PEMBANGUNAN LITERASI DAN KETAHANAN MEDIA BERBASIS KOMUNITAS: STUDI KASUS UPAYA MASYARAKAT DALAM MEMERANGI COVID-19 DI SURABAYA

COMMUNITY-DRIVEN MEDIA LITERACY AND RESILIENCE BUILDING: A CASE STUDY OF GRASSROOTS EFFORTS IN COMBATING COVID-19 IN SURABAYA

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ARTICLE INFO	ABSTRACT
	Selama pandemi Covid-19 di Indonesia, media sosial dan media massa arus utama dibanjiri konten viral yang menantang dikotomi penerimaan dan penolakan terhadap program pencegahan. Untuk menciptakan ketahanan, diperlukan upaya preventif pendidikan untuk memberdayakan masyarakat rentan. Program pengabdian kepada masyarakat bertujuan untuk mengedukasi masyarakat tentang dinamika media digital dan mengajarkan masyarakat untuk membuat konten tentang pencegahan penularan dan menciptakan ketahanan. Program ini berfokus pada peningkatan kesadaran masyarakat, khususnya di kalangan anak-anak, dan menunjukkan bahwa persepsi dan konstruksi masyarakat terhadap program pencegahan COVID-19 berbeda-beda.

INFO ARTIKEL	ABSTRAK
Koresponden **Sri Endah Kinasih** *sriendah.kinasih@fisip .unair.ac.id* 	During the Covid-19 pandemic in Indonesia, social media and mainstream mass media have been flooded with viral content, challenging the dichotomy of acceptance and resistance to prevention programs. To create resilience, education-preventive efforts are needed to empower vulnerable communities. A community service program aims to educate the public about digital media dynamics and teach people to create content about preventing transmission and creating resilience. The program focuses on raising community awareness, particularly among young children, and demonstrates that people's perceptions and constructions towards COVID-19 prevention programs vary. **

INTRODUCTION

The pros and cons of the vaccination program carried out by the government and the doubts held by some members of society divide two polar attitudes between accepting vaccines and refusing to be vaccinated for various reasons (Mulyanus, 2021; Naimah & Juwita, 2021). The information provided and received by the public is not optimal, as well as its circulation of miss-information or inaccurate information creates fear that appears in society and adds to the resistance of existing attitudes (Glasdam & Stjernswärd, 2022; Boiarsky, 2016). The incident above is getting worse because it is triggered by the rise of viral content on digital media, especially social media (Borges-Tiago et al., 2019; Al-Rawi, 2019; Dang, 2021). Not only verbal information but also visual images and videos related to infectious disease conditions and very diverse prevention models, ranging from traditional disease prevention models, and religious ones, to existing modern health systems. In the end, people are confused about choosing and following the existing information.

The educational videos have been produced in a sophisticated manner by producers understand health science and information. As a result, with the orientation of producers who have power over health knowledge, people at the bottom do not understand the content and purpose of the content produced for the people at the bottom. In addition, various socio-cultural backgrounds of society, such as belief systems and myths, are developing, realizing that communication messages cannot be carried out uniformly, but rather contextually according to the socio-cultural background of the existing society (Braithwaite, 2013; Moran et al., 2010). The various attitudes held by society towards the pandemic and the existence of prevention efforts such as the Covid-19 vaccination program in Indonesia during 2020-2022 are closely related to cultural issues in health communication that emerge and are trusted by the community (Obregon et al., 2022; Khan et al., 2022; Wahyuni, 2023), which

ultimately influences the practices of creating community resilience or community resilience on risk society (Carmen et al., 2022; Paveglio et al., 2017; Norris et al., 2011). Moreover, the attitude of community acceptance and resistance to prevention programs including vaccination from cultural and belief aspects, and the values it has (Streefland et al., 1999; Larson et al., 2014; French et al., 2020).

Understanding this context, this community service program is carried out as a form of new breakthrough by providing community services in the form of practical training on how to create educational visuals/videos using the eyes, thoughts, feelings, and perceptions of the lower community to prevent infectious diseases such as COVID-19. The aim of carrying out this educational video production program is to teach the public the skills of producing digital videos and uploading them on YouTube social media, as well as to show how the grassroots construct the issues of preventing and handling COVID-19 from the perspective of the people themselves to create knowledge and empowerment skills in producing digital media content, which in turn can be used as a medium for people's empowerment in creating resilience for communities at risk that are independent in producing disaster information and communication, including the COVID-19 pandemic as a global health disaster (Wahyudi et al., 2023).

From this background too, this community service program is a form of new breakthrough in creating practical training on how to create educational visuals/videos using the eyes, thoughts, feelings, and perceptions of the lower community to prevent infectious diseases such as COVID-19. The aim of carrying out this educational video production program is to teach the public the skills of producing digital videos and uploading them on YouTube social media, as well as to show how the grassroots construct the issues of preventing and handling COVID-19 from the perspective of the people themselves to create knowledge and empowerment. Skills media, as well as the resilience of at risk communities. The focus of making this educational video is on socialization and public awareness community awareness about the importance of vaccination. The target is of course for young village communities with middle to lower socio-economic status and assuming their exposure to information is still low, as well as their digital literacy. With this target, it is hoped that educational videos will be closer or have high proximity because they are made by the community village and for the village community in their daily language.

This community service activity is expected to be able to contribute to learning related to risk communication and its impact on risk society is broader. Apart from that, this activity can also be a study that will be able to understand more deeply the attitudes and perceptions held by the community and how information is distributed to the community through their own eyes and based on the socio-cultural context that they believe in and believe in. so far. By using perspectives in the fields of Health Communication and Health Antropology, this community service can contribute to the academic community service something different that has not been done by many academics in Indonesia in particular.

COMMUNITY SERVICE METHODS

The method used in community service goes through several stages. The first stage is providing material online via Zoom to the youth community in the Surabaya villages. This youth community was chosen purposively considering that the villages are crowded and the spread rate of COVID-19 in 2021 is relatively high. The several highest villages, Petemon and Kaliasin villages were determined. Each village was represented by between 4-6 young people who were then given knowledge and understanding about the transmission of COVID-19 and the need for vaccination for the community. After zooming, the next step is the training stage. This second stage is done through Group Discussion with selected village young people to provide an introduction to cameras from smartphones owned by young people in the village. This session includes explanations regarding how to manage messages, understanding tools, understanding social media, and the final process of editing work. The third stage is fieldwork, where young people start producing videos according to their characters and object choices. The final stage is the evaluation of all activities carried out. The total completion of this educational visual work is 15 days.

RESULTS AND DISCUSSION

Implementation of community service activities in making educational videos which aim to create visual education as a format for socialization for citizen awareness or community awareness is carried out by providing material related to risk community material or risk society in the world and Indonesia which is also affected by the global health disaster, namely the COVID-19 pandemic. The audience for this socialization is young people who live in the urban villages of Surabaya, whose area is one of the areas with a high number of COVID-19 sufferers in 2020-2021. Several young people gathered at a place in Petemon village implementing strict health protocols. The resource persons conveyed this via online, namely through a webinar facilitated by Zoom. In addition to the webinar material regarding the term at-risk society and the impacts of health risks arising from the current pandemic, it also provides an understanding of the popularity of information that is viral or appears on social media that is accessed by young people.

Some of the participants were given an understanding of searching for, using, and evaluating correct information and identifying incorrect information such as fake news or hoaxes. From the results of the discussion, it was found that young people were still confused about determining which information was true and which was a hoax, and the attitude of young people towards the vaccination program itself. As admitted by two FGD participants below:

"It is difficult to know which news is true and which is a hoax. Sometimes it seems like the news is serious, but friends and other netizens say the news is a hoax. […] I once believed the news that the COVID-19 vaccine could be infertile for men. I'm still a young kid, so I'm scared." (RK the informant).

"COVID-19 is just a global scenario…it scares people in the world even though there isn't any…then we are told to get vaccinated but the vaccine comes from China. Is the vaccine halal? Is the vaccine effective for treating COVID-19" (SG informant)

From the results of discussions and questions and answers during the socialization of understanding about risk communities as well as prevention efforts through vaccination programs and basic knowledge about hoax news or information, it shows that young people, even though the Generation Z who are used to digital technology, are still confused and doubtful. Their understanding of hoaxes and also the vaccination program being carried out tend to be doubtful or still black and white. Under these conditions, the socialization provided is well-received and understood by the audience. They know in the end that the things that are being rumored regarding the impact of the vaccination program are just hoax information and myths spread by unreliable information sources. The next step is providing training materials about social media, creative content, introduction to video-making tools from the smartphones of the young people involved, and the process of determining the object and location for making the video. Of the 15 participants, they were divided into three groups consisting of five members to start producing them.

Each team member divides themselves into roles that they define themselves. Consisting of roles in front of the layer and behind the layer or those who control their smartphone camera and will be responsible for taking shots of the scene and the editing process into a video that is worth watching. Young people were skillfully determined they took on their respective roles they felt were quite skilled. Each group was asked to think about what "message" would be conveyed to their target community. Because they are from the village, the targets are young people and village residents. With their designs and the language of young people, the teams were then directed to create a script or storyboard simply by imagining what would be done, who would be who, location, and so on like making board audio-visual media production.

The next stage is choosing a shooting location and preparing permits if necessary. One group took the location of a small restaurant. One group took place at a small supermarket, and the other on the street. Then each group used their smartphones and were taught the features of smartphones which almost everyone already knew. Then scene preparation and shooting are carried out. Each group shoots for a maximum of two days. There is a group that carries out shooting within a day. Next, the group was taught editing techniques through several free, unpaid applications available at Google Play for Android devices and onApple Play for iPhone devices such as FilmoraGo, iMovie, InShot, Samsung Video Editor, Magisto, Video Show, etc. The group of young people then votediMovie andInShot their easy download to their smartphones. Then the editing and voting process is carried out.

Village youths are used as messengers for their social class and generation. This concept is what is called "peer counseling." Peer counseling is a concept where peers become important and influential sources of information for teenagers their age. Because they or young people have a "youth language" that is understood by themselves rather than by adults or those older than their generation. After the entire editing process was carried out, the young people in the village were asked to evaluate the results of the educational video they made based on the 7 principles of effective communication, namely: (1) Clarity, namely clarity about whether the goal or purpose of the message created will produce clarity for the audience. By using the principle of 'keep your message simple and easy to understand', visual images must

be strong in showing what they want to convey in their educational video. (2) Conciseness, namely that the message should be short and "to the point." Images, verbal utterances, and shots must be short and the words spoken must be effective, avoiding lots of speech or words that are not relevant to their educational material. (3) Concreteness, the young people on the video production team must ensure that all detailed information relating to COVID-19 prevention efforts and calls for vaccination must be fact-based and focused on the information conveyed. (4) Correctness, that communication through educational videos must be accurate. If possible, the editing should not include inaccurate images or narration. Mistakes or errors as large as possible are suppressed/edited. Then editing the results and shooting is crucial. (5) Completeness, educational videos must convey complete facts not leave a different perception or understanding of the message conveyed, and not raise new assumptions in their audience. (6) Consideration, Young people are taught to evaluate that their audience is important to pay attention to. Especially how the video producer must position himself as an audience who has different views, different understandings, different skills and so on must be thought about when they want to convey a message. (7) Courtesy, namely playing educational videos together with their community and asking for input from the audience and producers must be able to communicate openly and honestly with their audience both through the educational videos they make and through discussions with the audience, namely their peers in their villages. After the young people who become producers can ensure that they have achieved at least the seven principles of effective communication through educational visuals, their video results are then uploaded via social media YouTube, and TikTok can be watched by other netizens.

CONCLUSION

To be able to convey a message that is short and easy to understand is not simple. However, it would be easier if it done by young people who are skilled at using their smartphones with the help of various digital applications that available for free in today's cyber world. The making of educational videos by village youth in Surabaya is an example of how young people can become agents for conveying correct information and simple persuasion using the village youth's language. This educational video is also an example of how to make the public or existing community aware through a community awareness program which can be done directly through audio-visual videos that are easy to understand and can be accessed on social media. With perception, construction, and communication as "peer educators" young people were able to produce creative content to disseminate awareness of the need to make efforts to prevent COVID-19 by participating in the vaccination program. The invitation to vaccinate and also not believe in false myths and hoax news will produce a healthy society, reduce risks, and empower and create community resilience, especially through young people, from young people and for young people with digital communication becoming their friends every day. By relying on the proximity of young people to their peers, educational messages via video need to be more numerous, so that young people become more confident that their existence is taken into account and can be used as a productive generation.

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