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THE ROLE OF THE RDK CAMPUS MEDIA IN DIGITAL LITERACY IN THE CAMPUS

Noer Syabilah Ramadyni¹, Kanzha Alif Pasha² Wahyunengsih³

Universitas Islam Negeri Syarif Hidayatullah Jakarta

syabilaanur@gmail.com , kanzhaalif.pasha22@mhs.uinjkt.ac.id

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Abstract

This study aims to determine the role of RDK Media in disseminating information that supports digital literacy within the Faculty of Dakwah and Communication Studies, Syarif Hidayatullah Islamic University Jakarta and its surroundings. The object of this research is the RDK Media itself. The formulation of the problem of this research include (1) How does the RDK Campus Media play a role in disseminating information that can improve digital literacy? (2) What has been done and will the RDK Campus Media do in increasing digital literacy? The method used in this study is a qualitative method which we chose so that we can highlight the analysis based on facts in the fields. RDK has many programs that can increase the digital of UIN Syarif Hidayatullah Jakarta students, because the things discussed in broadcasts are not only about campus topics and "Islamic", but there are also programs that are specifically made to talk about music, traveling, films, even about life as a student every day.

Abstrak

Penelitian ini bertujuan untuk mengetahui peran Media RDK dalam menyebarkan informasi yang mendukung literasi digital di lingkungan Fakultas Dakwah dan Ilmu Komunikasi Universitas Islam Syarif Hidayatullah Jakarta dan sekitarnya. Objek penelitian ini adalah Media RDK itu sendiri. Rumusan masalah penelitian ini meliputi (1) Bagaimana peran Media Kampus RDK dalam menyebarkan informasi yang dapat meningkatkan literasi digital? (2) Apa yang telah dan akan dilakukan Media Kampus RDK dalam meningkatkan literasi digital? Metode yang digunakan dalam penelitian ini adalah metode kualitatif yang kami pilih agar dapat menonjolkan analisis berdasarkan fakta di lapangan. RDK memiliki banyak

program yang dapat meningkatkan digital mahasiswa UIN Syarif Hidayatullah Jakarta, karena hal-hal yang dibahas dalam siaran tidak hanya tentang topik kampus dan “Islami”, tetapi ada juga program yang dibuat khusus untuk membicarakan musik, traveling, film , bahkan tentang kehidupan sebagai mahasiswa setiap hari.

Corresponding Author: Noer Syabilah Ramadyni
E-mail: syabilaanur@gmail.com



PENDAHULUAN

Previous studies related to this topic are as follows: First, the results of research analyzing digital literacy policies in elementary schools with the conclusion that digital literacy is needed by every individual in dealing with the times, school residents are sensitive to developing information, not easily consumed by unhealthy issues, able to choose and sort out quality information. , as well as being a wise person in using digital media (Safitri, et al 2022). Second, the results of research on the use of TikTok Social Media as a Digital Literacy Tool during the Covid Pandemic Period with the conclusion of the study that it was written that TikTok in its use tends to have a negative impact with the presence of various kinds of incoming content including negative news and hoax information, so that in literacy careful use of digital technology is needed so that users are wiser in using it (Rahardaya, et al 2021). The third is the result of research on the effect of digital literacy on the level of knowledge about hoaxes in students of the Faculty of Economics and Social Sciences with the conclusion that digital literacy has a positive and significant effect on the level of knowledge about hoaxes in students of the Faculty of Economics and Social Sciences, Sari Mutiara University, Indonesia (Harefa, et al 2021). The fourth is an article that discusses character education through digital literacy in which the world of education becomes the process by which students begin their studies at school. Character education is an important stage in the implementation of student character development, it can even be said that character education is fundamental to the successful progress of student character. Currently, the capability that is important for students is digital literacy skills. there are negative effects on the behavior of children and adolescents from the use of digital media and the internet based on several studies conducted on Indonesian children and adolescents (Dewi, et al 2021).

The difference between this research and the research above is that it aims to find to identify and explain the use of digital literacy or digital media on campus. The benefits obtained by students of UIN Syarif Hidayatullah Jakarta. The reason why the researcher chose the subject of digital literacy is because the researcher wants to know the role of the media in the scope of the Faculty of Da'wah and Communication Studies. And why did the researcher choose the media object of the RDK campus because the researcher came from the region or area and was quite aware of the conditions of educational development in the area that was the research objective.

The following is the basic theory that researchers use as a foundation in this study.

First, the theory put forward by (Gilster & Watson 2006) which states that digital literacy is the ability to understand and use information from various digital sources. He said that digital literacy is about mastering ideas, not pressing buttons. Digital literacy is knowledge of what we see on a computer screen when we use network media. *Second*, the theory put forward by, (Sulistyo Basuki, 2013) Digital literacy includes one's understanding of digital content. Someone should be aware that every content on the internet is not of the same quality. Third, the theory put forward by, (Buckingham, 2015) Digital literacy is the skill of using media effectively so that individuals can find out relevant places and information. Concept of Digital Literacy already widely adopted. However, this concept is often misinterpreted. A number of practitioners and academics are still watching that Digital Literacy and Media Literacy is the same concept. Whereas, the two concepts are different. For example, Media Literacy only refers to skills in using audio media visual whereas Digital Literacy is more than it (Buckingham, 2015). Digital literacy is a type of literacy from various types of literacy advances that arise from technological developments and advances. Digital literacy according to (Safitri et al., 2020) is a person's proficiency in understanding digital content. Understanding of literacy, the majority understand that it is just a skill to read and write. In the early period of literacy development, literacy was interpreted as the ability to use language and video in various forms to read, write, listen, speak, see, express and reflect on ideas critically. Subsequent advances suggest that literacy is related to situations and social applications.

METODA PENELITIAN

This study uses a qualitative method with a descriptive design. Descriptive qualitative is a research design that is used to answer questions in the form of who, what, and when a phenomenon or experience occurs (Kim, Sefcik, & Bradway, 2017). This design usually only provides a general description of a phenomenon so that it cannot present in-depth data.

The research object chosen was the use of the DRC campus media. The data collection techniques used are analysis, observation, interviews, and documents. The data studied were analyzed, read, and grouped based on the types of media. After being described according to the group, the researcher will make a narrative based on the description that has been recorded in the group to make it clearer.

The population of this study is articles with the topic of media literacy in accredited journals from *sinta lima* to non-*sinta* journals. Researchers used three keywords in finding the article, namely digital literacy, digital media literacy, and media literacy. In addition, the researcher also limits the selected articles to articles in the last two years (2020-2022). The search was carried out through the Google Scholar site for article searches and *Sinta* to verify the journal's accreditation rating. Based on a search on Google Scholar, the articles found were 14 articles.

HASIL DAN PEMBAHASAN

Based on interviews and observations that researchers have done, it can be concluded that RDK can improve Digital Literacy within the campus. The following are the results of the DRC interview:

1. What is the definition of RDK?

This organization is called Radio Da'wah and Communications, abbreviated as RDK. RDK founded on April 2, 2004 with inauguration on February 17, 2009 and domiciled as a Laboratory at the Faculty of Da'wah and Communication Studies, Syarif Hidayatullah State Islamic University, Jakarta.

2. What is RDK's Vision and Mission?

RDK was Built with a Vision: To make RDK an informative educational medium that puts forward knowledge, piety, and integrity in civil society.

And also missions:

- (1) As a learning medium for students in improving skills in the field of radio broadcasting.
- (2) Providing information, education and entertainment services to the academic community of UIN Syarif Hidayatullah Jakarta and the wider community in order to educate the public towards civil society.
- (3) Broadcasting religious teachings that are useful for the academic community of UIN Syarif Hidayatullah Jakarta and the media community through media technology.
- (4) Supporting the UIN Syarif Hidayatullah Jakarta program towards an international university.

3. How many social media does the RDK use to spread news within the RDK?

RDK itself has 5 social media applications for the dissemination of news, including; Radio, social media Instagram, Spotify, blog website, and WhatsApp.

4. How does the RDK disseminate information?

The trick is with the news that has been written by friends from the News Department, we spread it through social media platforms. Or friends who are broadcasting that day, we will also share it on our insta story or whatsapp story. In my opinion, it is very helpful to play a role in increasing the digital literacy of other students.

5. Is there any media that supports this Digital Literacy?

Not all news that RDK spreads is in the form of video or sound recordings, a lot of information is disseminated in written form, so all of the above media, except radio, support Digital Literacy.

6. What is the function of the media and their role in the students of Syarif Hidayatullah State Islamic University Jakarta?

According to Syahdan Muhammad Kafi (a member of the RDK), broadcast programs in the RDK help to increase Digital Literacy, because the things discussed in broadcasts are not only about campus topics and "Islamic", but there are also programs that are specifically made to talk about music, traveling, films, even about life as a student every day.

KESIMPULAN

We got two conclusion here:

1. RDK makes various up-to-date information which is certainly useful for students who are the target readers themselves. They spread the news that has been written by friends from the News Department, through social media platforms. Or friends who are broadcasting that day, they will also share it on their insta story or whatsapp story. It is very helpful to play a role in increasing the digital literacy of other students.

RDK disseminates a lot of information that can increase student digital literacy through various media such as social media Instagram, Spotify, blog websites, and WhatsApp. Broadcast programs in the RDK help to increase Digital Literacy, because the things discussed in broadcasts are not only about campus topics and “islamics”, but there are also programs that are specifically made to talk about music, traveling, films, even about life as a students everyday. In the future, RDK will difinitely produce useful information and further increase the interest of RDK readers and listeners.

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