Innovation works of critical impact training model based on mass media to improve the capability of environmental critical learning for learners of the critical pedagogics

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Abstract. Learners critical thinking skills in environmental concepts can be improved by one of them by realizing learning through critical literacy training based on mass media. The research was conducted at the Didactic LPM Secretariat, UNJ as a routine meeting of the NGO Unlimited Schools office on Kemandoran Street. Empirical information about the improvement of critical learning skills of members of critical pedagogy groups. The method used in this study is Practical Action Research or action research by organizing a learning action in a training model. The results of research obtained showed an increase in critical learning skills of members of the critical pedagogy groups after being given a treatment. The average increase in their critical learning abilities reaches 43%. The conclusion that can be drawn is that this study is likely to be used for critical learning that is used functionally in other objects.

1. Introduction

The post-independence national media pattern is increasingly varied. Even when the new order is in power, the media now grows like mushrooms. The fall of Ordo's reign also influenced their existence in society. Their existence is increasing in quantity. The media industry becomes one of the strongest in the Indonesian economy [1]. Like an industry, national media that develops today is only about people who have big capital in terms of investment [2]. They have only one media but many scattered throughout the archipelago. In Indonesia, the media authorities also played a major role in political and power regulations. The media ruler is not only in the media but also the political life that has a lot of interests and objectives are covert. These interests are individual groups or individuals [3].

The popularity of the media that has been firmly rooted makes it a very important role in the Community's life setting. The media has three essential social functions: 1) as media of information, 2) as social control and, 3) as a public opinion forming. The last two functions became the power of the media in influencing its people. Maria Kalantzis, an expert on multiliteration education has even said, social mastery has now switched power, not only to the power of wealth and position but on media power. Anyone who is able to control the flow of information through the media, he will control the
social life of the community [4]. The process of teaching is not separated from the learners' thought process, one way to improve critical thinking skills in order to realize critical learning is through critical literacy training based on mass media. Media mass is a tool that used in delivering messages and sources to audiences, using mechanical communication tools, such as: newspapers, films, videos, TV [5]. Mass media is a communication with messages communicated through many people [6]. The role of the mass media for national development is (1) to be able to introduce modernization efforts with the aim of changing habits, attitudes, poor mindsets, becoming good (2) as a means of delivering to the community national development programs [4].

The function of mass media is the function of information, the function of continuity, the function of correlation, the function of mobilization, the function of entertainment [3], also functions for education namely preaching the facts of economic life, interpreting facts that is to be understood by the public, and to promote this fact so that people realize how serious development is being faced [2]. Mass media contains the function of educating readers, including students who join the Critical Pedagogy Group as a form of education outside of school. The mass media functions as a medium of information, education, entertainment, and social control media (Law No. 40 of 1999). It is clear that mass media is an innovation in the field of education that takes place outside the school system. Through the role of mass media, print and electronics as a communication medium, the process of delivering messages that have educational value runs effectively. The message in mass media that is packaged in such a way becomes more interesting. The impact of reading mass media activities, learning outcomes will gradually emerge, namely changes in cognitive, affective and psychomotor aspects [7]. Media mass functions to add insight, influence mental and moral attitudes and also influence the skills of the readers. Mass media plays a strategic role as an educational instrument outside of school, namely in the transfer of information and transformation of educational values, through information that is disseminated that is useful for improving people's lives and human dignity. The mass media functions to modernize education, educate its readers and improve the quality of education. Mass media has the role of broadcasting information (to inform), educating (to educate), entertaining (to entertain) and influencing (to influence) [8]. Mass media is a solution especially through out-of-school education channels to transfer knowledge to readers and become an instrument of character development for students, because it is able to have a strong influence, without the existence of classrooms, and deadlines. Characteristics of outside school education include: done outside the building, time is short, there are certain programs that will be handled, generally there is no particular level, sometimes there are no special requirements, it can be done by the government or the private sector [1].

With the continuous character development program, mass media can be an innovative instrument for improving the education system, as well as good cooperation for all parties, can be an initiation to build the character of the next generation [9]. This research is the development of previous research related to research on the impact of the media on behaviorism. This study examines critical impact training models based on mass media to improve the capability of environmental critical learning for learners of critical pedagogical learners [10]. Learners are considered to be independent subjects. In critical literacy, educators or intructures are not central to everything. Intructures are truth and knowledge owners. Educators are not the sole owners of classes. The relationship between the structure and the pupil is not vertical as it happens that indicates the manager with the labor but is horizontal in the egalitarian spirit. Emphasizes a dialogue between intructures and learners. The education that is dialogist allows new thinking in the education process.

2. Method
This research uses descriptions method with an action research technique. The simple experimental category is simple test with one group pretest posttest. The design of this method is used to measure the results of critical learning. Respondents were members of the critical pedagogy group, the Jakarta State University of the fifteen people consisting of different learners and various majors. They are from majors: a six-person education history, a five-person language education, a three-person economic
education and one-man geography education. This research is conducted at the secretariat of the institution of the school community without borders.

3. Results and discussion
Training is a part of education that concerns the process of learning and improving skills outside the prevailing education system, is relatively short time and with more prioritizing methods of practice than in theory. Revealed that literacy is understood as a tool for social action. And the way in which it can produce race, class, social, gender, which is contracted in a text. A text of reflection and expressions the struggle of the author with the World [11].

Critical literacy is a derivative of critical pedagogy concept formulated by Paulo Freire [12], critical pedagogy or critical education is essentially a flow or understanding in the upbringing and deliverance. This concept of view that education is able to create space for the growth of resistance and subversion to the dominant system. There is a basic foothold of the tradition of critical education i.e. critical thinking and paradigm ideology of unfair social, economic, and political systems and structures. Explains that the notion of media literacy is the ability to apply critical thinking skills to the mass media, thus becoming a more conscious and responsible member of the community environment [13].

The success rate of treatment is measured through four instruments, i.e. poll, observation, study result test, and portfolio assessment. The research instrument is the time of research using a method environment [14]. Based on the treatment, the following research results are obtained: (1) Variable learning results are critical literacy, collection data in the cognitive sphere related to the increased ability of learners theoretical training, particularly in terms of knowledge of critical literacy covering media literacy materials. Results obtained through post-test shows that there is an increase in the value of trainees with an average value of 81 or an increase of 43%. The average value of learners has exceeded the specified minimum standards. In other words, the theory of application of adult education is well underway, where the trainees are able to learn independently according to the planning they make. In the realm of psychomotor data collected from the trainees to practice critical learning issues, including training efforts in the critical pedagogy group, which has been sought in the process of critical literacy training based on mass media. Can improve learning on average progress of 43%. (2) Variable effectiveness of critical learning based on mass media, based on the results of the research facilitator activity is not dominant in training activities in critical pedagogy group of the Jakarta State University, in other words the facilitator Strengthening knowledge and skills and providing evaluation materials related to the material that is accompanying the has learned participant. Furthermore, based on the research, they are very good according to their interests and needs, as stated in the Andragogy theory in environment [15]. The description of data also shows the mentoring participants can implement activities, both in the planning and implementation stages.

The issue of protection and management of the environment is a global problem for all countries in the world, both for developed and developing countries, so that in its efforts to handle it requires comprehensive and integrated cooperation from every country in the world. Environmental issues are a concern and concern of the international community when the United Nations (UN) Economic and Social Council conducts a review of the results of the 1st World Development Decade movement (1960-1970), to formulate a strategy for the Second World Development Decade (1970-1980).

In the introduction to the report submitted by U Thant (UN Secretary General), it was stated that, "for the first time in the history of mankind there has been a crisis with reach throughout the world, including both developed and developing countries, regarding the relationship between humans and their environment. Signs of threat have been seen for a long time: population explosion, inadequate integration between technology that is very strong with environmental needs, damage to cultivated land, unplanned development of urban areas, the disappearance of open space and the growing danger of extinction regarding many animal and plant life forms. There is no doubt that if this process continues then the life that will come on this earth will be threatened [16]."

Issues regarding environmental preservation have only been realized by developed countries and developing countries after world development which has caused a decrease in environmental quality
globally. One of the environmental problems that get attention and must be faced by the people of the world today is global warming which causes climate change. Global warming is a modern and complicated problem. Poverty, economy, development and population growth are the causes. It's not an easy thing to deal with and if you don't care about it, it will make things worse. As a statement, "... Global warming is a "modern" problem-complicated, involving the entire world, tangible problems with poverty, economic development and population growth. Dealing with it will not be easy. Ignoring it will be worse [17].

Citizens have ecological rights regulated by law to participate in environmental conservation efforts. This is as contained in Law Number 23 of 1997 concerning Environmental Management (UUPLH) article 5 paragraph (3) which states that, "Every person has the right to play a role in the framework of environmental management". The relationship between the behavior of citizens and the ecological crisis in urban areas is described by Sudarmadi, et al. as the cause of environmental damage because it is dominated by a lack of awareness of citizens in environmental management [18]. This means that environmental management as well as rights guaranteed by law also shows its own irony because the main actors of ecological destruction also come from the behavior of citizens.

Widespread evidence in our lives in the form of environmentally destructive behaviors such as littering, illegal logging, until development between the physical sector and environmental preservation efforts still shows a lame condition. Nagra even considers environmental damage in the present century as a global catastrophe seen from the extent of the impact caused by passing territorial barriers [19]. In this context, pro-environment programs need to be filled with strengthening the morality of caring for the environment as a prevention of ecological crime [20]. Certoma and Notteboom explain that top-down environmental conservation programs can only run optimally if supported by a bottom-up approach in the form of social movements [21].

Related to the government's persuasive efforts in environmental empowerment, Aldo Leopold in his article entitled "The Land Ethic" which said that the most serious obstacle to environmental conservation is the fact that both government systems and the education system put environmental aspects separately and did not pay attention regarding the need for environmental awareness [22]. In the modern era, ecology is completely independent of the school curriculum. Even in the college curriculum, the scope of environmental education is only limited to the conceptual domain and does not touch the practical domain at all. The development of concern for the environment over the past few decades has led researchers from various scientific fields to conclude opinions that are in line with Leopold's opinion.

Regarding the efforts of the Indonesian government in efforts to establish environmental awareness, in 1986 Environmental and Population Education was included in the formal education level in schools with the formation of Population and Environmental Education (PKLH) subjects. The Ministry of Education feels the need to begin integrating PKLH into all subjects. At the level of primary and secondary education (general and vocational middle school), the delivery of subjects on population and environmental issues is integratively outlined in the 1984 curriculum system by incorporating population and environmental issues into almost all subjects.

The Ministry of Education and Culture also continues to encourage the development and strengthening of the implementation of environmental education in schools, among others through upgrading teachers, promoting environmental services, preparing the Implementation Manual for Population and Environmental Education (PKLH) for elementary, junior high, high school and vocational teachers, school programs beautiful, and others. Meanwhile, NGOs and universities develop environmental education through seminars, gatherings, workshops, teacher upgrading, development of educational facilities such as the preparation of integration modules, and reading books.

On July 5, 2005, the Minister of Environment and Minister of National Education issued a joint decree No. 05 / VI / KB / 2005 for the development and development of environmental education. In this joint decision, it is strongly emphasized that environmental education is carried out in an integrated manner with existing subjects.
Although Indonesia has tried to implement environmental awareness through environmental education, the actual concept of environmental preservation carried out in Indonesia is still very limited. There is no curriculum content that clearly regulates the importance of environmental awareness.

To create awareness of the environment, ecological citizenship needs to be formed. The literacy needed by the ecological community is ecological literacy and civic literacy. Ecological literacy can be defined as the ability to use an understanding of ecology, ways of thinking, and habits or ways of thinking to enjoy, appreciate, or study the environment while citizenship literacy can be defined as the ability to use an understanding of social values in society (politics, economics), systems, expertise, habits, and systems of thinking to participate and learn about their role as citizens. So there are five components which are the goals needed in the application of ecological citizenship in learning, namely: 1) Ecological Literacy: understanding basic things in the environmental system using environmental thinking, also understanding knowledge about ecology and its relationship with society. 2) Citizenship Literacy: understanding social, economic, cultural and political systems by using critical thinking. 3) Value Awareness: awareness of personal values with a sense of respect for the environment and the ability to connect those values with the knowledge they have and practical wisdom in acting and making decisions. 4) Self-awareness: has the capacity to learn and behave with respect for values and interest in the environment. 5) Practical Wisdom: influences practical wisdom, has the ability to make decisions, and behaves with care and appreciation for the environment.

With the integration of these five things in curriculum content, it is expected that education outside of school is capable of carrying out the components needed to shape ecological citizenship. The hope is that in the future the Indonesian young generation will be able to have an awareness of the environment and contribute to efforts to conserve nature.

Based on the mass media, the data collection obtained through multi-literary training is based on the mass media. It is the ability to learn more in the academic and organizational life skills. Through an adult education base through a learning approach with a critical pedagogy approach that is trying to apply, this model turns out to be able to improve desired learning outcomes regarding critical learning abilities. This happens because this model is more like the trainees as adults who already have a concept of self.

4. Conclusion

Based on research on data obtained from researchers in the field, it can be used to improve the critical learning ability of member learners. The Jakarta State University's critical pedagogy. The process of several issues related to the learning process. The problem is the lack of ability to learn from the critical group of skills in implementing a critical learning pattern. This is the problem that encourages researchers to design a model of critical literacy training based on mass media to improve the ability of critical learning.

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