

TRAINING ON WRITING POSITIVE CONTENTS ON SOCIAL MEDIA FOR STUDENTS OF SMKN 49 MARUNDA, CILINCING JAKARTA UTARA

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ABSTRACT

Teenagers are characterized by groups of people who tend to be emotionally unstable and respond to stimuli quickly and without further thinking. Teenagers today are actively using social media. However, social media relatively contains negative content such as bullying on the body, utterances of hatred related to ethnicity, religion, race and inter group (SARA), false news, and pornography. Teenagers are required to be able to respond to social media content appropriately. For this reason, writing positive content training is important for high school students of SMKN 49, Marunda, Jakarta Utara, because there are still many of them who are posting negative comments towards others. This activity aims to improve the ability of teens to write positive content on social media.

Keywords: Social Media, Teenagers, Positive Content

INTRODUCTION

Now, social media cannot be separated from Indonesian society, especially among teenagers. The results of the study entitled "Safety of the Use of Digital Media in Children and Adolescents in Indonesia" conducted by the UN agency for children, UNICEF, together with partners, including the Ministry of Communication and Information and Harvard University, USA, noted that internet users in Indonesia were from among children and adolescents are predicted to reach 30 million (*Kompas.com*). The study traces online activities from a sample of children and adolescents involving 400 respondents aged 10 to 19 across Indonesia and representing urban and rural areas. More than half of respondents (52 percent) use mobile phones to access the internet. So it's no exaggeration to say that teenagers are now synonymous with smart phones in the hands of almost 24 hours.

However, there is a lot of negative content on social media. One negative content contained in social media is pornography. Still from the research mentioned earlier, a large number of children and adolescents have been exposed to pornographic content, especially when it appears accidentally or in the form of advertisements that display vulgar nuances. It is not impossible that teens are compelled to post photos of themselves that should be their own privacy on social media

Not only pornography, negative contents that can be accessed by children and teenagers are hate speech, fake news and SARA (ethnicity, religion, race, and intergroup) content. According to the Director General of Public Communication and Information Ministry of Communication and Information Technology (Kemenkominfo) Rosarita Niken Widiastuti during a public discussion on digital media literacy with the theme of Human, Ethics, and Technology at the Jakarta Arts Building, Taman Ismail Marzuki, in Jakarta, Friday (09/14/2018), the use of the internet, especially by children and adolescents, must be monitored because it cannot be denied that the pace of development of information technology has negative impacts such as hate speech, fake news and SARA content (kominfo.go.id).

Niken said, social media and mainstream media are very different when producing information that is the verification stage carried out by the press or trusted media. While on social media, said Niken, as many as 92.40 percent of the various news that is there is a hoax and hate content. "Information spread on social media has no filter so it is far from ethical values that pose a threat to the younger generation," Niken said. Niken also said that the pattern of communication by the community has changed to a pattern of 10 to 90. Some 10 percent of people actively create content on social media while 90 percent are in charge of disseminating that information.

The Ministry of Communication and Information noted that throughout 2017 there were 13,829 negative content in the form of hate speech spread on social media. In addition there are also 6,973 false news and 13,120 pornographic content. Meanwhile, until September 18, 2017, the government has blocked 782,316 sites with negative content.

According to Researcher of Maarif Institute, Khelmy K Personal (*Kompas.com*), negative content that spreads on social media in the form of hate speech, hoaxes and sentiments with SARA, has a big impact on the mindset and attitude of the younger generation. especially at the senior high school level. Khelmy said, the strengthening of the issue of SARA lately, such as indigenous and non-indigenous, encourages a negative perspective on differences. This is certainly worrying, considering that the younger generation has made the internet as the main source of reference in finding information. Khelmy rate there must be cross-sectoral efforts to flood the internet and social media with positive content. This needs to be done as a counter to the widespread spread of negative content. That is, young people should be encouraged to produce and share positive content online.

The ability to produce content is one of the goals of media literacy. W. James Potter (2005: 22) defines media literacy as a set of perspectives that are actively used to open themselves to the media and to interpret the meaning of the media message. This perspective is built from a knowledge structure consisting of tools and raw materials. What is meant by tools is skill. While raw materials are information from the media and from the real world. Active media users mean that we are aware of media messages and interact with them consciously.

The media literacy model developed by Potter (2005: 32-39) includes four main factors, namely the Knowledge Structure, Personal Locus, Abilities and Skills, and the Information Process. Potter explained seven media literacy skills (2002: 36), namely: Analysis, Evaluation, Grouping, Induction, Deduction, Synthesis, and Abstracting.

The media literacy training for students of SMKN 49, Marunda, Jakarta Utara aims to provide an understanding of the importance of uploading positive content on social media and to improve their skills in producing or writing positive content on social media.

METHOD

The training activity uses the lecture method to deliver the important concepts. The question and answer method is used to give participants the opportunity to ask further questions. The method of demonstration is using a game so that participants understand the process and situation provided, including sticking their writing on the wall of the room. While the Exercise / Practice Method is used to encourage participants in thinking and writing down their ideas. This training uses qualitative evaluation, which is an open ended questions of pretest and post test. The evaluation at the end of the training is intended to determine the level of understanding and skills of participants.

RESULT AND DISCUSSION

This training was held for approximately 120 minutes in one class at SMKN 49 and attended by 21 participants. Ms. Wenny Pahlemy was the facilitator. After the introduction, the Facilitator shows two pictures and asks participants to write their comments on a paper about the two pictures. This activity aims to check their ability to write positive comments on something they see. This activity is also intended as a Pretest before the training is given.

Here are some of the result of Picture 1: *badannya besar, berhijab, lumayan cantik: walaupun badan wanita di foto itu berisi, tapi ia tetap pede dan cantik: dia periang, manis, badannya agak besar: cantik dan gemuk; lucu pipinya tembem.* And here are the results for Picture 2: *sok imut, gayanya; alay, hitam, gundul; model sakit gigi; botak, lucu*

After that, participants were asked to paste the papers on the walls of their class. The results of this pretest show that participants tend to write negative comments on the images they see.

In the second activity, the facilitator explained about the characteristics of social media and the interaction of youth with social media. This explanation begins with a game that involves all participants. The facilitator also explains the negative impact of the message on social media. This explanation aims to make participants understand the importance of uploading positive content. Participants were also given several practical ways to think critically before posting messages on social media. In this section, participants were quite enthusiastic by asking a few questions. The facilitator also challenges participants with a number of questions to check their understanding.

In the third activity, participants were shown again three pictures and were asked to comment on the three pictures. This activity aims to see and re-examine whether there are changes in attitudes and behavior of the participants after attending the training. Participants also post their writing on the classroom wall so that they can re-read each other's writing and also read the writing of their peers. Here are the results:

Participants's Comments		
Picture 1	Picture 2	Picture 3
Orangnya kelihatan baik; Cantik tapi jerawat; jerawat tapi ia tetap PD; dia berani merawat wajahnya yang tadinya biasa saja dan berjerawat banyak, dan saat ini ia menjadi lebih cerah, dan berkurang jerawatnya, dia berani untuk mengambil risiko; mudah tersenyum; jangan menghina, karena diri setiap orang pasti ada perubahan. Tampil apa adanya.	gayanya lucu dan bikin ketawa; agak sok cakep, tapi lucu, sangat PD; narsis banget, bikin ketawa, lucu; orangnya percaya diri sekali; Berani untuk percaya diri	cantik tapi lucu juga; cantik, tapi seharusnya jangan terlalu narsis; cantik, tapi seharusnya tidak usah terlalu bergaya berlebihan; cantik tapi tidak jaga sikap; no comment

From this third activity, there were changes that occurred in the participants. They tend to be able to write positive comments compared to the first activity. However, there are still satirical comments and tend to be negative, for example: "rather pretentious, but funny, very PD"; "Slapstick memes". There was an interesting thing that there were two participants who chose to write: "no comment" toward the picture shown. This shows that there is a critical thinking process in the participant. They chose not to write his comments rather than commenting negatively.

As a final activity, participants were asked to write down their commitments after attending the training. They were asked to write two things, first, what they would stop doing. Second, what they will begin to do relates to their interactions with social media. The following results include:

"Stop spreading uncertain information"; "Stop giving negative comments, Stop fake account"; "After this I will start thinking before posting. Stop mocking at social media"; "I will stop blaspheming other people. I will hold my thumb to type negative things"; "Spreading quality information and not hoaxes"; "I will start to post/share posts that are useful and not detrimental"; "After this I will start to comment positively"; "After this I will start giving positive comments to other people's posts".

From this activity, it can be seen that there are changes in the attitude of the participants that they are willing to change and will post positive contents afterward. Several exercises and mentoring will make participants become more trained in producing positive content on social media.

CONCLUSION

This training aims to provide participants with an understanding of the importance of uploading positive comments on social media. This training also teaches participants how to produce or write positive content on their social media. The activity was relatively successful involving the cognitive, affective, and behavioral aspects of students. Cognitive changes are the new knowledge that they get during training events. Changes in attitude are found in the form of a desire and intention to do something different from before. Participants are also able to write positive content on social media. However, this activity cannot be done just once. Continued and ongoing activities are needed so that students are accustomed to posting positive content on social media. And in general, social media in Indonesia can slowly be filled with positive content.

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