INFORMATION AND MEDIA LITERACY THROUGH COMICS AND VIDEOGRAPHICS FOR INFORMAL INDONESIAN WORKERS CANDIDATES (CTKI) IN WEST JAVA

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Abstract

BNP2TKI as a service center and shelter for the Indonesian Informal Workers Candidate (CTKI), providing information online with Pinwheel Models as the communication flow with CTKI. The most prominent obstacle of this issue is the low level of media literacy and information literacy among Indonesian Informal Workers Candidate. This condition is a barrier for BNP2TKI in providing services and protection for the workers. Departing from this condition, to provide insight and knowledge for CTKI related information online at the BNP2TKI website, CTKI should be provided training related to media and information literacy. This training is the first step in empowering CTKI in accessing employment information online. This study used a method of Participatory Learning Methods, a learning model for participatory action research. The purpose of this study is to provide learning in terms of optimizing service and protection for Indonesian Workers. The results of this research are applied in a training for CTKI. For a message to be easily understood by the participants of the training, training materials delivered in the form of comics and videographics. The training was conducted in Cirebon, West Java Province.

Keywords: media literacy, BNP2TKI, CTKI informal, empowerment, videographics, comics, picture books

INTORDUCTION

O nline communication BNP2TKI West Java Province (West Java BP3TKI) utilizing data sources from http://www.bnp2tki.go.id. This online communication connecting many parties, including the government, private, CTKI and workers. This connection enables easy access to data and information in order to optimize the service and protection of Indonesian Informal Workers (TKI). This connectivity makes the service more efficiently (faster and cheaper), more complete data, improve the coordination of work, and can perform checks and re-checks the validity and completeness of the data requirements CTKI/TKI. This online system, allows various parties involved in the care and protection of TKI, being faster and orderly administration. It is also the practice of brokering (abuse of authority), the use of false data, as well as human trafficking can be minimized.

Based on the research findings first phase conducted research on Optimizing Network Communications Online BNP2TKI West Java province in improving the service and protection of Indonesian Workers (2015), the online communication model of BNP2TKI West Java province is pinwheel model, where BNP2TKI West Java province became the central the various parties related to the service and protection of Indonesian Workers. BNP2TKI online communication flow is very complex. BNP2TKI website as a data center, accessible online by domestic and foreign governments, private sector, TKI, and the community. Through this online communication models, administrative

process and legality of the workers are expected to be maintained, fast and easy. In addition, supervision and coordination of service optimization and protection of migrant workers can be done by various interested parties.

As perfect as any system there is always a shortage. Efforts to address any deficiencies, enabling a system to thrive. Likewise in the implementation of online communication by BNP2TKI West Java Province. Based on the first phase of research that have been collected from the field, the Candidate Workers Informal Indonesia (CTKI) with the educational background of the middle to lower, less than optimal in accessing information on the BNP2TKI website, for various reasons, because of ignorance and lack of access. 80% CTKI said never access the website BNP2TKI. This is consistent with the statement of the manager Executive Private Placement of Indonesian Workers (PPTKIS) which states that: "The main priority of the CTKI is how to register on PPTKIS, quickly got a job, and earn a salary." This is a major constraint in the dissemination of information among CTKI and TKI in West Java province. The level of media literacy and information literacy they were still very low.

One of the efforts that the CTKI from West Java to get care and protection more quickly and orderly administration, so as to minimize the practice of brokering (abuse of authority), the use of false data, as well as human trafficking, is to provide an understanding to those related to information literacy and media literacy. All CTKI in West Java should be provided with information on how to use the website as well BNP2TKI. In order to meet these needs, the information literacy education program and media literacy for CTKI both formal and informal, needs to be implemented in West Java Proviinsi.

Based on this background, it is important to hold a social movement. This social movement could take the form of socialization and training for CTKI in West Java in order to provide an understanding and knowledge of the benefits of information literacy and media literacy, which in turn can realize the tradition of literacy in people's lives. This Socialization and literacy training is only a first step in efforts to empower Indonesian Informal Workers Candidate in West Java.

Research Purposes
1. To find the reflection phase in efforts to develop media literacy and information appropriate for CTKI in West Java.
2. To determine the planning stage in an effort to make media literacy and information appropriate for CTKI in West Java
3. To determine the forms and activities of media and information literacy that are appropriate for CTKI in West Java
4. To determine the final reflection of media and information literacy for CTKI in West java.

Theory
Literacy is defined as an ability to understand and use written symbols. In line with the development of non print media, the definition of literacy should be extended, so the ability to comprehend and use symbols in any form of communication, especially the involvement of mass communication called media literacy, can be defined in it. Silverblatt (1995) mentions five basic elements that are characteristic of media literacy. These characteristics are:
1. An awareness of the impact of media. Writing and the printing press helped changed the world and the people in it. Mass media do the same. If we ignore the impact of media on our lives, we run the risk of being caught up and carried along by that change rather than controlling or leading it.
2. An understanding of the process of mass communication. If we know the component of mass communication process and how they relate to one another, we can form expectations of how they can serve us.
3. Strategies for analyzing and discussing media messages. To consume media messages thoughtfully, we need a fondation on which to base thought and reflection. If we make meaning, we must possess the tools with which to make it.
4. An understanding of media content as a text that provides insight into our culture and our lives.

How do we know a culture and its people, attitudes, values, concerns? We know them through communication. For modern cultures like ours, media messages increasingly dominate that coomunication, shaping our understanding of and insight into our culture.

5. The ability to enjoy, understand, and appreciate media content. Media literacy does not mean living the life of a grump, liking nothing in the media, or always being suspicious of harmfull effects and cultural degradation.

In further developments, Baran (2004: p54-56) added two more basic elements of media literacy:

1. An understanding of ethical and moral obligations of media practitioners. To make informed judgements about the performance of the media, we also must be aware of the competing pressures on practitioners as they do their jobs.

2. Development of appropriate and effective production skills. Tradiotional literacy assumes that people who can read can also write. Media literacy also makes this assumption. Therefore, media literate individuals should develop production skills that enable them to create useful media messages.

Referring to the dictionary, the word literacy is defined as the ability to read and write. Kern (2000) defines literacy as the following words: literacy is the use of the social, historical, and cultural practices in creating and interpreting meaning through text. Due to their sensitivity with the intent / purpose, that literacy is dynamic - not static - and can vary between and within the community and culture of discourse / discourse. Literacy requires a series of cognitive abilities, knowledge of written and spoken, knowledge of the genre, and cultural knowledge. According to Kern (2000), there are seven principles of literacy education, namely: Literacy involves interpretation, convention, cultural knowledge, problem solving, self-reflection and involves the use of language.

Meanwhile UNESCO (in Nasution, 2013: p12-13) states: media literacy, is a set of skills, attitudes and knowledge required to understand and take advantage of a variety of media types and formats, in which information is communicated from the sender to the recipient, such as images, voice, and video, and whether a transaction between an individual, or as a bulk transaction between a single sender and recipients, or, vice versa. Potter (2008) says that media literacy is a perspective the used actively, when someone accesses the media with the aim to interpret the messages conveyed by the media. Jane Tallim states that media literacy is the ability to analyze media messages that reaches, both informative and entertaining. Rubin (in Baran, p2004: 51) offers three definitions of media literacy quoted from different sources:

1. The first definition: media literacy is the ability to access, analyze, evaluate and communicate the message.

2. The second definition: media literacy is the knowledge of how the media function in society.

3. The third definition, from mass communication researchers: media literacy is understanding the boundaries of culture, economics, politics and technology to the creation, production and transmission of messages.

METHOD

Referring to the findings of previous studies and taking into account the circumstances of the CTKI in West Java, a lot of potential that can be extracted from them, as well as the potential to empower them to become aware of the media and information literacy. Ways to explore and empower the resources that exist in their environment becomes very important. Hopefully, with these ways, in the media and information literacy activities, the CTKI and all related components, can be in the position of active participants rather than passive recipients. Researchers think the original method appropriately used in this activity are Participatory Research Appraisal (PRA), which is the typical method for research using participatory methods. In carrying out every stage of the study, researchers always involve research subjects in each stage, starting from preparing the research design, instruments, data collection, processing and analysis of data, to plan the implementation of media and information literacy. In addition to using the PRA method, this research also uses Participatory Learning Method

(PLM), a model of participatory learning where the actualization of prior knowledge combined with new knowledge, will be useful in improving the quality of human resources.

In addition, by using participatory approaches and methods, this study will generate information that is very rich. The use of participatory approaches and methods in this study, allows the informants obtain the widest possible opportunity to pass on information they have (Adimihardja and Hikmat, 2003: p26). Participatory approaches and methods in this study will be combined with action research (action research is a form of study design, which seeks to describe, interpret and explain a social situation at the same time to make changes or interventions with the goal of repairing or participation). According to Denzin & Lincoln (1994) in (Koshy, 2005:10) action research based on the community, enabling researchers to apply a model-oriented local action as well as allowing a simple theory applied to specific problems within a specified time. After consulting with staff BP3TKI West Java province and P4TKI to which it refers, regarding the location of participatory research and action research to be conducted, obtained PPTKIS in Cirebon the area of West Java Province.

RESULT

The first phase of this study is to map the development of policies and identify the needs of CTKI to be dispatched, based on the data and information obtained from the field. In the second phase, researchers conducted a visit to the largest P4TKI (PPTKIS/BLK-LN) in Cirebon in June 2016. At this phase, data retrieval and information were also performed on these two institutions. Retrieval of information and data in the field, as part of efforts to provide information for the CTKI and prepare for the implementation of information literacy and media dissemination to the CTKI. PPTKIS/BLK-LN visited by researchers is PT Sukses Bersama Yatfuari (Cirebon). Based on the results of research, information and media literacy materials delivered in the form of comics and videofgrafis. Here are the stages of implementation of socialization and information and media literacy training for the informal CTKI in Cirebon :

1. The stage of reflection in an effort to develop a media and information literacyfor CTKI in West Java. Refers to data and mapping information needs of CTKI who will be dispatched overseas, most accessed information on the BNP2TKI website is formal CTKI who have followed the G to G (government to Governement) program. Generally, they set off to countries like Japan and South Korea as workers in the field of manufactur. Their lowest level formal education is high school. The condition of level formal education of formal CTKI is inversely proportional to the informal CTKI. Informal CTKI education average is elementary to junior high school. Most of them never access the website BNP2TKI, do not even know of the existence of the website. This condition is consistent with the findings of previous studies that one of the efforts to improve the service and protection of Indonesian workers is to equip the CTKI with training "Media Literacy", so that the informal CTKI can access information from the website BNP2TKI as equipped to live life as a migrant worker. In the next phase, the study will focus on the issue of the empowerment approach Action Research, including the training of media literacy and information literacy in the CTKI in West Java. Based on the data of P4TKI Cirebon, media literacy training given to the CTKI that is under the auspices of PT Sukses Bersama Yatfuari (PT.SBY), where the majority of CTKI in Cirebon will be dispatched to countries in Asia Pacific such as Hong Kong and Japan.

2. The planning stage in an effort to make media literacy and information appropriate for CTKI in West Java. Based on the result of reflection and training using media messages are easily understood by CTKI informal, they are generally less educated and will work abroad as domestic assistants. Researchers chose to analyze audience in PT SBY. Results of brainstorming with the whole team of researchers determined that information and media literacy training material will be packaged in the form of comics and videographics. The next step is to produce materials for media literacy CTKI consisting of comic (illustrated pocket book) and videographics.

3. Media and information literacy organized for CTKI in West Java. Media literacy activities carried out in the form of dissemination of information to improve knowledge of the CTKI in accessing the information on the BNP2TKI website. This activity lasted for approximately three hours. The

training was attended by 150 participants from PPTKIS / BLK-LN Cirebon. Training atmosphere designed with the setting that makes it easy for a dialogue between the research team with CTKI. The first session: Each participant gets a copy of the paperback book display (comics) that it includes information about the existence of BNP2TKI website and information can be obtained from the website. After each reading participants are given the opportunity to retell the content of the comic. The activity continued to role playing with substance related to comics. Second session: Screening videographics BNP2TKI website regarding the presence information, types of information, how to access and utilize information from the website. After the session, followed by a question and answer session with the speaker of the research team and P4TKI local area. All participants enthusiastically followed this training, many questions presented by participants. Media literacy training activities and discussions were conducted using two languages, regional languages (Bahasa Sunda) and Indonesian. The use of regional languages is very useful for bridging the psychological barriers of participants. In addition to reading comics and watching videographics, trainees simulating website access, use laptops and mobile phones. This session was very attracted the attention of the trainees, because previously the majority of participants never access the BNP2TKI website. This simulation allows participants to access the website directly together. Frequently asked questions persist during the simulation session.

4. Final reflection of media and information literacy activities for workers in West Java. Based on the evaluation results of socialization and media literacy, participants enthusiastically followed each session even actively involved in the discussions. Participants interested in the messages conveyed in pictorial language (Comics) and videographics. According to participants of the messages are easier to understand. Their first experience of accessing websites BNP2TKI be a rewarding experience. The majority of states important contact numbers listed in the comics & videographics is very valuable information. They hope in place work later, they have a greater opportunity to access the website. Other notes: CTKI ASPAC is already an information literacy because they are already accustomed to using mobile phones. Based on the age, the CTKI that will be sent to ASPAC between 21-35 years are more literate and informed. However, the socialization of the website's existence BNP2TKI and how to access information from the web, for an informal CTKI is an important and valuable information as a provision for life and work as migrant workers abroad.

CONCLUSION

Training of media literacy is associated with socialization website BNP2TKI for CTKI in West Java, is a social movement in order to provide an understanding and knowledge of the existence of the website BNP2TKI and availability of information for CTKI, which in turn can realize the tradition of information literacy for the CTKI in West Java, Media literacy training is the first step in empowering CTKI. Training materials adapted to the characteristics of age, education and cultural background CTKI. The medium used is a comic and videographics which will facilitate CTKI in understanding the message. Training model used is a model of participatory learning method, participatory learning model for action research.

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