of Global Village by Marshall McLuhan can be implemented in Indonesia.

Education is the main factor of development. A citizen or a community that have an adequate education will be the pioneer of development. So, the education for a remote community is the important point as a program to educate the nation toward a just, prosperous, and equitable society. Building a smart nation needs a long time and gradually plants the knowledge into the society as human resources, who eventually become the implementer and pioneer of sustainable development. The advancement of communication and information technology, especially the exposure of mass media (television) and social media had reached some communities in rural, remote and coastal areas, but the messages are more recreative and informative rather than educative. Therefore, this society needs to be balanced or equipped with adequate education for the survival and development of society.

Since the Independence of Indonesia, Indonesia had many developments in education aspect but had not yet reached all areas because of the vast territories from Sabang to Merauke, especially the remote and isolated areas such as people in eastern Indonesia region. Therefore, it is necessary to have donation program, compulsory education program, and educational infrastructure from kindergarten, primary, junior, and senior high school. Furthermore, the most important is the provision of the public libraries to “educating the whole nation.”

5. Conclusions
The conclusions from this research are:

- The phenomena of media literacy of remote communities in eastern Indonesia region showed that the main factor of the slow development of the community, especially the remote community, was the lack access to information or media exposure from printed media, electronic media, new media, or social media that currently developed. This factor has implication to the education awareness of local people. It means that the remote community had strong relationships with the public awareness to improve their education. Regarding the hypothesis that the more media literate, the more people have an awareness of self-development and their region development through the education of the citizen. Therefore, in the future, there will be no more remote, isolated, and underdeveloped areas since the media network has reached all regions in Indonesia. The high level of education caused the broad mindset and led to increased education of generations in the area. Media exposure through mass media or social media or new media that can reach people in remote areas can improve the development of education of its citizens.

- The role of media in the education development of remote communities in eastern Indonesia region explained that education is the main factor of development. The parameter of development is education. Citizens or society with adequate education will be the pioneer of development. Education for remote communities is an important point as the government's program in educating the nation toward a just, prosperous, and equitable society. The answer and the action to overcome the condition of the remote community was developing and implementing a program of media literacy and publication. From the literacy aspect, the government ran the media literacy program through mass media, social media, or new media. Then, from publication aspect, it could be in the form of books donation for a public library. Those programs can overcome the existing gap. So the concept of Global Village by Marshall McLuhan can be implemented in Indonesia. Thus, the roles of media in development as a facilitator or a means of socialization are delivering messages and sustainable development programs throughout the Indonesian.
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