

Reporters as Digital Media Informal Educators

Rino Hayyu Setyo^{1,*}, Hardika¹

¹ Department of Non-Formal Education, Faculty of Education, Universitas Negeri Malang, Malang 65145, Indonesia

* Corresponding author. Email: rinohayyu@gmail.com

Abstract: The rapid development of technology must also be accompanied by the mindset of social media users so that there will be harmony in the progress of the times. So that in receiving and disseminating information through technology according to the facts. This study aims to describe the phenomena of hoax news through social media channels and online media and how to prevent hoax news. This research method is qualitative, phenomenology is used to view and describe data and facts that occur about hoaxes and their dissemination through news on social media or online media. Especially reporters who are one of the spearheads in the spread of official news so reporters can be called as an educator informal.

Keywords: journalist, hoax, informal learning

1. INTRODUCTION

The development of information technology that is being enjoyed by the public has two impacts at once. In terms of the progress of time, the development of technology is a positive thing. However, no doubt this positive progress also brings bad things. One of them is the spread of hoax or hoax news through social media. Therefore, we need a community's ability to deal with the problem of spreading the hoax.

Atik Astrini [1] on "Hoaxes and Crime Banality" states that the spread of hoax on social media and online media does not just happen without the underlying interests. There are interests behind both power politics, the economy (industry and business hoaxes), ideological, personal and casual sentiments. Furthermore, based on the results of research conducted by Mastel (Indonesian Telematics Society), the results showed political issues and SARA is the most frequently raised material for hoax content. Sensitive issues concerning social, political, ethnic, religious, racial, and intergroup relations are used by hoax disseminators to influence public opinion, as many as 91.8% of respondents claimed to receive the most frequent content of social-political hoaxes, such as regional and government elections. Not much different from social politics, the issue of SARA came in second with 88.6%.

The most widely accepted form of hoax content is 62.1% text, while the rest in the form of images is 37.5%, and video is 0.4%. As many as 92.4 respondents stated getting hoax content through social media, social media are Facebook, Twitter, Instagram, and Path. This figure is quite far compared to the website (34.9%), television (8.7%), print media (5%), e-mail (3.1%), and radio (1.2%).

The phenomenon of spreading false or false news can be handled by increasing journalism professionalism. Content that is distributed is information that is not known by its main source. Therefore, a solution to counter the

spread of false information. One profession that can provide awareness to the public is journalists.

Mc Nair in his work *The Sociology of Journalism* explains that the journalist profession is sociologically a product of culture. Journalism reflects the history of society and becomes part of the history of journalism built by social processes. Journalism is the result of the contemporary social conditions of the people. From that journalism brings the complexity of the historical roots and ideas of society.

As a work profession, journalism is constructed by the community of their expertise. In accordance with social needs, culture, to politics, each society constructs journalism. Therefore, the size of journalism's professionalism varies by territory and country. Professionalism will refer to the journalistic code of ethics. The authority is used to measure the performance of journalists. That the code of ethics is a legitimate tool of social construction. The code of ethics will mobilize people's trust when seeing, listening to, or reading reporters' reports.

Coleman and Wilkins cite the measurable development of 249 professional journalists. Journalists occupy the top four positions after seminarians / philosophers, medical students, and doctors. On top of the rankings of dentistry students, nurses, postgraduate students, undergraduate students, veterinary students, and adults in general [2].

For example, Schudson (1978) explains that journalists at least have an orientation like Walter Lipmann. Namely American journalists who have a figure emphasizing honesty looking for evidence within a variety of limitations. Schudson & Anderson explained "dissect slogans and abstractions, and refuse to withhold the news or put moral uplift or any cause a head of veracity" [3]. He added in seeing the future. Schudson assessed that 20th century journalism emphasized four important factors to be

held: (1) the organizational development of journalists' work; (2) the specificity of journalism education; (3) growth in scientific knowledge, problems, and various mass communication techniques; and (4) serious attention from the social responsibility of journalism.

Informal education is a process that lasts throughout age so that everyone gains values, attitudes, skills, and knowledge that comes from everyday life experiences. Environmental influences include family life, relationships with neighbors, work environment and games, markets, library and mass media [4]. Meanwhile, according to Axinn (1974) an activity is included in informal education if the intentional learning or learning only arises from one of the parties between the educator or students. The explanation is as follows: (1) an activity is called informal education if intent only arises from the educator to help students gain learning experience, while the learners accidentally learn something with the help of the educator; and (2) likewise, if only students intentionally learn something with the guidance of an educator while the educator does not intentionally to help these students, then this activity is also classified as informal education (self-directing learning) [5].

Jeffs and Smith [3] state namely informal educators create activities intended to stimulate thinking, to encourage learning. Informal educators set out to help others to learn, or learn something for ourselves (a process of self-education). Both can occur at the same time. We learn as we teach. In conversation we learn about people and society and also learn about art from informal education. According to Combs' opinion researchers, Prosser & Ahmed is a basic concept of informal education, so Axinn and Jeffs & Smith's opinions regarding informal educators in the interaction of informal education need to be clarified.

The existence of informal educators in informal education interactions does exist, but does not have to always be. So, it can be concluded that informal education is a lifelong process in which a person acquires and collects knowledge, skills, attitudes and views from experience and environmental exposure. Experience is gained mainly through the process of self-education, but it is also possible that the experience is obtained after interacting with other individuals as informal educators.

2. METHOD

The qualitative research design used in researching journalists as informal educators in digital media literacy uses a type of phenomenology. Moustakas (1994) explains Phenomenology is a qualitative approach that wants to describe what a person receives, feels and knows in direct awareness and experience. Something that arises in the consciousness is called a phenomenon. This approach wants to express what is the reality and experience experienced by individuals, express and understand something that is not visible from the subjective experience

of individuals. Therefore, researchers cannot incorporate and develop assumptions in their research.

3. RESULTS

In interviews with 5 journalists, the issue of hoaxes was considered very unsettling. This finding is explained by hoax information that often leaves reporters confused about confirming the incident. This is because there is a lot of information spread but its accuracy is difficult to find. Dissemination of this kind of information is considered journalists will spend time in reporting activities or the stage of finding valid information. One form of the result of wasting time searching for the truth of this information will not reach the target work of journalists.

Moreover, the journalist has a tendency to report on events. Then the accuracy and validity of the information must be clear. If not, it will disturb the performance of reporters in the field. Psychologically they will get pressure when there is a debate where the origin of the information. The large distribution of information not only wastes the reporter's time but also becomes a burden because he becomes irritated. Feelings of being deceived or also victims of fraud over the spread of this false information. Though this journalist should have preached about things that can provide lessons to the public.

The process of spreading lying information is dominated by the use of social media networks. The network accessed by journalists was seen from the habit of using WhatsApp, Facebook, Instagram, and Twitter. Dissemination of information with unclear sources is usually the most frequent through the opinions that spread. This opinion is formed from the object image or other things. Then the public commented on the available columns.

Though journalists will also be very difficult to check one by one account that provides these comments in the column. This difficulty is also considered to be a form of journalists' time wasting when in the field carrying out the reporting process. If the information is not checked, the reporter will try to go to the location under discussion in the comment's column of the social media network. Reporters who go to the location to prove this information often have field problems. Especially communication and even conflict with the community. Because, when a journalist conducts an interview with the community at the location or the object of the incident that spreads on social media it is considered to make a judgment on the community. Even though journalists only want to carry out the validation process or search for accuracy from spreading false information.

A tired physical condition will result in an increase in emotional reporters in the field, so that problems occur with the public will become a new burden in the performance of journalists. The most fatal thing when a reporter conducts an interview about the accuracy of the false information that spreads it is actually considered as

the perpetrators of information dissemination. Even though journalists have a code of ethics to educate the public by confirming it.

4. DISCUSSION

This ability so that it does not become a new problem. Improving communication competencies with the public can be a means of increasing journalism professionalism. The concept of professionalism developed by Hall (1968) is to measure how professionals view their profession. This was reflected in their attitude and behavior. Hall also considers that there is a reciprocal relationship between attitude and behavior, that is, professionalism behavior is a reflection of professionalism. Likewise, Morrow and Goetz (1988) stated that professionalism has several elements. He said there were five important elements. First, dedication to the profession (dedication). This is reflected through the application of knowledge and skills that are already possessed by a professional.

Second, social obligations, which means a view of the urgency or importance of a professional role. Even the profession can provide benefits or benefits that will be obtained later. This is felt by both the community and himself or professionals. Because with the work, related to the interests of many people or the community. Thus, the profession is considered to have social obligations. The profession will be demanded social responsibility in the community. Because, in the profession contained public ethics attached to a professional. Third, independence (autonomy demands) is a view that sees if a professionalism is obligatory and must be able to decide its own case. Thus, the professional individual is not affected by any party. Despite the pressure, the professional can still decide the case calmly. Various considerations must be carefully thought out with all the risks that will be faced.

Fourth, belief in professional regulations (belief in self-regulation). This is a belief or creed if the most authorized in assessing professional work are fellow professions. Fifth, relationships with fellow professions (professional community affiliation). The last element mentioned by Morrow and Goetz is the use of professional ties as a reference for action. These ties can include formal organizations and or groups of informal colleagues as the main source of ideas for a profession. The establishment of professional ties is expected to increase awareness of building professionalism.

The professional field of journalists has the five elements conveyed by Morrow and Goetz. Starting from dedication, social obligations, independence, confidence in the rules of the profession and fellow professional relationships. These five elements can be the foundation in seeing and interpreting what is felt by journalists or journalists to carry out the profession in the field.

Journalists must have a critical mind about developing information Questioning the origin of this information will be an antidote to the spread of false

information. Referring to the definition, concept of competency, profession, and professional, someone who will become a journalist must have certain competencies. Not everyone can become a journalist, because with such a press position, journalists are required to have sufficient competence. Related to this, Donsbach, (2010) suggests 3 types of Journalistic models that have implications for the types of journalists who handle them, namely: (a) subjective tradition, (b) public service tradition, and (c) commercial tradition. The subjective tradition model places self-actualization as an organizational goal.

Journalists have extraordinary authority over media content. The value adopted is freedom of expression, with content dominated by opinion rather than facts, while the rules used are the will of the writer. Public service tradition places the organization as an adaptation of reality in society. Journalists act as intermediaries between events and society. The values adopted are objectivity and plurality. Then the reporter will put the facts first before the opinion.

While the principle of professionalism is used by journalists. Commercial traditions place organizations as part of the interests of capital owners. Relationships that occur refer to meeting market needs. The value of success is determined by economic factors. Media content is determined by market will. What sells for sale dominates media content. While journalists position themselves as employees. If journalists value it as a profession based on knowledge, then a journalist must have 5 basic competencies, namely: (1) knowing the process of occurrence of events, relating to history, and thinking analytically, (2) having adequate expertise and knowledge of what is reported, (3) have expertise and communication skills, (4) have skills in journalism, (5) have a code of ethics that is obeyed in carrying out the daily profession (Donsbach, 2010).

The role of the government in the hoax news phenomenon is described in several articles that are ready to be passed on to the hoax spreaders, among others, the Criminal Code, Law Number 11 of 2008 concerning Information and Electronic Transactions (ITE), Law No.40 of 2008 concerning the Elimination of Discrimination Race and Ethnicity. Not only that, hoaxes can also be charged with articles related to hate speech and those that have been regulated in the Criminal Code and other laws outside the Criminal Code. In January 2017 the government blocked 11 sites that contained negative content, but the blocking case did not touch the court.

Several cases in Indonesia related to hoax news have claimed victims, one of which is the news that child abductions have spread on several social media and are causing people to be increasingly wary of strangers. From the law made by the government, the greater number of hoaxes spreaders is not directly proportional to the number of trials that should also be large. With still not able to ensnare some hoaxes, it is unfortunate that the government

only blocks hoax sites. While the hoax news maker can still continue to produce threats and expand the space.

5. CONCLUSION

Hoax information is deliberately made to influence the public and is increasingly rife due to stimulant factors such as socio-political issues and SARA, but the recipients of the hoax are quite critical because they have become accustomed to checking the truth of the news. This means it's good, just how to prevent the silent majority from moving to haters.

Prevention of the strong flow of hoax information can be done by increasing public literacy through the active role of government, community leaders and communities, providing easy access to the right source of information on any hoax issue, conducting systematic and continuous education and effective legal action for the disseminator

It is best to provide the public with knowledge of healthy internet with media literacy so that they can recognize the characteristics of news hoaxes, and news recipients can access, analyze, evaluate, take on the meaning of a popular instant message like Line also begins to fight hoaxes by actively spreading information through the New Line when a hoax begins to get crowded in the community. In addition to the social media platform, the community also began to initiate the Turn Back Hoax program, where hoax information will be identified and published about its truth through various media, including the Facebook group and through the Turn Back Hoax website itself.

To prevent the spread of Hoax can be done with media literacy. Media literacy is a perspective that can be used when dealing with the media in order to be able to interpret a message conveyed by a news maker. Media literacy is education that teaches media audiences to have the ability to analyze media messages, understand that media has commercial / business and political objectives so that they are able to take responsibility and give the right response when dealing with media (Rochimah, 2011). People tend to build a perspective through knowledge structures that have been constructed in the ability to use information (Pooter, 2011). Also, in another sense is the ability to evaluate and communicate information in various formats including written and unwritten.

REFERENCES

- [1] Astrini, Atik (2017), Hoax Dan Banalitas Kejahatan, *Transformasi* No. 32 Tahun 2017, Vol. II, 76-77.
- [2] Mastel (2017), Hasil Survey Mastel Tentang Wabah Hoax Nasional. https://www.bkkbn.go.id/pocontent/uploads/Infografis_Hasil_Survey_MASTEL_tentang_Wabah_Hoax_Nasional.pdf.
- [3] Jeffs, T. and Smith, M. K. 2005. *Informal Education: conversation, democracy and learning* 3e. Nottingham: Educational Heretics Press.
- [4] Coombs, P. H. & Ahmed, M. 1974. *Attacking Rural Poverty*. Baltimore: The John Hopkins University Press.
- [5] Axinn, G.H. 1974. *Toward a Strategy of International Interaction in Nonformal Education*. East Lansing: Michigan State University.
- [6] Cresswell, J.W. 1998. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. California: SAGE Publications, Inc..
- [7] Sugiyono, *Metode Penelitian Pendidikan*. Bandung: ALFABETA, 2015.
- [8] Apps. W. Jerold. 1979. *Problems In Continuing Education*. McGraw-Hill Publication Inc.
- [9] Hall, R.H. 1968. Professionalization and Bureaucratization. *American Sociological Review*, 33 (1), 92-104.
- [10] Morrow, P.C., & Goetz, J.F. 1988. Professionalism as form of work commitment. *Journal of Vocational Behavior* Vol 32 :Elsevier Inc. page. 92-111.
- [11] Donsbach, Wolfgang. 2010. *Journalists And Their Professional Identities*. Dalam Stuart Allan (Editor). *The Routledge Companion To News And Journalism*. London: Routledge.
- [12] Gunawan, I. (2017, September). Indonesian Curriculum 2013: Instructional management, obstacles faced by teachers in implementation and the way forward. In 3rd International Conference on Education and Training (ICET 2017). Atlantis Press.
- [13] Gunawan, I. (2017). Instructional management in indonesia: a case study. *Researchers World*, 8(1), 99.
- [14] Gunawan, I. (2018). The Implementation of Lesson Study Based Learning Management and the Effect toward Students' Activeness in Lecturing. *JPP (Jurnal Pendidikan dan Pembelajaran)*, 24(2), 51-63.
- [15] Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2019). Professional Ethics and Teacher Teaching Performance: Measurement of Teacher Empowerment with a Soft System Methodology Approach. *International Journal of Innovation, Creativity and Change*, 5(4), 611-624.
- [16] Pertiwi, A. K., Cahyani, S. S. A., Diana, R. C., & Gunawan, I. (2018, October). The Leadership of Kyai: A Descriptive Study. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [17] Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2018, October). Empowering the Principal of Boarding House-Based Junior High School in East Java Province Indonesia. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [18] Nurabadi, A., Sucipto, S., Juharyanto, J., & Gunawan, I. (2018, October). The Implementation of Education Management Standards in the School Laboratory State University of Malang for Improving Educational Quality. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [19] Hardika, H., Aisyah, E. N., & Gunawan, I. (2018, October). Facilitative Learning to Improve Student Learning Creativity. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [20] Agustina, N. E., Sumarsono, R. B., & Gunawan, I. (2018, September). Implementation of School and Community

- Relationship Techniques (A Case Study in SDN Karangbesuki 2 Malang, Indonesia). In 1st International Conference on Early Childhood and Primary Education (ECPE 2018). Atlantis Press.
- [21] Bafadal, I., Nurabadi, A., Sobri, A. Y., & Gunawan, I. (2019). The Competence of Beginner Principals as Instructional Leaders in Primary Schools. *International Journal of Innovation, Creativity and Change*, 5(4), 625-639.
- [22] Bafadal, I., Nurabadi, A., & Gunawan, I. (2018, December). The Influence of Instructional Leadership, Change Leadership, and Spiritual Leadership Applied at Schools to Teachers' Performance Quality. In *International Conference on Education and Technology (ICET 2018)*. Atlantis Press.
- [23] Gunawan, I. (2016). Perspectives of Pancasila: Leadership Education's Values and Ethics'. 2nd ICET Theme: "Improving the Quality of Education and Training Through Strengthening Networking, 417.
- [24] Sultoni, S., Gunawan, I., & Ningsih, S. O. (2018, October). Descriptive Study of Efforts Integrates Character Values to Students. In *3rd International Conference on Educational Management and Administration (CoEMA 2018)*. Atlantis Press.
- [25] Bafadal, I., Juharyanto, J., Nurabadi, A., & Gunawan, I. (2018, October). Principal Leadership and its Relationship with Student Learning Achievements: A Regression Analysis. In *3rd International Conference on Educational Management and Administration (CoEMA 2018)*. Atlantis Press.
- [26] Gunawan, I., Kusumaningrum, D. E., Triwiyanto, T., Zulkarnain, W., & Nurabadi, A. (2018, October). Hidden Curriculum and its Relationship with the Student Character Building. In *3rd International Conference on Educational Management and Administration (CoEMA 2018)*. Atlantis Press.
- [27] Gunawan, I. (2017, August). The Application of Instructional Management Based Lesson Study and its Impact with Student Learning Achievement. In *2nd International Conference on Educational Management and Administration (CoEMA 2017)*. Atlantis Press.
- [28] Pambudi, B. A., & Gunawan, I. (2019, December). Instructional Leadership as an Effort to Increase Teacher Professionalism in the Industrial Revolution Era 4.0. In the *4th International Conference on Education and Management (COEMA 2019)*. Atlantis Press.
- [29] Gunawan, I., Kusumaningrum, D. E., & Sumarsono, R. B. (2019, December). Investigation of Principal Leadership Based on Pesantren: Descriptive Study about Implementation of Human Resources Empowerment Models Based on Soft System Methodology. In the *4th International Conference on Education and Management (COEMA 2019)*. Atlantis Press.
- [30] Andringrum, H., & Gunawan, I. (2018, December). Cultivation of Healthy Life for Students in School: A Literature Review. In *International Conference on Education and Technology (ICET 2018)*. Atlantis Press.
- [31] Putri, A. A. F., Putri, A. F., Andringrum, H., Rofiah, S. K., & Gunawan, I. (2019, December). Teacher Function in Class: A Literature Review. In *5th International Conference on Education and Technology (ICET 2019)*. Atlantis Press.
- [32] Gunawan, I. (2019, December). Develop Educational Leadership by Applying Values and Ethics to Strengthen Student Character. In *5th International Conference on Education and Technology (ICET 2019)*. Atlantis Press.
- [33] Sobri, A. Y., Bafadal, I., Nurabadi, A., & Gunawan, I. (2019, December). Validity and Reliability of Questionnaire Problematics Leadership Beginner School Principals. In the *4th International Conference on Education and Management (COEMA 2019)*. Atlantis Press.