Educating Communities Through Media Literacy in Preventing the Spread of Radicalism Content on the Internet

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Abstract— The threat that currently exists in Indonesia is one of them is the threat of radicalism. Radicalism is spreading rapidly nowadays through internet media, be it social media or social messaging. Indonesian society is easily exposed to radicalism because of the lack of public education. Media literacy is needed to prevent the spread of radicalism on the internet. Media literacy is needed as a stronghold of society so that it is not easily provoked and carried away with narratives displayed on the internet. This research uses descriptive qualitative method by collecting primary data through interviews, while for secondary data with literature. The expected results are policy recommendations to the leader related to media literacy education in preventing radicalism.

Keywords: *educating communities, media literacy, radicalism content on internet*

I.   INTRODUCTION

Internet usage in Indonesia is currently increasing, as quoted by the Association of Indonesian Internet Service Providers (APJII) that in Indonesia in 2016 there were 132.7 million people while in 2017 it was 143.26 million [1]. The infographics can be seen as below:

Figure 1: APJII Survey 2018

Meanwhile, according to the APJII [1] survey it was said that the internet in Indonesia was used at all levels of society, as listed below

Figure 2: APJII Survey 2018

The use of the internet in Indonesia is now being misused by certain groups who want to spread radicalism. According to the Defense White Paper [2], the threat is divided into two, namely military and non-military threats. The non-military threats currently occurring in Indonesia are terrorism, radicalism, cyber crime, natural disasters, drugs, etc. The non-military threats that will be discussed in this article are the threat of radicalism. The threat of radicalism currently in Indonesia is real and truly exists.

Radical groups take advantage of technological advances by spreading radical content in society. One of the techniques to spread radicalism is to use the internet, in this case what is used is through social media and social messaging. Social media here, for example, is Facebook, Twitter and Instagram. Then for social messaging is via WhatsApp, Telegram and Line.The data prove from the Ministry of Communication and Information (Kemkominfo) that at the beginning of April 2019 there were 119 blocked Facebook and Instagram accounts. Meanwhile in 2018 the Ministry of Communication and Information has blocked 10,499 content consisting of 7,160 Facebook and Instagram content, 1,316 content on Twitter, 677 YouTube content, 502 content on Telegram, 502 content on file sharing and 292 content on other sites. [3].

The increasing use of social media in the community has increasingly opened up opportunities for radical groups to spread radical content articles and even verse quotations that are easily accessible to social media users. It is on this basis that the current method of developing the spread of radicalism can be said to be far more widespread and focused on people who do not have more knowledge. The absence of education on media literacy (media literacy) in the community to analyze and re-confirm an article on the internet needs to be turned on now.

The internet, which is currently easily accessed via a smartphone or smartphone, often makes a person become addicted so that he does not know the time to access it. These unpleasant things from the ease of accessing the internet are what make media literacy an important

matter, because inevitably the news accessors must be educated to be able to use the internet properly.

The low literacy media, especially digital media in the midst of society, is one of the drivers of the widespread negative impact of internet use such as the spread of radicalism. On this basis, the Balitbang Kemhan researchers conducted a study entitled Educating Communities Through Media Literacy in Preventing the Spread of Radicalism Content on the Internet.

II. DISCUSSION

A. Dangers of Radicalism

Radicalism has been very dangerous because at the moment radicalism is viewed narrowly and is easily misused as a doctrine that directs an individual or group to become extreme [4]. Even more dangerous when this understanding is used as an excuse to commit violence against adherents who are considered different. Radicalism uses religious texts as shields to facilitate the spread. The spread of radical notions that are able to penetrate all elements of the social strata must now be taken seriously.

According to BNPT studies, radicalism itself is the forerunner to the birth of terrorism. Radicalism has the purpose of totally changing the order of values. All methods are carried out including violence and extreme actions. This trait has the following characteristics: (1) not appreciating the opinions and beliefs of others or intolerance; (2)assume only him and his group are right, besides that they are wrong and put forward group fanatics; being exclusive, not blending except with the group; (4) achieving its objectives by means of violence.

i. Stage of Exposure to Radicalism

According to taxonomic theory the bloom of a person gains cognitive understanding through six stages; (1) knowledge; (2) understanding; (3) application; (4) analysis; (5) synthesis; and (6) evaluation [4].

Based on the theory above, a person can be exposed to radical understanding explained by the six stages above. First, the knowledge stage: how a person gets knowledge about radical content from sites or orally through recitation. From this knowledge one will get an understanding of the content that is focused on the discussion. Second, the stage of understanding: a sign that someone already understands knowledge is when he can explain again what he got from that prior knowledge. Third, the implementation stage: after understanding, people who are exposed to information on radicalization, he will be able to give a more specific case example of the knowledge gained, for example he can already mention the story of war in a conflict country.

Fourth, the analysis phase: at this stage a person who is exposed to radical understanding has been able to recount his knowledge based on the elements, for example when he breaks down the injustice of the state that does not apply Islamic law and its elements. Fifth, the synthesis phase: when a person is exposed to radical understanding in the synthesis phase he is able to find action conclusions from the previous stages and as if finding a new theory.

Sixth, the evaluation stage: that is, where the exposed individual is able to provide an assessment of the results of the synthesis or conclusions obtained from each stage of the taxonomy, for example when he feels confident about the truth of killing the police for religious reasons and believes that this is good.

ii. Reasons for the Digital Media as a Media for Spreading Radical Content.

Digital media is a form of media that is believed to be a democratic media, a public sphere media, which opens space for each individual to convey his opinion and expression. This large public space and can be said to be "unlimited", can be used by people with any purpose, including for the dissemination of radical content.

Digital media is media that has two sides, positive and negative sides. Radical content is part of the negative side or the dark side of the internet.Cheap digital media and reach out to people with a very fast time. There is no gatekeeper, everyone can be a messenger to many other people, as stated by the Poster "The Internet is above all a decentralized communication system" [5]. This digital media regulation is limited compared to the mass media (old media). Its very fast development is difficult to regulate with regulations, besides the existence of regulations from the state will show the authoritarian characteristics of the country.Radical content is more difficult to emerge through mass media, because of the more limited and expensive regulation and distribution, therefore digital media is a very adequate tool as a fertile field for the spread of radical content. [5].

B. Media Literacy

i. Media Literacy Concept

The concept of media literacy began to be developed in England since 1930, this concept to counteract the current of pop culture that hit the younger generation at that time. In the 1970s an ideological introduction emerged that the media had the power to create natural reality [6]. Seeing the immense influence of the media on British society since then emerged the first courses formally in the focus on film, then subsequently emerged media studies as an option for young groups within the age range of 14-19 years. In 1990 the education curriculum in England required teaching about media as part of English language learning so that the UK was known as a pioneer of the development of education for media literacy in the world [7].

In Indonesia the introduction of the concept of new media literacy was developed in 1990. The concept of media literacy in Indonesia is late when compared to developed countries in the world that have previously developed media literacy activities in their countries [6].

ii. Media Literacy Definition

McCanon interpreted media literacy as an ability effectively and efficiently understood and used mass communication. In addition, James W Potter [8] said that media literacy is a perspective device in which kits actively empower ourselves in interpreting the messages we receive and how to anticipate them.

The National Leadership Conference on Media Literacy says that media literacy is the ability to access, analyze, evaluate and produce the contents of media messages. Access here means the ability to find information

or find messages contained in a media. Analysis refers to the process of knowing the purpose of the media message maker, for which media audience, how the construction techniques are used, the symbol system, and the technology used to build the message.

The analysis also includes the ability to recognize the political, economic, social and historical context in which media messages are produced and circulated as part of a cultural system. Furthermore, evaluation refers to the process of assessing the truth, authenticity, creativity or quality of media messages encountered, and making judgments (good-bad, right-wrong) about the media message. The next stage is the ability to communicate messages in various forms (using language, photography, video, online media, etc.). Media literacy emphasizes the ability to produce media messages using various symbols and technological tools [9].

The Australian Communications and Media Authority (ACMA) states that media literacy is the ability to use, understand and create communication and media. Meanwhile, according to the Ontario Ministry of Education, Canada [10] defines media literacy as a form of attention in helping students develop an understanding of information and a critical attitude about the nature of mass media, techniques used in compiling mass media messages and the impact of these techniques. This education aims to increase student satisfaction and understanding of how media works, how media produce meaning, how media are organized, and how media build reality.

iii. Media Literacy Objectives

Kirwan, et al [11] mention several reasons for the importance of media education or media literacy. The reasons for organizing media education or media literacy are:

1 We need to get enough information about the media, and why and how information is communicated. Humans need have the ability to assess information that can be trusted.
2 Mass media is an important part of the experience of many people, so we need to study mass media in addition to other forms of information and entertainment such as books.
3 It is important to provide learning on the experiences of children consuming media.
4 Mass media is the main source of information, becomes part of our culture, and learners should understand how mass media shape meaning.

results of the Fedorov [12] study that distributed questionnaires to 26 media literacy experts from Asia, America and Europe showed a variety of objectives for the implementation of this media education. We can see it as follows:

1 Develop personal autonomy or critical thinking;
2 Developing appreciation, perception, and understanding and analysis of media texts;
3 Preparing people to live in a democratic society;
4 Develop awareness of the social, cultural, economic and political implications of media texts (which are constructed by media institutions);

5 Encode back-text or media messages;
6 Develop personal communicative abilities;
7 Developing appreciation and aesthetic perception, understanding the media text, estimating the aesthetic quality of media texts;
8 Teach to identify, interpret and experience the various techniques used to produce text or media products;
9 Study theories about media and media culture;
10 Study the history of media and media culture

iv. Importance of Media Literacy

Media literacy education is a necessity, because people now live in a media environment. The view of Marshall Media's critics that "the medium is the message" feels relevant in the middle of an era where communication and information technology play a very important role now. According to him, various channels of communication affect the way the sender encodes the message and the way the recipient responds to the message. Likewise the views of critical media thinkers Neil Postman [13] in Gamble & Gamble [14] new technologies not only add or subtract things, but change everything.

Postman argues that our current culture is technopoly, a culture in which technology monopolizes the world of thought. Technology gives us the ability to interact in more ways, faster, and with more people than the previous era. Technology brings the world to living rooms and bedrooms, offices and cars,

but in the midst of a media environment that affects individuals, the skills that must be developed are not just to be able to use and use the media. Individuals do have to understand technology, but that is not the main thing. The main focus of media literacy is actually the development of critical thinking and citizen participation in public life through the media. Media literacy has a greater urgency than understanding technology. [15].

III. ANALYSIS

Based on the background presented above, media literacy can be analyzed that for someone to have media literacy skills, it takes some expertise in order to become media literate. According to James Potter's theory there are 9 characteristics for a person to be said to have media literacy abilities, namely:

1. Having skills in processing information;
2. Having a broad knowledge structure;
3. Having the ability to develop media literacy;
4. Understanding the multidimensional nature of media literacy;
5. Understand that media literacy is not limited to one media;
6. Having control of the media;
7. Understand that media literacy is related to values;
8. Increase exposure to the media consciously;
9. Understand that media literacy is a growing

condition, not categorical

In relation to radical content on the internet according to the Head of BNPT Regulation No. 34 of 2014 concerning the Terrorism Radical Ideology Propaganda Supervision Guidelines there are several criteria as follows: 1) spreading sedition; 2) slander; 3) anti-NKRI; 4) limited meaning of jihad; 5) takfiri; and 6) solicitation of violence.

A person can be affected through radical content propaganda in the internet world because this pattern of propaganda influences the perception and psychology of a person, with the spread pattern containing narratives that affect one's subconscious or which croc brain is often mentioned which tends to receive information and store it without further sorting.

These propaganda are carried out repetitively so as to give rise to truth assumptions, with methods like this that will sooner or later make someone draw conclusions without examining or studying information on the internet. The pattern of propaganda is done by spreading the issue consistently, continuously until it will be considered to be the truth by the people who read it. In addition to the 9 characteristics mentioned above, there is one of the most effective ways to increase awareness of media literacy is to be able to communicate through the family, because the family is the smallest unit for socializing.

Lately, many people, especially those who live in cities, with the busyness of each family member rarely gather together and exchange stories with one another. Through gathering family members with one another it is expected to counteract all forms of radicalism.

IV. CONCLUSION

The conclusion that can be drawn from this paper is that the ability of media literacy in Indonesian society today is very weak, this is evidenced by thestill many people who are easily exposed to radicalism. Special education is needed for the public so that they are not easily affected by the narratives and propaganda on the internet, especially on social media and social messaging. Literacy media education is now urgently needed, this education can be started from a family where the head of the family can straighten out radical content on the internet to family members. The head of the family is expected to provide a good example to family members.

ACKNOWLEDGMENT

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