IJHS, e-ISSN 2597-4718, p-ISSN 2597-470X, Vol. 7, No. 2, March 2024, pp. 159-168

International Journal of Humanity Studies
http://e-journal.usd.ac.id/index.php/IJHS
Sanata Dharma University, Yogyakarta, Indonesia

THE DEVELOPMENT OF MEDIA LITERACY FOCUS IN INDONESIA: A LITERATURE STUDY 2016-2021

Septyanto Galan Prakoso[1]*, Ferdian Ahya Al Putra[2], and Zia'ulhaq As Shidqi[3]
[1] Institute of Political Science, National Sun Yat-sen University, Taiwan
[1]Universitas Sebelas Maret Surakarta, Indonesia
[2,3] Universitas Gadjah Mada, Indonesia
septyantogalan@staff.uns.ac.id[1], ferdianahya@gmail.com[2],
and ziaulhaq.as.shidqi@mail.ugm.ac.id[3]
*correspondence: septyantogalan@staff.uns.ac.id
https://doi.org/10.24071/ijhs.v7i2.5280
receive 23 October 2023; accepted 20 February 2024

Abstract
The development of media literacy can be said as a certain indicator of understanding the current situation and development of a nation. It is understandable if a focus on a certain topic that is related or discussed together with media literacy is worth observing as a parameter to catch a glimpse of a country's citizens' level of knowledge. Questions about how the development of media literacy in Indonesia is based on related publications are important. This research examines using a literature study about the development of media literacy in Indonesia, by observing the keywords, terms, and focus on publications that correlated with media literacy in Indonesia that were recorded in Google Scholar from 2016 to 2021 and visualized by the Vos viewer program is used to visualize the data and provide a ground base for the findings. The result from this study indicates that media literacy in Indonesia is still not independent as it comes with a certain focus/trend that happens in the country. While the media literacy focus is synchronized with the real-time condition in Indonesia, it also shows that the level of knowledge from the Indonesian people is heavily driven by the media.

Keywords: Indonesia, literature study, media literacy, Vos viewer

Introduction
Nowadays, technology has developed rapidly. The development of this technology is what encourages access to information to be easier and faster regardless of age and time limits (Haleem et al., 2022). Children and adults can access various kinds of information through their gadgets. However, technological developments have risks that must be considered. This risk is closely related to the literacy crisis experienced by the community, especially the young generation (Murray, 2021). That being said, technological advancement holds many benefits that can be used for research and academic purposes. For example, we can use technology to access the development of media literacy in a country, as it can be

This work is licensed under CC BY-SA.
Creative Commons Attribution-ShareAlike 4.0 International License.

taken as a certain indicator to understand the current situation and development of a nation. For example, if the trend of focus/topic in a country in one year is related to politics and democracy, we can further analyze what happened in that particular country during the time of the trend, as it can indicate whether that certain country has a national or regional election, and so forth (Dame, n.d.). The keywords that are related to the discussion of media literacy in a certain country can also be used to roughly indicate the level of intellectuality of the people in that certain country. This is caused by the common sense of people who are considered "literate" and follow a certain topic in a country from the media available, which must have undergone a thinking process. This statement can be understood by considering the topics or issues that often appear in public through media that determine how people from that certain country think in a certain period (Silverblatt, 2014).

Indonesia, as a country with more than 270 million people (Worldometers, n.d.), cannot yet be considered a country with a good level of media literacy. A lot of programs have been done by the government of Indonesia to increase the level of media literacy of the people, especially to prevent the spread of fake news and hoaxes (KOMINFO, 2021). The existence of fake news and hoaxes in Indonesia can be perceived at a high level, as a lot of fake news and hoaxes can be found every day on various platforms of media. Many people are exposed to hoaxes. For example, according to the Katada Insight Center (KIC), at least 30% to nearly 60% of Indonesians are exposed to hoaxes when accessing and communicating through cyberspace (Cahyadi, 2020). Despite the existence of obstacles in the form of hoaxes and fake news, media literacy has somewhat become an important topic to be discussed in Indonesia (especially among academicians) since the 2010s. This has also become the reason for this study to be conducted, as it aims to understand the development of media literacy focus in Indonesia in the last five years (2016-2021) and also to determine whether the topics that most appeared and were discussed during those years truly represent the real-time condition in Indonesia.

The circulation of various kinds of fake news or hoaxes poses a threat that triggers polemics in the community (Asnaria et al., 2022). This is because not all people are proficient in sorting out which news is true and which is fake. The Ministry of Communication and Informatics found that 9,546 hoaxes had been spread across various social media platforms on the Internet. The data is summarized over three years from August 2018 to early 2022. The Director of Information Empowerment of the Ministry of Communications and Informatics, Bonifasius Wahyu Pudjianto, said that people are now digging more sources of information from social media with a portion of 73 percent. While sources of information from television are 59.7 percent and online news or online 26.7 percent (Widyastuti, 2022). The data shows the importance of media literacy. Media literacy can avoid various kinds of fake news or hoaxes (Setiawan & Rahmawati, 2020; Udhany & Sylvia, 2022).

The quest to overcome the existence of fake news and hoaxes is not easy though, as most of the fake news and hoaxes are also interconnected in topics that have a big impact on Indonesians as a whole, like politics and democracy. so we could be more selective in receiving and processing information obtained, prevent the emergence of hoaxes and hate speech circulating in the community, and instill cultural values and citizenship in the lifestyle in the millennial era (Pratiwi & Asyarotin, 2019). In the context of democracy, a Doctoral candidate at Northern

Illinois University, Firawati, argues that mass media has an important role in creating the conditions needed for civil society organizations to achieve inclusion and democracy (FNN, 2021). Here we can see the importance of valid, trusty news to society.

Media literacy has various definitions. Media literacy is the ability or skill to critically analyze the accuracy, credibility, or evidence of bias in content created and consumed in various media, including radio and television, the internet, and social media (Dictionary, n.d.). While other sources define media literacy based on the wording consisting of 'media' and 'literacy'. Media is a broad term and includes many forms. Media are all communication channels used to distribute information, entertainment, and data. Media is a method by which messages are distributed to audiences. Meanwhile, literacy is identifying, interpreting, understanding, and communicating (Montoya, 2018). Literacy skills include the ability to read, write, speak, and listen effectively. In other words, media literacy is the ability to understand the information presented to us and respond accordingly. We need to seek to understand how all forms of media are created and consumed (Fran, 2021).

Based on the situation above, this study attempts to review the literature in the last 5 years from 2016 to 2021 to answer the question of how the development of media literacy in Indonesia is based on publications related to the topic of media literacy itself. The results show that there are various problems associated with these three keywords. In addition, there are 6 clusters or categories that are often associated with these keywords which are discussed in full in the discussion section.

Method

A qualitative method is used in this study, with emphasis on literature review using some programs, including *Publish or Perish* and *Vos Viewer* for data visualization. The data for the research is based on the publications from Google Scholar in the span of 5 years (2016-2021) to get the current trend, with the keywords “media literacy”, “media literacy”, and “Indonesia”. The results from the most suitable 1000 publications are processed in *Vos Viewer* to create a data visualization that can elaborate the development (and the dynamics) of the focus of research on media literacy focus in Indonesia each year from 2016 to 2021. Some keywords that represent the trend/focus of the research in that year have appeared such as “demokrasi”, “Pancasila”, “hoak”, “politik”, “Islam”, “partai”, “pilkada”, “sistem”, and of course, “covid”. From the result of data visualization by *Vos Viewer,* we can deduct the development of media literacy focus in Indonesia, which is still not great. This argument is based on the indication that the research related to media literacy (as well as the focus represented by the keywords on it) is mostly tied to the current issues that happened in Indonesia. While it is significantly coherent and can represent the events that happen in a certain year in Indonesia, it also indicates that the media literacy focus in Indonesia is still heavily influenced by the current situation/real-time events. This can halt the development of media literacy in Indonesia, as the research is based on popular events.

From the 1000 publications, the setting in the VosViewer program can be adjusted to refine the data that is visualized. In this step, the minimum occurrences of a term contained within are determined to be 5, meaning that it needs 5 times of occurrence for a word in an article to be included as a term that is used in this study.

There are 5823 terms with certain repetition found among the publications, but only 92 meet the threshold.

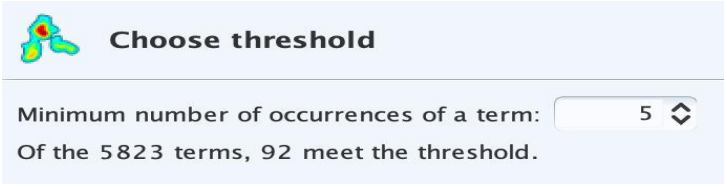


Figure 1. Threshold of occurrences of terms used

The next step is to determine the terms/keywords that are used, by setting the percentage of the most relevant words. In this study, the default setting is used, applying 60% of the most relevant terms to be included.

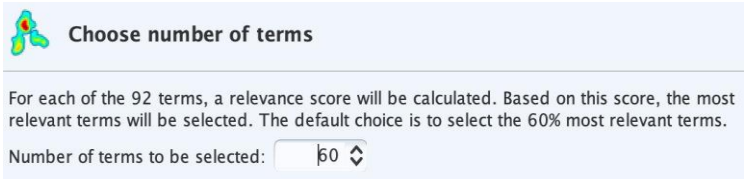


Figure 2. The number of terms to be selected in the study

From 60 terms/keywords, there are some words like the conjunction, irrelevant, or non-impactful words (for example: “and”, “this”, or “yesterday”). These words are removed from the selection, providing the research with the most significant terms that are mapped.

Findings and Discussion

After processing the data, a visualization that shows the networking interconnection between the terms related to Media Literacy in Indonesia can be seen as follows:

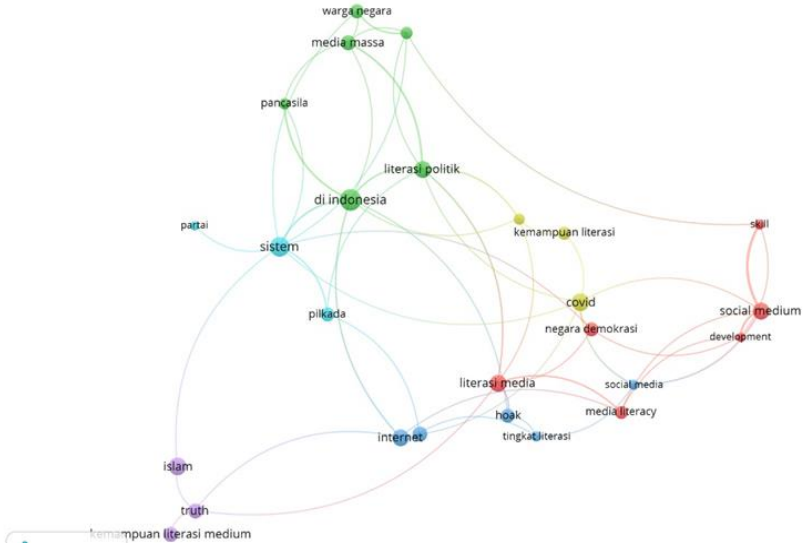


Figure 3. Network visualization of terms derived from publications related to the development of media literacy focus in Indonesia from 2016 to 2021

Based on the figure above, there are several problems or terms connected to the keywords “Media Literacy” which are divided into different colors. Talking about media literacy, as previously mentioned, certainly discusses hoaxes and how to increase public literacy towards the media (Susilo et al., 2019). Moreover, this review is aimed at the literature in the last 5 years in which the period was a political year. Judging from the Figure above, hoaxes circulating on the internet have a close relationship with political elements and general elections. As evidence, the Ministry of Communication and Information managed to capture 771 hoaxes or hoax content during the 2019 election period for the last seven months from August 2018 to February 2019 (KOMINFO, 2019). This means that hoaxes are often used by individuals to bring down their political opponents when entering the election season. Therefore, it is also necessary to increase political literacy in society. The aim is to prevent people from being trapped in hoaxes or narratives that lead to wrong opinions. The words "Islam" and "Truth" are also keywords that are often discussed in the literature on media literacy in the past 5 years. This shows that issues in this field are vulnerable to being the target of hoaxes given that religion is a sensitive topic, especially in Indonesia. Furthermore, the development of digital platforms also encourages democracy in the digital era (Mergel, 2021). This means that through social media, a person has the right to express his opinion on an issue (Burbach et al., 2020). However, this goes back to the keyword media literacy, which means that someone must be responsible for expressing their opinions, especially on social media.

In addition, the visualization process on VosViewer also creates the time-based overlay of the terms. In this figure, the more recent relevant terms are indicated by yellow hue. The time-based overlay can be observed as follows:

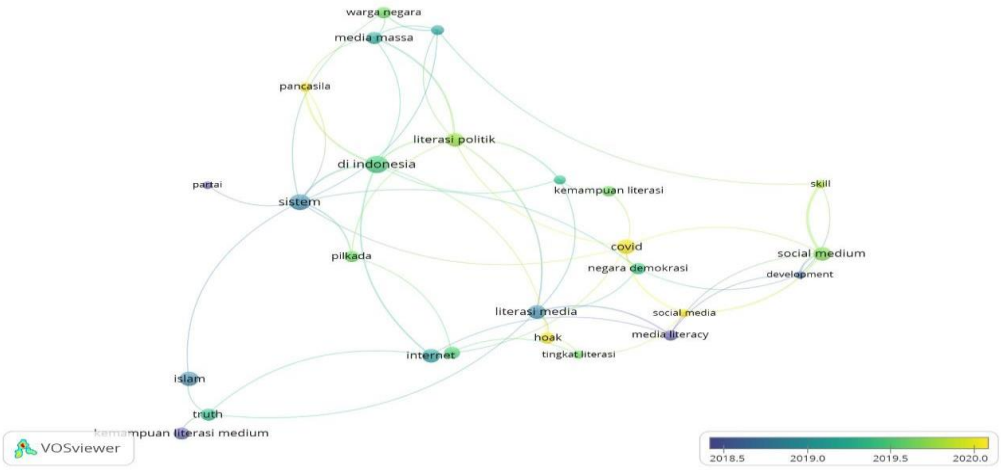


Figure 4. Network time-based overlay visualization of terms derived from publications related to the development of media literacy focus in Indonesia from 2016 to 2021

It can be understood that the publication about media literacy in Indonesia is intensely increasing from the second half of 2018 until 2020. This may happen because of the effect of several events, like the COVID-19 pandemic, and government programs, such as the Siber Kreasi program held by Kementerian

Komunikasi dan Informatika (Ministry for Communication and Informatics) to increase the digital (and media) literacy of Indonesian citizen by ensuring four pillars of digital literacy (digital ethics, digital culture, digital skills, and digital safety) to be taught and understood by Indonesians (Direktorat Jenderal Aplikasi Informatika Kominfo RI., 2021).

Last but not least, a density map based on the data is also available to show the relevance based on how often a specific keyword occurs in the publication related to the topic of media literacy in Indonesia. The density map can also be used to analyze what kind of factors affected the development of media literacy in Indonesia throughout the years, the density map can be observed as follows:

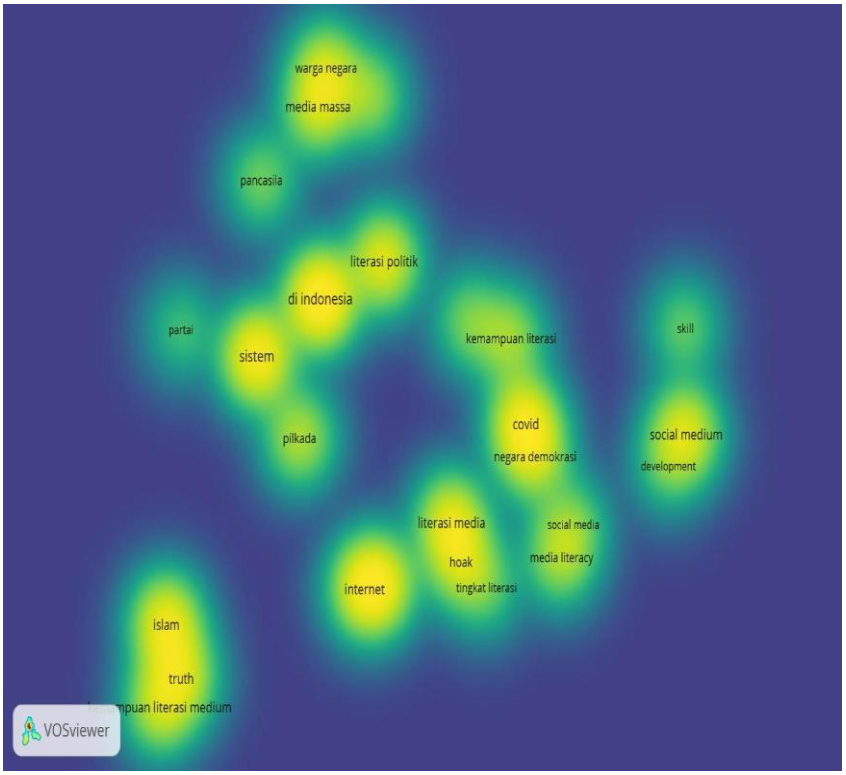


Figure 5. Density visualization of terms derived from publications related to media literacy in Indonesia 2016-2021

It can be observed from the maps, it can be observed that there are several keywords that are related/connected more compared to the other. These groups of keywords can be identified as clusters of terms that represent the findings and also can be used to generate conclusions in this research. The terms are grouped into 6 clusters:

Table 1. Clusters of most relevant terms from publications related with Media Literacy in Indonesia 2016-2021

No	Clusters	Keywords
1	Cluster 1	Development, literacy media, media literacy, negara demokrasi, skill, social medium
2	Cluster 2	Di Indonesia, literasi politik, media massa, Pancasila, partisipasi, warga negara

No	Clusters	Keywords
3	Cluster 3	Hoak, internet, media baru, social media, tingkat literasi
4	Cluster 4	Covid, era digital, kemampuan literasi
5	Cluster 5	Islam, kemampuan literasi, truth
6	Cluster 6	Partai, pilkada, sistem

From the clusters generated by VosViewer, it can be understood that Cluster 1 consists of terms that discuss the need for media literacy itself. Interestingly, in this cluster, the term "negara demokrasi" also appears. This can be indicated as a sign that the needs for media literacy correspond directly to the status of a country that applies democracy to run the government. it is also should be noted that the term "skill" and "social medium" also appears, meaning that media literacy is not only a mere object of study, but can be treated as a human-based capability that can be taught and trained so that the quality of human resources itself whilst interconnecting with each other, can be improved (Luthfia et al., n.d.). Cluster 2 consists of terms that have a strong connection with politics, ideology, and also the significance of mass media towards the political participation of the citizens in Indonesia (Austin et al., 2021). Cluster 3, meanwhile, focuses on terms that are related to New Media, hoaxes, the use of Internet social media, and how it can affect the literacy level of the citizens in Indonesia (Luo et al., 2022; McNulty, 2021). Cluster 4 contains COVID and how being in the digital era helped citizens of Indonesia resist it (Mona & Kawilarang, 2022). Cluster 5 consists of terms that may also indicate the existence of identity issues related to media literacy in Indonesia, as it contains "Islam", and interestingly it also shows "truth" and the literacy capability of the society. Last but not least, Cluster 6 mainly shows terms that have a correlation with the election, as the keywords that appear are "partai", "pilkada", and "sistem", which also prove that somehow the level of media literacy in Indonesia is heavily driven by the ongoing event in a certain period (Ashley et al., 2017).

It should also become a certain attention from the network maps that some of the words are interconnected more compared to others. From the result, it can be observed that "literasi politik", "literasi media", "di Indonesia", "covid", "social medium", and "sistem" are the most highlighted terms, especially on the network and the density map. "literasi politik", "literasi media", "di Indonesia", "covid", "social medium", and "sistem" appear to hold more significance in the network map. This condition also means those words are mentioned and referred to more than the other words in the study. Here, some explanations can be generated based on each term to provide a better understanding of the factors that affect media literacy in Indonesia during 2016-2021. Starting from the term 'literasi politik', 'literasi media', and 'sistem', represents the situation during the campaign for the presidential election of Indonesia in 2019. All parties tried to build an image that makes citizens choose them in the election by spreading the campaign in all media such as TV, newspaper, social media, etc. A direct election system is a form of democracy where people can directly choose their respective choices, starting from members of the DPRD, DPR to the president. Through massive publications in

various media, it is hoped that the public is able to recognize the candidate who is favored and increase the possibility of being elected by the community.

Meanwhile, 'di Indonesia' and 'COVID' show the situation of Indonesia during the pandemic and how to support the national economy while saving the people from the spread of the COVID-19 virus. Indonesia trying to strive to the virus by vaccine and for the economic side by stimuli such as Tax Incentives, stimulus Kredit Usaha Rakyat (KUR), and stimulus for Usaha Mikro Kecil Menengah (UMKM) (Finaka, 2021). And the next 'social medium' shows that technology in Indonesia rises rapidly, especially for social media Facebook, Instagram, Twitter, Tiktok, Whatsapp, and Telegram has changed the lifestyle of people in Indonesia. During the pandemic, social media is very powerful to spread information and the best way to speak louder about the opinion and aspirations of the public. The relationship between these words shows how media literacy in Indonesia is heavily driven by the ongoing events in a certain period of time.

Conclusion

Based on the literature study about Media Literacy in Indonesia 2016-2021, there are conclusions that can be deduced, especially based on the question of "how is the development of media literacy in Indonesia based on publications related to the topic of media literacy?". The most observable conclusion from this study is that media literacy in Indonesia is still not independent as it comes with a certain focus/trend that happens in the country. Such development of media literacy in Indonesia is also determined by the development of a certain event/situation that is happening. While the media literacy focus is synchronized with the real-time condition in Indonesia, it also shows that the level of knowledge from the Indonesian people is heavily driven by the media, and indicates room for growth for the people themselves to learn and understand better about media literacy despite the current issues. It is worth the wait for the day to come when the level of media literacy of Indonesian people is high, and people can think more critically for the sake of the development of the nation. However, as this study is mainly a literature study, the conclusion still needs to be tested and proven by more specific and concentrated research on the desired topic. The results from this study can become a preliminary discussion of more complex research or a supporting element towards the prior knowledge for the researchers before indulging in deeper research about media literacy in Indonesia.

References

Ashley, S., Maksl, A., & Craft, S. (2017). News media literacy and political engagement: What's the connection? *Journal of Media Literacy Education, 9*(1), 79-98. https://doi.org/10.23860/JMLE-2017-9-1-6.

Asnaria, F. R., Muthali'in, A., Prasetiyo, W. H., & Patmisari, P. (2022). The role of digital literacy is the spread of hoax on Instagram to strengthen the character of unity. *JED (Jurnal Etika Demokrasi), 7*(3), 695–704. https://doi.org/10.26618/jed.v7i3.8084

Austin, E. W., Borah, P., & Domgaard, S. (2021). COVID-19 disinformation and political engagement among communities of color: The role of media literacy. *Harvard Kennedy School Misinformation Review, 1*(7). https://doi.org/10.37016/mr-2020-58

Burbach, L., Halbach, P., Ziefle, M., & Calero Valdez, A. (2020). Opinion formation on the internet: The influence of personality, network structure, and content on sharing messages online. *Frontiers in Artificial Intelligence*, *3*, 1-16. https://doi.org/10.3389/frai.2020.00045

Cahyadi, I. R. (2020, November 20). Survei KIC: Hampir 60% orang Indonesia terpapar hoax saat mengakses internet. beritasatu.com. Retrieved from https://www.beritasatu.com/digital/700917/survei-kic-hampir-60-orang-indonesia-terpapar-hoax-saat-mengakses-internet

Dame, E. (n.d.). Advancing media literacy in developing countries. Pulte Institute for Global Development. Retrieved from https://pulte.nd.edu/projects/advancing-media-literacy-in-developing-countries/

Dictionary. (n.d.). Definition of media literacy. www.dictionary.com. Retrieved from https://www.dictionary.com/browse/media-literacy

Finaka, A. W. (2021). Indonesiabaik.id. Retrieved from https://indonesiabaik.id/infografis/stimulus-pemerintah-dalam-penanganan-covid-19

FNN. (2021, December 8). Akademikus: Media massa berperan penting dalam mencapai demokrasi. Retrieved from http://fnn.co.id/post/akademikus-media-massa-berperan-penting-dalam-mencapai-demokrasi

Fran, F. (2021, October 29). What is media literacy and why does it matter? FutureLearn. Retrieved from https://www.futurelearn.com/info/blog/what-is-media-literacy

Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, *3*, 275–285. https://doi.org/10.1016/j.susoc.2022.05.004

KOMINFO, P. (2019). Kominfo jaring 771 konten hoax, mayoritas terkait politik. website resmi kementerian. Retrieved from http:///content/detail/17071/kominfojaring-771-konten-hoax-mayoritas-terkait-politik/0/sorotan_media

KOMINFO, P. (2021, May 19). Siaran pers no. 170/HM/KOMINFO/05/2021 tentang besok, kominfo luncurkan program literasi digital nasional "makin cakap digital." Website RI. Retrieved from http:///content/detail/34574/siaran-pers-no-170hmkominfo052021-tentang-besok-kominfo-luncurkan-program-literasi-digital-nasional-makin-cakap-digital/0/siaran_pers

Luo, Y. F., Yang, S. C., & Kang, S. (2022). New media literacy and news trustworthiness: An application of importance–performance analysis. *Computers & Education*, *185*, 104529. https://doi.org/10.1016/j.compedu.2022.104529

Luthfia, A., Wibowo, D., Widyakusumastuti, M. A., & Angeline, M. (2021). The role of digital literacy on online opportunity and online risk in Indonesian youth. *Asian Journal for Public Opinion Research, 9*(2), 142–160. https://doi.org/10.15206/ajpor.2021.9.2.142.

McNulty, N. (2021, March 16). Why is internet and social media literacy so important? - 5 steps to a conscious consumer. Niall McNulty. Retrieved from https://www.niallmcnulty.com/2021/03/internet-literacy-social-media-literacy/

Mergel, I. (2021). *Study on the impact of digital transformation on democracy and good governance*. *CDDG*.

Mona, N., & Kawilarang, J. (2022). Digital media literacy during Covid-19 pandemic era among millenials. *Proceedings Of International Conference On Communication Science*, *2*(1), 115–124. https://doi.org/10.29303/iccsproceeding.v2i1.74

Montoya, S. (2018). *Defining literacy*. UNESCO Institute for Literacy.

Murray, J. (2021). Literacy is inadequate: Young children need literacies. *International Journal of Early Years Education*, *29*(1), 1–5. https://doi.org/10.1080/09669760.2021.1883816

Pratiwi, A., & Asyarotin, E. N. K. (2019). Implementasi literasi budaya dan kewargaan sebagai solusi disinformasi pada generasi millennial di Indonesia. *Jurnal Kajian Informasi & Perpustakaan*, *7*(1), 65-80. https://doi.org/10.24198/jkip.v7i1.20066

Setiawan, Y. B., & Rahmawati, S. (Eds.). (2020). *Emerging trends in psychology, law, communication studies, culture, religion, and literature in the global digital revolution*. London, UK: Routledge, Taylor & Francis Group.

Silverblatt, A. (2014). *Media literacy: Keys to interpreting media messages* (4th ed.). Praeger, An Imprint of ABC-CLIO, LLC.

Susilo, M. E., Afifi, S., & Yustitia, S. (2019). Hoax as a reflection on the low digital literacy in Indonesia. *Proceedings of the Second International Conference on Social, Economy, Education and Humanity*, 165–174. https://doi.org/10.5220/0009100201650174

Udhany, D., & Sylvia. (2022). New media literature: An effort to combat the covid-19 vaccine hoax in Indonesia. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, *5*(1), 2363-2373. https://doi.org/10.33258/birci.v5i1.3838

Widyastuti, R. A. Y. (2022, February 7). Hingga awal 2022, kominfo temukan 9.546 hoaks di internet. Tempo. Retrieved from https://bisnis.tempo.co/read/1558213/hingga-awal-2022-kominfo-temukan-9-546-hoaks-di-internet

Worldometers. (n.d.). *World population clock: 8 billion people (LIVE, 2023)—Worldometer*. Retrieved from https://www.worldometers.info/world-population/