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Film Production: An Eff ort to Create Learning Resources of News Literacy for Indonesian Students

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Film Production: An Effort to Create Learning Resources of News Literacy for Indonesian Students

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Abstract
This study aims to create a short film as a news literacy learning media for high school students in Indonesia. The research methodology is Research and Development (R&D), using the ADDIE model. The data analysis methods used in this research are descriptive qualitative analysis and quantitative descriptive analysis. This film was tested on 100 high school students, with results showing that 59% of respondents strongly agree that the film successfully achieves its goal as a news literacy learning tool, and 41% of respondents agree with this achievement. The study showed the validation score by the media expert is 75.6%, indicating that the film is of very good quality. The review result by the material expert obtained 87.84%, which was also qualified as very good quality. The teacher's assessment was 82.81%, and the evaluation from the student's assessment gained 80,24%, both qualified as very good qualifications. Based on the review results by experts as well as the product assessment results, it can be concluded that the film is highly eligible to be used as a learning media for news literacy. This short film can be used as a learning resource in the class for the subject of Civic Education or any training to develop students' news literacy skill.

Keywords: Film Production, Learning Resources, News Literacy, Indonesian Students

Introduction

The advancement of digital technology and social media has significantly changed the way news is produced, distributed, and consumed. The increased presence of social media has enabled users to instantly share news within their social networks (Bhagat & Kim, 2023; Wischnewski et al., 2021) Consequently, understanding, and evaluating, and interacting with news has become crucial for society. In this situation, everyone must have good skills in consuming news, which experts refer to as news literacy.

News literacy is the ability to think critically and the ability to determine the credibility of news and other content, determine what to trust, share and act on News Literacy Project, 2021.

The importance of news literacy for the young generation has been proven by several studies. The results of a study on 500 teenagers in America showed that news and media-literate teenagers engaged in mindful thought processes (Maksl et al., 2015). According to the Knight Foundation, the best way to improve news literacy is through schools and by taking pedagogical strategy seriously (Reese, 2019). Previous research indicated that the level of news literacy among high school students in Indonesia is only 13,71% in the good category. News literacy education is still delivered by journalists to specific audiences, such as university students in seminars or webinars on journalism. One of the approaches that can be implemented in teaching news literacy is developing alternative sources (Panagiotou & Theodosiadou, 2014).

Film has long been used as a medium for learning and teaching. Many studies have shown the positive influence and effectiveness of films, including enabling students to make connections between theory and real-life situations. When using films in the social studies classroom, instructional goals like reasoning, critical thinking, retention and understanding, self-regulation, and refraction of the curriculum are developed (Driscoll, 2005). One of the advantages of using films is that visual images stimulate students' perceptions directly, while written words can do this indirectly (Liando et al., 2018). Films help students gain in-depth knowledge, develop critical interpretation skills, and engage actively in their studies(von Morzé, 2008). Films are more of a sensory experience than reading; besides verbal language, there is also color, movement, and sound (Xhemaili, 2013). Films can promote social thinking and awareness of social perspectives (Marcus, 2005).

Based on our preliminary observation, we found that film is rarely used as a learning medium in Indonesia and that intentionally designed or created films are very limited for students to support the learning process. We also interviewed students regarding the use of the films as a learning resource, and the students expressed their agreement and excitement.

Based on that, researchers assumed film could be an alternative learning resource for news literacy. Therefore, this research aims to produce a film as an educational product to support Indonesian students in gaining a better understanding and improving their news literacy.

Methods

This research is a type of research and development (R&D). Research and Development is a method used to develop and test future products developed in the world of education. There are various research models which can be used as a reference in this research and

development (Amali et al., 2019). The research model that used in creating film as learning media is ADIIE model. There are several stages in ADDIE model, such as: Analyze, Design, Develop, Implementation and Evaluation.

Finding and Discussion

The first stage is to analyze the news literacy learning materials. The researcher found that there is no specific instruction on news literacy taught across all subjects in school. Students only learn how to write news articles in Indonesian language classes. Therefore, we referred to news literacy materials from various international sources, such as those from the News Literacy Center and the News Literacy Project in the United States and Europe.

The second stage is design. Then researchers selected and identified key issues related to news literacy in Indonesia. The researchers found that the spread of fake news was the most significant theme as it affects various segments of the population. Data from the Ministry of Information in Indonesia also indicated the existence of 800,000 hoax websites in the country.

After gathering news literacy materials, the researchers concluded that four learning objectives need to be covered by the film. The first learning objective is understanding the dangers and prevention of misinformation, the second is motivation to always fact-check news, the third is critical and cautious before spreading news, and the fourth is having discussion about questionable news.

Subsequently, the researchers attempted to develop story ideas that resonate with the age and characteristics of high school students, as well as themes that are generally popular among teenagers, the individuals who will be involved in the film's production. At this point, the collaboration with various parties have been secured to produce this film, including a production house that will assist in the film's production and the News Literacy Id Institute for script development. Additionally, our university is fully sponsoring this film. The students are assigned roles such as director, assistant director, scriptwriter, actors, and editors. Furthermore, Focus Group Discussions were conducted with professional filmmakers who guided researchers on how to produce a film that evokes emotions and leaves a lasting impression on the audience. We also received feedback on the steps needed for the film production, from storyboarding to editing.

The third stage is developed. In this phase, we are engaged in the stages of filmmaking, namely pre-production, production, and post-production. During the pre-production phase, our team, News Literacy ID, prepared the script. The team consisted of two students as scriptwriters, one director, one assistant director, eleven actors, one wardrobe and makeup artist, and two editors. This phase also included the selection of cast members and shooting locations. The filming locations were at the university and one of the students' houses, taking a total of four days.

Once the film was completed and edited, we conducted validations with material and media experts. Based on their feedback, we included pop-up screenshots to support and clarify the news literacy content, such as the hoax about President Jokowi visiting an artist in the hospital, and highlighted the use of the tool Cekfakta.com to enhance news literacy. We also revised the level of color grading to make it brighter.

The fourth stage is implementation. In this stage, a test involving 100 high school students was conducted, where the researcher organized a group viewing session along with two teachers. During the film screening, every student was ensured could see and hear the audio of the film clearly.

The last stage is evaluation. A questionnaire was distributed to gather students' perceptions of the film and analyzed the responses using a quantitative percentage method. Additionally, one-on-one interviews were conducted with three students of varying class rankings: top-ranked, middle-ranked, and bottom-ranked. The interview results indicated that all students found the film engaging and effective in achieving its goal as a news literacy learning tool. They reported feeling motivated to be more cautious and wiser in trusting and disseminating news. One student expressed motivation to discuss questionable news. Regarding the film as a learning medium, one student mentioned it was excellent because it prevented boredom, while another student found the storyline interesting but felt the film's duration was too long.

Table 1. Validators

Subject		Expert of
Material Experts	1.	Head of Media Advocacy and Regulation Department of Indonesian Association of Cyber Media
	2.	Founder of Newsliteracy.Id
	3.	Coordinator of Cekfakta.com
Media Experts	1.	Assistant Producer of DAAI TV
	2.	Director of Rhayaflicks (Film Company)
Students	1.	One to One (3 students)
	2.	Small group (100 students)
Teachers	1.	Civic education teachers of North Sumatra Province
	2.	Civic education teachers of West Nusa Tenggara Province

Source: primary data.

Here are the evaluation results from the students and validations from media and content experts.

Table 2. The material experts' validation

No	Aspect	Number of items	Total Score	Max. Score	%	Criteria
1	Usability	3	32	36	88.89	Eligible
2	Learning Objectives	3	18	36	83.33	Eligible
3	Technical Quality	2	14	24	87.50	Eligible
4	Benefits	1	7	12	91.68	Eligible
	Total	9	94	108	87.84	Eligible

Source: primary data

The Table 2. explains that the assessment of material experts was reviewed by 4 aspects of the assessment: the usability, learning objectives, technical quality and benefits. The results from the table are as follows: the usability aspect is 88,89%, the learning objective is 83,33 %, the technical quality is 87,50.3%, and benefit aspect is 91,68% and the total percentage is 87.84%. This means that media experts recommend that the developed product can be used by students during the learning process.

Table 3. The media expert's validation

No	Aspect	Number of items	Total Score	Max. Score	%	Criteria
1	Media	3	18	24	75	Eligible
2	Learning Design	8	50	64	78.13	Eligible
	Total	11	68	88	76.56	Eligible

Source: primary data.

The result is shown in Table 3. The assessment of the material expert was reviewed in 2 aspects of the assessment, namely media, and learning design. The results obtained from the table are as follows: for the media aspect, the percentage is 75%, the learning design aspect is 805, with a total percentage of 76,56%.

Table. 4. Students assessment

No	Aspek	Number of items	Total Score	Max. Score	%	Criteria
1	Learning Objectives	8	2653	3200	82.91	Eligible
2	Benefits	3	931	1200	77.58	Eligible
	Total	11	3584	4400	80.24	Eligible

Source: primary data.

Table 4. explains that the assessment of students who responded to 2 aspects, namely learning objectives, and benefit. From these aspects, the resulting table shows that student responses to an aspect of learning objectives of 82.91%, for the benefits aspect a percentage of 77.58%, with a total aspect of 80.24%.

In terms of understanding the dangers and prevention of misinformation, the film also received a strong agreement response from 44% of respondents, and 54% of respondents agreed. Furthermore, 64% of respondents agreed, and 31% strongly agreed that the film provides motivation to always fact-check news, especially in the context of online media. Additionally, 42% of respondents agreed, and 47% strongly agreed that the film motivates them to be cautious before spreading the news.

The validation and assessment of the film as a learning medium for news literacy among senior high school students were evaluated by experts based on various criteria, including usability, learning objectives, technical quality, and benefits. The assessment was conducted through user testing, and the percentages are as follows.

Table 5. Percentage Validation and Assessment Result

No	Subject testing	Validity result	Percentage qualification
1	Material Experts	87.84%	very good
2	Media Experts	75.56%	very good
3	Students	80.24%	very good
4	Teachers	82.81%	very good

Source: primary data

Based on the result of film as learning media of news literacy for high school students' validity, it was found that Material Experts had an 87,84% score and it qualified as very good, Media Experts had a 75,76% score and it qualified as very good, Student testing has

80,24% score and it qualified as very good, and Teachers testing has 82,81% score and it qualified as very good. It can be concluded that learning is eligible to be used as a learning media of news literacy for senior high school students.

Conclusion

This study is a development study that implements ADDIE model (Analyze, Design, Development, Implementation, Evaluation). Based on the results of assessment by experts and the students, it can be concluded that film as a learning media of news literacy for senior high school students is "eligible" to be used as learning media.

Acknowledgments

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