Factors Determining New Media Literacy in Economic Empowerment Indonesia Society

K. Y.S. PUTRI

*Universitas Negeri Jakarta*

 *kinkinsubarsa@unj.ac.id*

ADAMU ABBAS ADAMU

*Curtin University Malaysia*

*Adamu.abbas@curtin.edu.my*

SAPARUDDIN MUKHTAR

*Universitas Negeri Jakarta*

*saparuddin@unj.ac.id*

DINI SAFITRI

*Universitas Negeri Jakarta*

*dinisafitri@unj.ac.id*

ABSTRACT

The complexities of our contemporary society and the continued technological advancement has made the adoption of new media a neccessity. Athough, the new media itself has some positive and negative benefits. Recent research trends in relations to new media has shown that, economic empowerment of the people in Indonesia individually and in groups has been very numerous and varied. But the problem is how do Indonesians optimize new media literacy in economic empowerment in Indonesia? The research objective is to find out how effective is new media literacy in the empowerment of the economy in Indonesia society. Our study draw inspiration from previous studies on the comparison of efficiency school performance between natural and social sciences: using a bootstrapping data involvement analysis and guided inquiry model through enhancing student science process skills on heat concepts. In particular, media literacy is the ability to understand, analyze, and deconstruct media imagery. Therefore, this study used a quantitative research approach with (175) respondents from regions in Indonesia, Bayah, Banten; Makassar and Jakarta. Findings of the study shows that the validity and reliability of media literacy variables are all positive. Although our studies study largely focus on the two biggest cities in Indonesia, the findings also demonstrated that new media literacy in economic empowerment of Indonesian people have been effective as they are able to understand every media message content presented by new media. Despite the societies understanding of the meaning of the content of messages conveyed through the media. The society has not been able to maximize the benefits from the economic side that can be done through new media. This study offers suggestion for future research on the need for further investigation of how Indonesian people can improve the utilization of new media literacy in economic empowerment.

**Keywords:** *Content Media, Efficiency Significant, Empowerment Economic, New Media, Media Literacy*

INTRODUCTION

The development of information technology has brought human behavior to change. Similarly, this changes has significantly impacted on the communication that occurs between humans also changes. Previous studies that focus on this changes found that humans today are difficult to analyze, criticize text media (Loh Yoke Ling, 2019). In fact, humans are currently lacking intense training in interpreting messages in new media. New media convey messages that are easy to digest by communicants and meta-perceptions. So there is often a misunderstanding in interpreting messages in the media.

New media brings a very diverse message to human life. But humans today depend on it. The contents of the message in the new media are very multiparty for the audience. Therefore media literacy for new media users is needed.

According to Kinkin (2018), new media is strongly influenced by social dimension. However, the users of the new media literacy skills have not yet felt (K. Y.S. Putri, 2018). This study investigates how respondents could be skilled in seeing messages in new media. Even more, with the development of information technology economic development has also increased, also in Indonesia.

Economic development in Indonesia is also growing rapidly following the development of information technology today. The society began to be creative in opening their businesses. Society has been very specific in meeting their needs. Based on the study of Saparuddin Mukhtar's (2018) business strategies has to undergo formulation again in their planning. In fact, consumers are not only targeted in the company's business goals, but consumers are made partners by companies in carrying out the company's vision and mission. (Saparuddin Mukhtar, 2018)

This research wants to analyze whether new media is very widespread in cyberspace as well as whether new media users also understand in the message delivered. Very diverse messages are packed in new media. Especially in attracting the attention of buyers. The seller is the initiator and composes a message that will be very interesting in the pictures and words that are ranked, direct and on target. This messages if effective will influence the buyers and make them interested as well as create an avenue for economic transactions through new media.

Conversly, if the company experiences a crisis because of frequent miscommunication between companies and consumers, there will be regular internal evaluations. Similarly, it is said that the crisis of a company must have measurements that are in line with the general standards used (Adamu and Bahtiar, 2019, a). During the crisis, there are several measurements in measuring internal organizational communication crises. The existing companies are developing in various ways which result to a neglect of their internal publics. In fact, they focus more on the external stakeholders and neglect their important stakeholder who can participate in solving thier problem. However, when a company follows various customer as well as other key stakeholders desires and needs, success is achieved. On the other hand, not providing essential support to key stakoholders will result to smouldering crisis and only few companies can survive maintaining and regaining their company.

Their are many under studied factors related to this important aspect of new media to investigate. However, it is equally important to note that this research does not look at mainstream media in Indonesia today. Specifically, this research focus on new media, which are widely used by people today. This study also looks at how the description of the factors in the new media variable in economy empowering of the society.

Economic empowerment is very diverse nowadays. Urban society is very segmentative to supply their consumer needs. But in small cities, companies have not classified the specific needs of their customers. Therefore researchers want to see how people optimize new media in the economic empowerment of their users.

LITERATURE REVIEW OR RESEARCH BACKGROUND

According to Potter (2005) media literacy is defined as a set of perspective that explains that the audience uses the media actively and they interpret the meaning of the message of the media. Similarly, Zettl (1998) and Messaris (1998) who talked about the knowledge of media production will enhance one’s literacy level,. In a study conducted by Phang and Schaefer (2009) it was also highlighted that students with production background have better awareness on media literacy compared to students who do not have the knowledge on production.

Media literacy definition by NAMLE (2013) is a series of communication competencies, including the ability to access, analyse, evaluate and communicate information in a variety of forms, including print and non-print messages. It empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound.

According to Jenkins 2006, media literacy is (1) Play. which is the ability to interact with the surrounding environment by overcoming problems. (2) Performance is the ability to adopt alternative identities for improvisation and new discoveries. (3) Simulation is the ability to build dynamic models in real-world processes. (4) Appropriation is the ability to interpret media content. (5) Multitasking is the ability to do work simultaneously with the surrounding environment. (6) Distributed Cognition is the ability to interact meaningfully with tools that can developmental capacity. (7) Collective Intelligence is the ability to gather knowledge for a common goal. (8) Judgment is the ability to evaluate the reliability and credibility of different information. (9) Transmedia Navigation is the ability to follow stories and information beyond various media modes. (10) Networking is the ability to search, synthesize, and disseminate information. (11) Negotiation is the ability to travel to reach different communities, with perspective, and accept alternative norms. (12) Visualization is creating and understanding visual representations of information. (Jenkins, 2006)

McCannon defines media literacy as an ability effectively and efficiently understands and uses mass communication (Strasburger & Wilson, 2002).

Another expert James W Potter (2005) defines media literacy as a set of perspectives where we actively empower ourselves in interpreting the messages we receive and how to anticipate them.

One popular definition states that media literacy is the ability to access, analyze, evaluate, and communicate the contents of media messages. From the definition, it is understood that the main focus is related to the content of media messages.

Media literacy is the ability to access, analyze, evaluate, and communicate information in various forms of media. In particular, media literacy is a set of perspectives that are used actively when accessing mass media to interpret the messages faced.

Although various definitions of media literacy have been put forward by many parties, broadly speaking, media literacy is related to how audiences can take control of the media. Media literacy is a skill to assess meaning in each type of message, organize the meaning so that it is useful, and then build a message to be conveyed to others.

The point is that media literacy seeks to provide critical awareness to the public when dealing with the media. Critical awareness is the keyword for the media literacy movement. Media literacy itself aims to, especially, provide a critical awareness of the audience so that it is more empowered before the media. (<https://www.literasipublik.com/pengertian-literasi-media>)

Art Silverblatt emphasizes the notion of media literacy in several elements, including (1) awareness of the influence of the media on individuals and social; (2) understanding of the mass communication process; (3) developing strategies to analyze and discuss media messages; (4) awareness that the contents of the media are texts that describe the culture and ourselves at this time; and (5) develops pleasure, understanding, and appreciation for media content. These five Silverblatt elements are then complemented by Baran with an understanding of ethics and moral obligations of media practitioners and developing appropriate and effective production capabilities. (<https://www.literasipublik.com/pengertian-literasi-media>)

According to Merriam Webster and the Oxford English Dictionary in Mardi Yatmo Hutomo (2000: 1), the word empower contains two meanings, namely:

1. to give power or authority to or give power, divert power or delegate authority to another party;
2. to give the ability to or enable or an effort to give ability or intelligence.

There are six concepts of economic empowerment according to Sumodiningrat (1999) as quoted by Mardi Yatmo Hutomo (2000: 6), which can be summarized as follows:

1. The people's economy is an economy organized by the people. The economy organized by the people is a national economy that is rooted in the potential and strength of society at large to run the wheels of their own economy.
2. Empowerment of the people's economy is an effort to make the economy strong, large, modern, and highly competitive in the right market mechanism. Because the constraints of people's economic development are structural constraints, the empowerment of the people's economy must be carried out through structural change.
3. The structural change in question is the change from a traditional economy to a modern economy, from a weak economy to a strong economy, from a subsistence economy to a market economy, from dependence to independence. The steps in the structure change process include: a) allocating resources for resource empowerment; b) institutional strengthening; c) mastery of technology; and d) empowering human resources.
4. Empowerment of the people's economy, is not enough just to increase productivity, provide equal business opportunities, and only provide capital injections as a formula, but there must be close cooperation and partnership between those who have advanced and those who are still weak and undeveloped.
5. Its policies in people's economic development are: a) providing opportunities or greater access to production assets (especially capital); b) strengthening the position of transactions and the people's economic business partnership, so that the people's economic actors are not merely price takers; c) education and health services; d) strengthening of small industries; e) encourage the emergence of new entrepreneurs; and f) spatial equality.
6. Society empowerment activities include: a) increasing access to business capital assistance; b) increasing access to Human Resource development; and c) increasing access to facilities and infrastructure that directly support the socio-economic conditions of local communities.

According to Ginandjar Kartasasmita (1996), people's economic empowerment is "an effort which is the mobilization of resources to develop people's economic potential to improve people's productivity so that productivity, both human resources and natural resources around the people, can be increased". From various views on the concept of empowerment, it can be concluded, that society economic empowerment is strengthening ownership of factors of production, strengthening the mastery of distribution and marketing, strengthening the society to obtain adequate salary / wages, and strengthening the society to obtain information, knowledge and skills, which must be done in a multi-aspect manner, both from the aspect of the society itself, as well as aspects of its policy.

Efforts to empower the society economy are inseparable from the expansion of employment opportunities and increased the income of the society. Related to society empowerment in expanding employment opportunities, one of them is influenced by the development policy of Micro, Small and Medium Enterprises (MSMEs). The development of MSMEs, especially Small and Medium Enterprises (SMEs), has strategic potential in the context of society empowerment, given the growth and active real sector run by SMEs capable of providing added value to the society, namely the availability of jobs and increased income. This shows that the SME group can be an equalizer and employment absorption. In connection with efforts to empower the society economy, the main activities carried out by the Ministry of Cooperatives and SMEs for SMEs include:

1. SME business support system development program - The main activities that will be carried out through this program are: a) funding sources, especially investment credit schemes and the provision of export financing schemes through venture capital institutions and other non-bank institutions, especially those that support SMEs; b) Strengthening the domestic market network of SME products through the development of marketing institutions, networks / business partnerships, and on-line business transaction systems, especially for highly competitive superior commodities; c) Strengthening financing infrastructure for farmers and fishermen in rural areas and developing alternative financing schemes such as revolving fund sharing systems, joint responsibility systems or guarantees of local society leaders in lieu of collateral, counseling on cooperatives to the general public; d) Facilitating the development of a credit guarantee scheme through cooperation between banks and insurance institutions, and facilitating technical assistance to BPRs and Bank Partner Financial Consultants (KKMB) to increase lending to the agricultural sector; e) Provision of support for the development of traditional micro enterprises and craftsmen, through the approach of fostering production centers/clusters accompanied by the support of the provision of rural infrastructure; f) Strengthening assistance for KSP / USP who are still able to carry out activities; g) Facilitating SMEs to be able to trade in emerging markets provided by the Ministry of Trade.
2. Empowerment of micro-scale businesses - The main activities that will be carried out through this program are: a) Increasing opportunities in business by providing management facilities and technical management in starting businesses, protecting businesses, providing new entrepreneurs, and providing alternative financing schemes for business; b) Implementation of business culture and cooperative training and facilitation for the establishment of cooperatives in pockets of poverty; c) Increasing institutional capacity and service quality of MFIs and KSPs in the agricultural and rural sectors, among others, through the establishment of a network system between MFIs and between MFIs and banks; d) Development of micro, small and medium enterprises through a cluster approach in the agribusiness and agro-industry sectors along with providing facilities in business management, including by improving the quality of cooperatives as an organization to increase the scale of business economics and collective efficiency; e) Facilitating business facilities for micro-scale businesses, which are located around shelter tents, and implementing emergency markets coordinated by the Ministry of Trade; f) Increasing micro and small scale loans and increasing the capacity and service coverage of KSP / USP; g) Increased knowledge and entrepreneurial abilities of micro and small entrepreneurs. (Wayan Suarja, 2007).

One of the things that can support the development of an SME in order to create a strong economy is a factor of capital. Until now, the capital factor in the form of business credit is still sought by the government and is stated in its policies. As mentioned in the government policy above, the government carries out the main activities in the field of capital including expanding, strengthening and facilitating financing sources and increasing micro and small scale loans. Thus, capital is an important factor for the progress of SMEs in order to strengthen the national economy even though in reality, some SMEs are still having difficulties in obtaining these loans. (<http://www.pendidikanekonomi.com/2012/12/pemberdayaan-ekonomi-masyarakat.html>)

Silverblatt also mentioned that there are four objectives of media literacy, namely critical awareness, discussion, critical choice, and social action. But the most important critical awareness provides benefits for the public to get information correctly related to media coverage by comparing between media with each other critically; more aware of media influences in everyday life; interpret media messages; build sensitivity to programs as a way of learning culture; knowing the pattern of relations between media owners and the government that affect the content of the media; and consider the media in individual decisions.

This critical awareness of the public on the reality of the media is the main purpose of media literacy. This is because the media is not a neutral entity. He always brings values, both economic, political, and cultural. The whole has an impact on the individual how he lives his daily life.

Media literacy exists as a stronghold for the public to be critical of the content of the media while determining the information needed from the media. Media literacy is needed in the midst of information saturation, high media exposure, and various problems in the information that surround our daily lives.

For that, the audience must be able to control the information or messages received. Media literacy provides guidance on how to take control of the information provided by the media. The higher the media literate of a person, the more capable the person is to see the boundary between the real world and the world constructed by the media.

The person will also have a clearer map to help determine the direction in the media world better. In short, the more media a person literates, the more capable that person is in building the life we ​​want instead of letting the media build our lives as the media want.

James Potter emphasizes that media literacy is built on the personal locus, knowledge structure, and skill. Personal locus is our purpose and control of information. When we are aware of the information we need, our awareness will lead to the process of selecting information faster, and vice versa. The structure of knowledge is a set of organized information in our minds. In media literacy, we need a strong information structure for media effects, media content, the media industry, the real world, and ourselves. While skill is a tool that we use to improve our media literacy skills.

According to James Potter, there are 7 skills needed to gain a critical awareness of media through media literacy. The seven skills or skills are:

1. Analytical skills require us to break down the message we receive into meaningful elements.
2. Evaluation is making an assessment of the meaning of these elements.
3. Grouping is determining elements that have similarities and different elements to be grouped into different categories.
4. Induction is to draw conclusions from the above grouping and then generalize the patterns of the elements into larger messages.
5. Deduction uses general principles to explain something specific.
6. Synthesis is gathering these elements into one new structure.
7. Abstracting is creating short, clear, and accurate descriptions to describe the essence of the message in a shorter time than the original message. ( <http://www.pendidikanekonomi.com/2012/12/pemberdayaan-ekonomi-masyarakat.html>)

METHODOLOGY

This study uses a quantitative approach. More specifically, in this study used questionnaires which is the most recognized method of data collection in quantitative approach (Adamu & Bahtiar, 2019, b; Saunders, Lewis, Thornhill, & Wang, 2009). The researcher distributed questionnaires to 157 respondents with various major cities in Indonesia such as Jakarta, Bekasi, Depok, Serang, Badung, Medan, and Makassar. Characteristics of respondents are those who use new media in their daily activities. Especially in economic activities in the society.

Table 1. Validity and Reliability of Media Literacy variables

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Media Literacy Dimension** | **Validity** | **Reliability** |
| 1. | Play | KMO= .81Sign = .000 | r= .83 |
| 2. | Performance | KMO = .84Sign = .000 | r = .82 |
| 3. | Appropriation | KMO = .83Sign = .000 | r = .82 |
| 4. | Multitasking | KMO = .86Sign = .000 | r = .85 |
| 5. | Distributed | KMO = .91Sign = .000 | r = .88 |
| 6. | Collective | KMO = .90Sign = .000 | r = .89 |
| 7. | Judgement | KMO = .81Sign = .000 | r = .82 |
| 8. | Transmedia | KMO = .89Sign = .000 | r = .88 |
| 9. | Networking | KMO = .92Sign = .000 | r = .89 |
| 10. | Collaboration | KMO = .91Sign = .000 | r = .90 |
| 11. | Negotiation | KMO = .90Sign = .000 | r= . 91 |
| 12. | Vizualization | KMO = .92Sign = .000 | r = .90 |

RESULTS AND DISCUSSION

This study has extend the literature on economic empowerment using new media in a fast developing economy in many ways. Firstly, the results indicated that the relationship between the dimensions of variables investigated are positive and significant. From these 12 dimensions in all statements that are dominated positively are multitasking dimensions. With the response value is a range of one to four. From the 12 dimensions, the lowest descriptive value is appropriation. Respondents did use new media in all aspects of their lives. But for the media is right or not, they have not made new media as the main media. The Cronbach Alpha of each dimension has achieved the required threshold of 0.8 (Hair et al., 2010). Respondents did use new media in all aspects of their lives.

Table 2. Descriptive results of the media literacy dimension

|  |  |  |
| --- | --- | --- |
| **No**  | **Media Literacy Dimension** |  |
| 1. | Play | 1 = 6%2 = 10%3 = 73%4 = 11% |
| 2. | Performance | 1= 16%2= 7%3= 9%4= 68% |
| 3. | Appropriation | 1= 16%2= 11%3= 23%4= 52 % |
| 4. | Multitasking | 1= 2%2= 3%3= 28%4= 67% |
| 5. | Distributed | 1= 12%2= 10%3= 27%4= 61% |
| 6. | Collective | 1= 8%2=6%3= 21%4= 65% |
| 7. | Judgement | 1= 17%2= 9%3= 13%4= 61% |
| 8. | Transmedia | 1= 9%2= 7%3= 24%4= 60% |
| 9. | Networking | 1= 20%2= 11%3= 9%4= 60% |
| 10. | Collaboration | 1= 20%2= 11%3= 7%4= 62% |
| 11. | Negotiation | 1= 21%2= 5%3= 12%4= 63% |
| 12. | Vizualization | 1= 7%2= 17%3= 11%4= 65% |

The data above states that descriptive data is positive in all dimensions of media literacy. In the previous study, there was indeed no descriptive data. This study wants to see also descriptive data. Descriptive data want to see descriptive data so that it can be further explored for the next study.

The results of each dimension of media literacy in looking at the economic empowerment of the Indonesian people, the play dimension has a value of r is .77, it means that the play dimension has a positive value when respondents use new media in accessing economic areas. Respondents can see economic activities and know various things in developing economic activities. And users as buyers in economic activities in new media. New media can provide knowledge of economic activities. It can also stimulate achievement in the differentiation of economic activity in new media.

The performance dimension of media literacy has a value of r is .78, in the results of this study. This means that the performance of new media has a meaningful value also for respondents. They stated that if the performance in the new media was interesting, they would access it. And when they add value, then they will spread through the network and word of mouth in the community. So it becomes a viral discussion. And can be discussed in the mainstream media.

The simulation dimension of this study has a value of r is .76, respondents are helped in new media. When they want to access and technically want to know more in their desires. However, new media literacy in research respondents is not yet skilled in using new media. Respondents are still difficult in following the simulations provided by new media. This research also provides assistance to respondents in providing simulations provided by new media. In fulfilling the wishes of the respondents.

The appropriation dimension has a value of r is .77. Respondents are right to use new media in using new media. Respondents use new media in their economic activities. They use new media not only for economic activities. But in developing economic creativity and enlarging their economic networks, they use new media. Respondents responded very precisely in the use of new media in their daily lives.

The multitasking dimension has a value of r is .78. Respondents have many job responses at one time. At the same time can do some information that you want to know. Respondents can search for information and other information needs in new media. Respondents in this dimension really enjoy multitasking that can be obtained at one time to do various tasks and desires.

The distributed dimension has a value of r is .80. Respondents considered that the new media strongly distributed information, news and anything needed by respondents. So they are very satisfied with all the information presented by the new media. They can design and even gain new creativity in their daily activities. Both in terms of economy and daily life.

The collective dimension has a value of r is .82. Respondents can gather all the information they need. Or the information they will need. Collection of data, information, news or other matters can be obtained by respondents through new media. From the information they get from new media, it can stimulate them to be creative in any case.

The judgment dimension has a value of r is .76. Respondents responding to this dimension the new media can also assess only one party. New media content sometimes provides information from one side only. Respondents often search for news or information that is opposite to what they have obtained. New media always provides media content on one side only. Respondents ultimately are not satisfied with getting the information they want so they look for more information or news they want.

The transmedia dimension has a value of r is .79. Respondents respond to the statement of this dimension with a positive dominant. They enjoy using new media. They can also use other activities with the new media. New media presents ease of use. New media makes it easy for respondents to obtain information, news or other things in optimizing the information needed by respondents.

The networking dimension has a value of r is .83. New media can make it easier for respondents to expand their economic networks. New media opens new networks. And new media can open insights, knowledge for respondents. Respondents get things that they did not think until that direction. By interacting with new media, they get enlightened in the development of their economic activities. Or developing the opening or expansion of their economic activities.

The negotiation dimension has a value of r is .75. According to respondents, new media has a weakness is a negotiation. Respondents cannot negotiate with new media. Research respondents are very fond of negotiating when conducting economic transactions or in their economic activities. New media makes the live chat. But the respondents did not get the answers desired by respondents in their economic activities. Respondents want offers or desires that they expect. But the new media is difficult to negotiate. So that respondents prefer not to continue their negotiations. They continue to search the web or other sites, which can satisfy their desires.

The dimension of visualization has a value of r is .87. The response was very satisfied with the visualization presented by the new media. New media can meet the desires of respondents. Presentation of visualization is very fulfilling the wishes of respondents. Everything that is in the minds of new media users, can be translated by new media. So that the physical realization in the form of photos and videos can be received according to the respondent. Respondents were very satisfied with the dimension of visualization in media literacy.

The reflection of this research is the dimension of visualization, in previous studies conducted by Marzudi MD Yunus, the visual meaning is based on audience perceptions and visual experiences (Marzudi MD Yunus, 2019).This research is very close to the experience of respondents in new media. Their visualization experiences in the new media greatly influenced respondents. Research conducted by Zeti Azreen Ahmad stated that the function of social media is only to promote and invite messages simultaneously to the target stakeholders. Zeti's research in the context of public relations(Zeti Azreen A, 2019). It is different from this research but there are similarities in the dimension of visualization, that respondents are interested in the visualization presented by new media.

The most influential dimension in this study is visualization in line with the results of Ahmad Sauffiyan H's research, stating that social media is a very powerful media that has changed human behavior, in the order of life, social, and politics (Ahmad Sauffiyan H, 2019). This study states in several dimensions that positive media literacy in social media is responded to by respondents. Respondents realize that their lives today are very dependent on new media. They are very influenced by new media in their activities. As research conducted by Arya Dharma S, states that moderate factors have a significant promotion of health information and media literacy in anticipating cervical cancer behavior (Arya Dharma S, 2019).

Research conducted by Tangguh on movie viewing behavior has now been changed to legal models in Indonesia such as Hooq, Netflix, Iflix, Genflix, Viu, and others (Tangguh Okta W, 2019). This study received a response from respondents, that they stated the advantage of using one of the media is obtaining access to the latest films both illegally and legally through new media. Critics of this research, the government should be firm in the use of new media. So that it can be orderly for entrepreneurs and users in using new media. As research conducted by Muhammad Adnan P stated that Malaysia has rules in cybermedia. Likewise Indonesia. But Malaysia can firmly impose sanctions on anyone who violates cybermedia articles (Muhammad Adnan P, 2019).

The benefits of this research are the results of this study can reflect on what factors are the most powerful in empowering the community's economy. In economic empowerment, new media really helps what is desired by potential consumers and consumers.

CONCLUSION

The most powerful dimension in this study is visualization. Respondents get positive benefits from the use of new media in community economic empowerment. The most positive description of the dimensions of media literacy is multitasking. Respondents stated that the use of new media can be done by doing other activities. The suggestion of this research is that the next research can use a larger respondent to represent the research. Elaboration of research with other research can make the results of this study richer and can benefit the community.

ACKNOWLEDGEMENT

This article is supported by Universitas Negeri Jakarta research institute, dean of the Faculty of Social Sciences and Universitas Negeri Jakarta, Communication Studies Program, Department of Marketing of Curtin University Malaysia, Economics Faculty of Universitas Negeri Jakarta and also government and community parties in supporting this research.

BIODATA

K. Y.S. Putri is assistant Professor, and head of the Communication Department Coordinator at Universitas Negeri Jakarta. She is a lecturer in Communication Department at Universitas Negeri Jakarta. Email: kinkinsubarsa@unj.ac.id

Adamu Abbas Adamu is a lecturer at Curtin University Malaysia. Email: Adamu.abbas@curtin.edu.my.

Saparuddin Mukhtar is associate Professor, lecturer in Management Department, Faculty of Economic, Universitas Negeri Jakarta. Email: saparuddin@unj.ac.id.

Dini Safitri is associate Professor, lecturer in Communication Department, Faculty of Social Science, Universitas Negeri Jakarta. Email: dinisafitri@unj.ac.id.

REFERENCES

Adamu Abbas Adamu and Bahtiar Mohamad (2019, a) "A reliable and valid measurement scale for assessing internal crisis communication", Journal of Communication Management, Vol. 23 No. 2, pp. 90-108. Retrieved from <https://doi.org/10.1108/JCOM-07-2018-0068>

Adamu, A. A., & Mohamad, B. (2019, b). Developing a Strategic Model of Internal Crisis Communication: Empirical Evidence from Nigeria. International Journal of Strategic Communication, 1-22.

Ahmad, Zeti Azreen. (2019). Embracing Social Media: The Change and Disruption to Public Relations Practices in Malaysia. Jurnal Komunikasi: Malaysian Journal of Communication Jilid 35(1) 2019: 319-337. Retrieved from <http://http//doi.org/10.17576/JKMJC-2019-3501-21>

Hair, J.F., Anderson, R.E., Babin, B.J. and Black, W.C. (2010), Multivariate Data Analysis: A Global Perspective, Vol. 7, Pearson Education, London

Hasan, Ahmad Sauffiyan. (2019). Pendemokrasian Media dan Cabaran Keselamatan dalam Era Digital. Jurnal Komunikasi: Malaysian Journal of Communication Jilid 35(1) 2019: 237-251. Retrieved from <http://http//doi.org/1017576/JKMJC-2019-3501-16>

Hutomo, Mardi Yatmo. (2000). Pemberdayaan Masyarakat dalam Bidang Ekonomi: Tinjauan Teoritik dan Implementasi. Retrieved from <https://www.bappenas.go.id/files/2913/5022/6062/mardi__20091015151035__2384__0.pdf>

Intania Poerwaningtias, dkk., (2013), *Model-model Gerakan Literasi Media dan Pemantauan Media di Indonesia,* Pusat Kajian Media dan Budaya Populer bekerja sama dengan Yayasan TIFA, Yogyakarta.

Ling, Yoke Loh. (2019). Youth Media Literacy in Interpreting the Ideology of the Film Documentary The Malayan Emergency (2010). Jurnal Komunikasi: Malaysian Journal of Communication Jilid 35(2) 2019: 195-210. Retrieved from <https://doi.org/10.17576/JKMJC-2019-3502-12>

Literasi Publik. (2017). Pengertian Literasi Media. Retrieved from <https://www.literasipublik.com/pengertian-literasi-media>

Messaris, P. (1998). Visual aspect of media lieracy. Journal of Communication, 70-80.

Mukhtar, Saparuddin. (2018). Reformulation of Business Strategy PT XYZ. Jurnal Pendidikan Ekonomi & Bisnis, 6 (2) 2018, 118-126. Retrieved from <https://doi.org/10.21009/JPEB.006.2.4>

NAMLE. (2013). National Association of Media Literacy. Retrieved from <https://namle.net/pulications/media-literacy-definitions/>

Phang, A., & Schaefer, J. (2009). Is ignorance bliss? Assessing Singaporean media literacy awareness in the era of globalization. Journal & Mass Communication Educator, 156-172.

Pitchan, Muhammad Adnan. (2019). Dasar Keselamatan Siber Malaysia: Tinjauan Terhadap Kesedaran Netizen dan Undang-Undang. Jurnal Komunikasi: Malaysian Journal of Communication Jilid 35(1) 2019: 103-119. Retieved from <https://doi.org/10.17576/JKMJC-2019-3501-08>

Potter, W.J. (2005). Media literacy (3rd ed.). Thousand Oaks: SAGE.

Putri, K. Y.S. (2018). Representation of media literacy in the dimensions of social life in Indonesia. IOP Conf. Series: Materials Science and Engineering 434 (2018) 012271. DOI: 10.1088/1757-899X/434/1/012271

Saunders, M., Lewis, P., Thornhill, A., & Wang, C. (2009). Analysing qualitative data. In Research methods for business students (5th ed., pp. 480–525). Harlow, UK: Pearson Education Ltd

Shinta, Arya Dharma. (2019). Analysis of the Moderating Effect of Media Literacy on Cervical Cancer Preventive Behaviours. Jurnal Komunikasi: Malaysian Journal of Communication Jilid 35(1) 2019: 156-170. Retieved from <http://http//doi.org/10.17576/JKMJC-2019-3501-11/>

Wahyono Budi. (2012). Pemberdayaan Ekonomi Masyarakat, Retrieved from <http://www.pendidikanekonomi.com/2012/12/pemberdayaan-ekonomi-masyarakat.html>

Wibowo, Tangguh Okta. (2019). Understanding Movie Streaming Websites in Indonesia as Unlimited Movie Access in the Digital Era. Jurnal Komunikasi: Malaysian Journal of Communication Jilid 35(2) 2019: 247-259. Retrieved from <https://doi.org/10.17576/JKMJC-2019-3502-15>

Yunus, Marzudi MD. (2019). Logo Hari Kebangsaan 2018: Analisis Teori Seni dan Aplikasi Komunikasi Visual. Jurnal Komunikasi: Malaysian Journal of Communication Jilid 35(2) 2019: 176-194. Retrieved from <http://http//doi.org/10.17576/JKMJC-2019-3502-11/>

Zettl, H. (1998). Contextual media aesthetics as the basic for media literacy. Journal of Communication, 81-95.