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Teachers' perceptions of media literacy in Junior High School

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ABSTRACT

Teachers play an essential role in the success of school media literacy programs. This study analyzes teachers' current perceptions of media literacy competence in junior high schools in West Java, Indonesia. Descriptive research methods have been used to describe and summarize data using statistical techniques. The sample consisted of 381 respondents obtained using a purposive sampling technique. Data collection was obtained from questionnaires distributed through online platforms. The results analyze teachers' perceptions of their knowledge, skills, and attitudes towards media literacy. Teachers understand this concept strongly, recognizing that it goes beyond traditional literacy concepts, including reading and writing. Expertise is also demonstrated in accessing various forms of media. However, media skills are still relatively weak in content analysis and integration into teaching practice because teachers lack the necessary skills to integrate concepts into their teaching practice effectively. A particularly positive attitude towards this concept, recognizing the ability to equip students with the 21st-century skills necessary for today and the future. The research implications describe their literacy conditions as a basis for developing media literacy education.

ABSTRAK

Guru memegang peranan penting dalam keberhasilan program literasi media di sekolah. Penelitian ini bertujuan untuk menganalisis persepsi guru saat ini terhadap kompetensi literasi media di sekolah menengah pertama di Jawa Barat, Indonesia. Metode penelitian deskriptif digunakan untuk mendeskripsikan dan merangkum data dengan menggunakan teknik statistik. Sampel berjumlah 381 responden yang diperoleh dengan menggunakan teknik purposive sampling. Pengumpulan data diperoleh dari kuesioner yang disebar melalui platform online. Hasilnya menganalisis persepsi guru saat ini mengenai pengetahuan, keterampilan, dan sikap mereka terhadap literasi media. Para guru memiliki pemahaman yang kuat tentang konsep ini, menyadari bahwa konsep ini melampaui konsep literasi tradisional yang mencakup membaca dan menulis. Keahliannya juga ditunjukkan dalam mengakses berbagai bentuk media. Namun, keterampilan media masih relatif lemah dalam bidang analisis isi dan integrasi ke dalam praktik mengajar karena guru kurang memiliki keterampilan yang diperlukan untuk secara efektif mengintegrasikan konsep ke dalam praktik mengajar mereka. Sikap yang sangat positif terhadap konsep ini, mengakui kemampuan membekali siswa dengan keterampilan abad ke-21 yang diperlukan untuk saat ini dan masa depan. Implikasi penelitian tersebut menggambarkan kondisi literasi mereka sebagai landasan dalam mengembangkan pendidikan literasi media.

Kata Kunci: Literasi media; persepsi guru; sekolah menengah pertama

INTRODUCTION

Media literacy is a crucial component of contemporary education according to Finegold in "*21st-Century Competencies and Their Impact: An Interdisciplinary Literature Review*", and the Partnership for 21st-Century Skills (P21) has devised a comprehensive set of competencies that students must master to thrive in current professional and personal spheres. According to "Framework For 21st-Century Learning" by P21, these proficiencies encompass study, life skills, and literacy skills. Learning skills are classified into the 4Cs: Communication, Collaboration, Critical Thinking, and Creativity (Silber-Varod, 2019). According to Griffin et al. in "*Assessment and Teaching of 21st-Century Skills*" the educational competencies of the 21st-Century can be categorized into four distinct groups, encompassing diverse modes of thinking, working, and utilizing tools in the interconnected world. This research specifically focuses on media literacy as a vital aspect of 21st-century skills. The concept necessitates using higher-order cognitive abilities embedded within the 4Cs of 21st-century learning skills. Achieving proficiency demands the judicious and effective employment of media, including the ability to evaluate the credibility of information from various sources. Even though traditional literacy encompasses reading and writing skills, media literacy emphasizes generating effective communication through an array of diverse media formats, according to Scheibe & Rogow in "*12 Basic Ways to Integrate Media Literacy and Critical Thinking into Any Curriculum*".

The current era, characterized by technological advancements and widespread access to information, necessitates certain traits and skills from individuals. Many scholars worldwide have studied the knowledge, skills, and dispositions needed to use digital media (Pangrazio et al., 2020). Among these skills, media literacy is paramount in combating the dissemination of misinformation, propaganda, and fraudulent content across various media platforms. According to "*Introduction to Mass Communication: Media Literacy and Culture Updated Edition*" written by Baran, in the present day, it has transformed into a global influencer that shapes people's values, beliefs, behaviors, and decision-making processes. Media platforms not only provide easy access to information but also facilitate social connections and enable the creation and sharing of content (Simons et al., 2017). The Regulation of Badan Siber dan Sandi Negara (BSSN) Number 3 of 2021 Concerning the Implementation of Media Literacy and Cybersecurity Literacy explains that media literacy is an activity to increase the ability to access, research, evaluate and create information in different forms (based on: https://peraturan.bpk.go.id/Home/Details/174274/peraturan-bssn-no-3-tahun-2021 accessed at 2022). Furthermore, initiatives are tailored to specific age groups, including children, young adults, and the elderly, as well as different levels of education, ranging from basic to secondary and higher education. As adults and essential figures in the education sector, teachers Wrequire media literacy skills due to their pivotal role in shaping future generations. UNESCO is committed to supporting every community and individual worldwide to acquire media literacy and information competence as vital life skills to empower people to access, understand, critically evaluate, use, and create information as best they can. According to UNESCO, the growing problem of misinformation, disinformation, and hate speech has increased the urgency of media literacy and information for all.

Education plays a pivotal role in the dissemination of media literacy, serving as a critical conduit for acquiring essential 21st-century skills. The incorporation of media literacy into education can be achieved through various strategic approaches, wherein teachers can effectively cultivate the process by integrating specific lesson content. This empowers students to retrieve information, analyze, and present using diverse media platforms. The attainment of successful media literacy within educational institutions significantly hinges upon teachers' roles and actions (Simons et al., 2017). In current digital landscape, the ease of accessing information through internet-connected search engines is indisputable. However, the pressing challenge lies in the quality and credibility of such information, which has emerged as a consequential predicament for contemporary society (Burnett & Merchant, 2011). The efficacy of media literacy education hinges upon the essentiality for teachers and other educators to possess proficient skills

(Domine, 2011; Goetze et al., 2005; Thoman & Jolls, 2004). In addition to teaching the concept directly, teachers need the skills to integrate new media into their subjects (Tiede & Grafe, 2016). Wineburg fervently underscores the urgency to prioritize the pedagogy of media literacy as a transformative force across the curriculum. By equipping students with critical engagement tools and fostering their creative potential, media literacy empowers them to interact discerningly with information accessed, according to Lonergan in "*What is Media Literacy and How Can Simple Shifts Center It*". Consequently, neglecting the fundamental importance of imparting media literacy skills would constitute a significant oversight since it fails to prepare students for the present and future exigencies adequately.

Based on the research background above, media literacy is an essential 21st-century skill, and teachers must transmit the concept to students. There is a significant gap in teacher preparation and professional development regarding media literacy skills (Al-Aufi, 2021; Gretter & Yadav, 2018; Ranieri et al., 2017). Many pre-service teachers do not feel that media literacy is highlighted in their teacher education programs (Gretter & Yadav, 2018). This lack of preparation creates a disconnect between the societal rationale for students to become media literate and the sustainable preparation of teachers (Al-Aufi, 2021). Additionally, teachers need to incorporate digital and media literacy into the curriculum to align students' educational worlds inside and outside the classroom (O'Rourke et al., 2019; Afrilyasanti et al., 2022). Teachers need to develop their own digital and media literacy skills in order to effectively teach these skills to their students (Ranieri et al., 2017). Overall, there is a need for more research and resources to guide teachers in implementing media literacy education (Abbas, 2021; Zhang et al., 2020).

Different pedagogical strategies are required to effectively address the media literacy competencies of young children, teens, adults, parents, and older adults (Rasi et al., 2021; Rasi et al., 2019). Meehan et al. (2015) research indicates that media literacy education for teachers, mainly elementary education teachers, is uncommon. Media literate teachers examine their sources, reflect on their assumptions, are cognizant of their media habits, and challenge and question the world around them. Before providing media literacy education, it is necessary to analyze the condition of their media literacy to develop the required media literacy education programs. This is consistent with research by Neag et al. in "*Media Literacy Education for Diverse Societies*" indicating that media literacy education requires a more inclusive and intersectional approach. This study aims to collect preliminary data on the current state of media literacy among JHS teachers in West Java as a foundation for developing media literacy education aimed at enhancing the competencies of junior high school teachers so that they can incorporate it into their learning and daily work.

LITERATURE REVIEW

Literacy can be defined as the ability to read, write, and comprehend information (Dunbar & Cooper, 2020). It encompasses the skills and knowledge needed to communicate and understand written language effectively. Literacy is not limited to basic reading and writing skills but includes critical thinking, analysis, and interpretation of texts (Sural & Dedebali, 2018). It is a fundamental skill essential for personal, social, and economic development. Literacy is a complex concept that can vary across different contexts and cultures, but it is universally recognized as a crucial foundation for education and lifelong learning. People in the 21st century live in a technology and media-driven environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers of the 21st century must exhibit functional and critical thinking skills related to information, media, and technology. Literacy in the 21st century that every individual must master is information literacy, technological literacy, and media literacy. Accessing, analyzing, using, and managing information are all parts of information literacy. Media literacy, however, entails using technology successfully and

understanding and producing media. The media environment has radically changed over the past few decades. The transition and transformation of media platforms have enabled algorithms and automation to take over media processes such as production, content generation, curation, delivery, recommendation, and information filtering (Valtonen et al., 2019).

Media literacy is derived from the fusion of two words, namely literacy and media. According to Hobbs in *"Media Literacy Foundations"* the Education Development Center (EDC) asserts that the concept transcends basic reading and writing skills, encompassing an individual's capacity to leverage their inherent potential and abilities in their life. According to Brian Street, literacy comprises skills, the practical application of literacy within social contexts, the acquisition of literacy through a learning process, and the interpretation of literacy within textual frameworks. Literacy acquires significance within the realm of media in this context. Media functions as an intermediary for transmitting messages from communicators to recipients. According to the Association of Education Communication Technology (AECT), it is the diverse forms and channels employed to disseminate messages or information. Media can be perceived, read, heard, and manipulated, and can evoke emotional responses, stimulate thoughts, address concerns, and pique students' interests. Media is a correct and circular communicative communication system in society. It is a space that creates temporary interaction with people, interests them, and distracts them (Rasulov et al., 2023).

In his works, Hobb defined media literacy as active inquiry and critical thinking about the messages received and created. Media literacy involves critical thinking, analytical skills, and the ability to express oneself differently. It builds an understanding of the role of media in society and the essential skills of inquiry and self-expression necessary for citizens of a democracy. Furthermore, the concept comprises a collection of principles that individuals employ proactively to engage with mass media, facilitating the processing and interpretation of the underlying messages encountered. The overarching objective is to bestow individuals with the capacity to construct personal meaning from messages, aligning with their aspirations and objectives, according to Potter in "*Media Literacy Eighth Edition*".

The National Association for Media Literacy Education (NAMLE) defines media literacy as the ability to access, analyze, evaluate, create, and act using all forms of communication. It provides a framework how to access, analyze, evaluate, create, and participate with messages in a variety of forms from print to video to the Internet. NAMLE offers these definitions: Media refers to all electronic or digital means and print or artistic visuals used to transmit messages. Meanwhile, literacy is the ability to encode and decode symbols and to synthesize and analyze messages. Media literacy is the ability to encode and decode the symbols transmitted through media and synthesize, analyze, and produce mediated messages. The advent of the digital age has greatly facilitated media creation, granting the ability to generate content. This ease of creation has introduced challenges in determining the origins of media, the intentions behind its creation, and the overall credibility. Consequently, media literacy becomes a complex skill to acquire and impart, and in the digital age, it stands as an indispensable competency to possess.

NAMLE has developed The Core Principles of Media Literacy Education, namely, (1) media Literacy Education requires active inquiry and critical thinking about the messages received and created, (2) Media Literacy Education expands the concept of literacy to include all forms of media (i.e., reading and writing), (3) Media Literacy Education is instrumental in cultivating and strengthening skills among learners across all age groups. Similar to print literacy, these skills demand a comprehensive approach that incorporates integration, interactivity, and repetitive practice, (4) Media Literacy Education develops informed, reflective, and engaged participants essential for a democratic society, (5) Media Literacy Education recognizes that media are a part of culture and function as agents of socialization, and (5) Media Literacy Education affirms that people use their skills, beliefs, and experiences to construct meanings from media messages.

NAMLE developed a media literacy tool with critical questions for building investigative habits about media messages like audience and authorship, message and meaning, also representations and reality. It's the form of critical questions as a foundation for building investigative habits about media messages in **Table 1** below.

Table 1. Key Questions To Ask When Analysing Media Messages

Audience & Authorship	Authorship	Who made this message?
	Purpose	Why was this made?
		Who is the target audience (and how do you know)?
	Economics	Who paid for this?
	Impact	Who might benefit from this message?
		Who might be harmed by it?
		Who might this message matter to me?
	Response	What kind of actions might I take in response to this message?
Message & Meaning	Content	What is this about (what makes you think that)?
		What ideas, values, information, and/or points of view are overt? Implied?
		What is left out of this message that might be important to know?
	Techniques	What techniques are used?
		Why were those techniques used?
		How do they communicate the message?
	Interpretations	How might different people understand this message differently?
		What is my interpretation and what do I learn about myself from my reaction or interpretation?
Representations & Reality	Context	When was this made?
		Where or how was it shared with the public?
	Credibility	Is this fact, opinion, or something else?
		How credible is this (and how do you know)?
		What are the sources of the information, ideas, or assertions?
		Can I trust this source to tell me the truth about this topic?

Source: NAMLE in "Key Questions to Ask When Analyzing Media Messages"

Media literacy has several benefits (1) to be a good use of media, (2) to manage information and utilize media based on information needs, (3) to ask basic questions about what to read, see and hear, (4) to be critical of media content, (5) to analyze the cultural, social, economic, and advertising context of the media environment, and (6) to create healthy social relations through information and knowledge (Ahmady et al., 2020).

In general, people who demonstrate skills and knowledge in the following areas have media literacy (Hobbs & Jensen, 2009), namely access, physical access to the latest media technologies and high-quality content and know how to use technology effectively. Understanding, understanding basic and explicit messages from media sources is a precursor to being able to ask analytical questions about the message. Awareness gives sufficient attention to media messages and their role in a person's life. Analysis and decoding of media messages to think critically and independently about them. Evaluation. Making information, making justified judgments about the value or usefulness of media message for a specific purpose. Creation, creating messages for media for specific purposes and using various media formats. Reflection, considering how personal experiences and values affect the reactions and production of messages and assessing the various potential effects of one's production choices on oneself and others. The last is participation, beginning, or joining in collaborative activities possible by interactive media technologies, wikis, social networks, and the world.

METHODS

This research uses a quantitative approach with descriptive methods, which is a method used to describe and summarize data using statistical techniques. It involves using summary measures to provide an overview of the data (Mishra et al., 2019). This research aims to examine the current conditions of media literacy among teachers. The research is in April 2023 with junior high school teacher participants in West Java. The total research sample was 381 teachers selected randomly using purposive sampling with criteria tables. Data was obtained from a questionnaire given to teachers online via Google Forms. Furthermore, the questionnaire comprised the first and second parts containing eight rating scale statements and a single open-ended question. The data from the rating scale were analyzed using descriptive statistics and percentages, employing the SPSS 26 software. According to Ali in "*Memahami Riset Perilaku dan Sosial*" the data derived from the open-ended question were also analyzed using the Mile & Huberman model, which encompassed data reduction, display, conclusion, and verification.

RESULTS AND DISCUSSION

The demographic data described the information on the characteristics of respondents according to **Figure 1**. It included educational background, teaching experience, and teachers' field of study. Based on teachers' educational background, there were 354 and 27 bachelor's and Non-bachelor degrees. According to the research findings, a significant proportion of junior high school teachers in West Java, specifically 93%, held a Bachelor of Education degree.
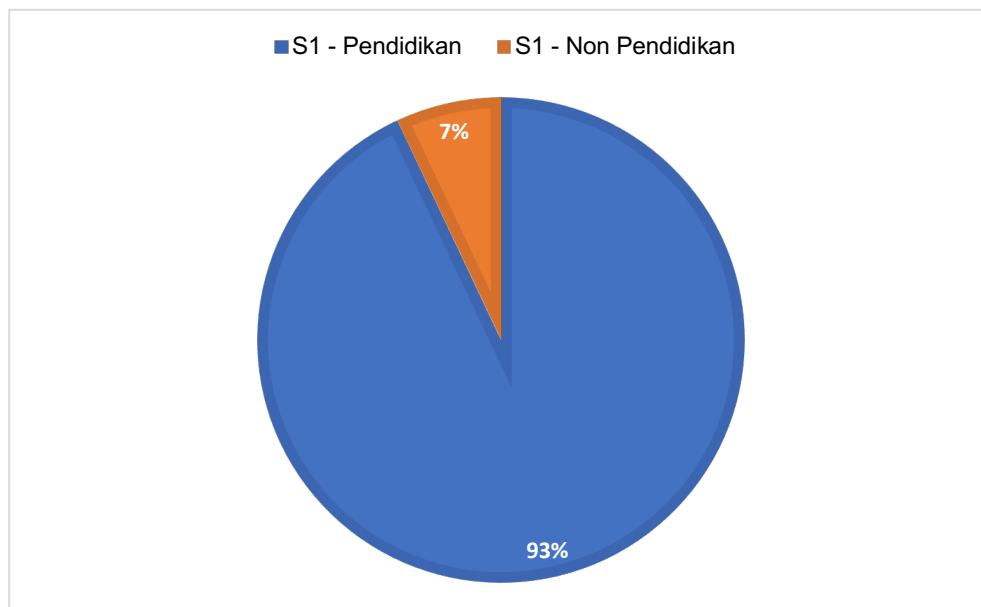

Figure 1. Educational Background
Resource: Research, 2023

The second characteristic of respondents was based on teaching experience. A total of 134 (35%), 133 (34%), 99 (26%), and 15 (4%) teachers had teaching experience of 1-10, 11-20, 21-30, and 31-40 years, respectively. The majority of teachers had teaching experience ranging from 1 to 10 years. The data is described in **Figure 2** below.
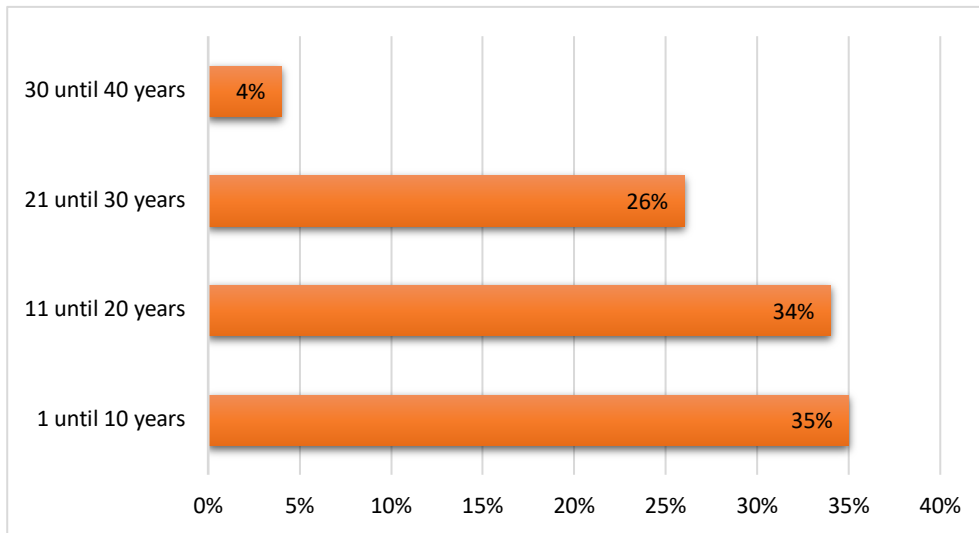
368

Figure 2. Teaching Experiences
Resource: Research 2023

The data obtained from the rating scale questionnaires showed three indicators related to media literacy, namely knowledge, skills, and attitudes according to **Figure 3**. Teachers' perception of their understanding of media literacy was reported at 80%. In terms of skills, teachers showed a high level of proficiency, with 91% able to use different media devices such as smartphones, laptops, tablets, TVs, and the internet. About 85% could understand and evaluate the messages conveyed through media. Concerning the necessary skills to create media content in audio, visual, video, and multimedia, 74% possessed the necessary skills. Furthermore, 78% could integrate media literacy into their teaching and daily work. Regarding attitudes towards media literacy, an overwhelming majority, 92% of teachers, acknowledged that the concept equips students with essential 21st-century skills. About 93% of teachers expressed a strong desire to enhance their media literacy competence as professional teachers.
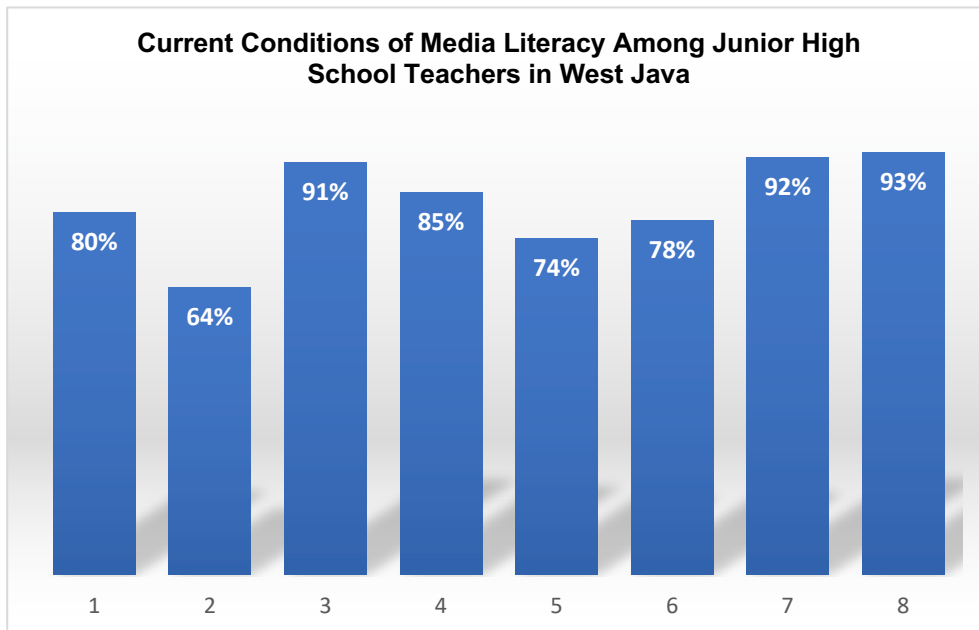

Figure 3. Current Conditions of Media Literacy Among Junior High School Teachers in West Java
Resource: Research, 2023

The description of the condition of media literacy among teachers in the graph above is (1) Understand the concept of media literacy, (2) Have attended media literacy training, (3) Able to use media devices such as smartphones, laptops, tablets, TV, and the internet, (4) Able to understand and evaluate the messages contained in the media, (5) Able to create media content in the form of audio, visual, video, and multimedia media, (6) Able to integrate media literacy into learning and daily work, (7) Media literacy equips students with 21st-century skills, (8) Have the desire to improve media literacy competence as a professional teacher

The open-ended question asked for teachers' perceptions regarding the current state of media literacy among junior high school teachers. One respondent stated that their media literacy skills were still poor. This lack of proficiency resulted in a limited understanding of the subject and access to necessary resources for its implementation:

"The literacy condition of MTs teachers is currently lacking. This is caused by the absence of facilities and understanding of literacy, even though a teacher's only capital is developing material from literacy. Therefore, there needs to be an attraction for literacy enthusiasts themselves."

Junior high school teachers generally exhibit more vital media literacy skills than their senior counterparts. This is likely due to their familiarity with digital media devices, having grown up in an era where such technology was prevalent. In contrast, senior teachers, often called digital immigrants, may have encountered more challenges. Junior teachers have less than 10 years of teaching experience, while their senior counterparts boast over 30 years. Even though their media literacy skills are commendable, there is room for improvement in overall proficiency.

"In my perception, younger teachers tend to possess a higher level of media literacy than their senior counterparts aged 40 and above. This is because younger teachers are more attuned to current advancements in science and technology, while senior teachers may have a lower level of curiosity."

Media literacy was implemented in learning even though teachers used ICT or digital devices well. Teachers possess a profound understanding of literacy, encompassing the conventional aspects of reading and writing. The concept has expanded to include information, ICT, and media literacy in the present era. A specific instance provided was as follows:

"It is still not optimal. Even though I can use media devices for personal use they have not used them optimally for learning. Teachers in my school are still only fixated on physical books as media literacy, even though the concept is very broad, including literacy in electronic media."

Perceptions of teachers' attitudes toward media literacy were good. In the 21st century, media was used to support learning as stated below:

"I believe media literacy is very important for a teacher to master. Given the context of the 21st century, integrating media is indispensable in facilitating learning processes for teachers and students. The utilization simplifies teaching methods and enhances students' engagement in educational activities. Consequently, media literacy has become increasingly crucial in this era due to the rapid technological advancements and changing times."

Proficient teachers must be responsive to the evolving times, and digital devices are pervasive across all spheres of life. Accessing information on the internet has become remarkably effortless. Therefore, teachers must adapt to these technological advancements and incorporate digital tools into their instructional practices.

With its rapid development, the education sector necessitates educators equipped with skills that effectively support this progression. The failure inevitably widens the gap between students who thrive in the digital era and educators accustomed to traditional book-based approaches. The advent of numerous

programs, such as teacher training initiatives and driving schools for educators, plays a pivotal role in fostering learning advancements. Consequently, teachers must consistently engage in creative, innovative, and visionary thinking to enhance digital literacy, particularly in this evolving landscape.

Currently, the media literacy knowledge among West Java middle school teachers is 80%. This figure aligns with the response to an open-ended question, showing that their media literacy knowledge remains inadequate and requires enhancement. The proficiency in creating content presented through different media channels is subpar, with a rate of 74%. This can be attributed to their perception of limited resources and capabilities to develop media content. However, the attitude towards the concept is highly positive, with 93% expressing a strong desire to increase their proficiency to become professional teachers. This sentiment reflects their belief that teachers must adapt to the demands of the 21st-century by acquiring relevant skills. Consequently, a keen interest exists in improving media literacy through training and other developmental opportunities.

Discussion

Competency is defined as the knowledge, skills, and attitudes needed to achieve the goals of the teacher profession. Competency is defined as the knowledge, skills, attitudes, experience, characteristics, and abilities needed to achieve the profession's goals (Gunawan et al., 2020). The core of Media literacy skills encompasses the competence to access, analyze, evaluate, create, and engage with different forms of communication. This research divides media literacy competencies into knowledge, skills, and attitudes. The following section delves into the present state of media literacy among junior high school teachers in West Java, Indonesia.

Knowledge of Media Literacy

Junior High School teachers have good knowledge of media literacy but need to improve the concept due to reduced knowledge. Furthermore, the knowledge includes the importance, definition, principles, key questions for analyzing media, and benefits of media literacy (Hobbs & Jensen, 2009). Contemporary literacy encompasses a broader range of abilities and competencies that individuals employ in their daily lives. Brian Street asserts that literacy encompasses multiple dimensions, including skills, applications within social contexts, the learning process, and engagement with different forms of text (Fransman, 2005). The definition of literacy has developed into a diverse ability and partnership 21st-century skills to formulate literacy covering ICT, information, and media literacy. Media literacy is the ability to access, analyze, evaluate, create, and act using all forms of communication. It provides a framework to access, analyze, evaluate, create, and participate with messages in various forms from print to video to the Internet. The reason for limited awareness is a lack of access to information on the subject. It is imperative to understand media literacy and the necessary skills to effectively incorporate the concept into teaching methods.

According to the findings, most teachers have not received comprehensive training. This aligns with the expressed desire, as shown through open-ended questions, to acquire media literacy training. The training holds significant importance, extending beyond teachers directly involved in teaching the subject (Domine, 2011; Goetze et al., 2005; Thoman & Jolls, 2004). The literature highlights the lack of structured media literacy education in teachers' education.

Skills of Media Literacy

Media literacy skills encompass the ability to access, analyze, evaluate, create, and engage with messages across diverse formats, according to NAMLE. Based on the results, teachers can access media

using smartphones, laptops, tablets, TV, and the internet. In Indonesia, the majority of individuals rely on smartphones (66.3%), followed by laptops (22.52%), computers (13.70%), and tablets (6.52%) as their preferred digital devices, according to *Asosiasi Penyelenggara Jasa Internet Indonesia* (APJII). Consequently, ownership and utilization of media technology contribute significantly to the access aspect of media literacy skills. Teachers exhibit limited proficiency in two crucial areas: creation and integration, indicating room for improvement in these specific media literacy skills (Botturi. 2019). Firstly, teachers currently face challenges in creating content across various media platforms. This limitation hinders their ability to effectively engage students through diverse media. In the digital age, students rely on digital media for daily learning activities. These media possess the advantage of stimulating students' cognitive and emotional faculties. They aid in focusing students' attention, thereby facilitating effective learning. Secondly, teachers have yet to fully realize the integration of media literacy into instructional practices. There are numerous avenues through which media literacy can be integrated into the learning process with digital literacy (Rusydiyah et al., 2020). For instance, teachers can incorporate specific lesson content encouraging students to search for, analyze, and present information using media tools. According to NAMLE, students can delve into key questions related to audience, authorship, message, meaning representations, and reality by critically examining media messages.

Attitudes to Media Literacy

Junior high school teachers in West Java believe media literacy is instrumental in equipping students with 21st-century skills. The Partnership for 21st-Century Skills (P21) has categorized the concept into ICT, information, and media literacy. Education plays an essential role in transmitting media literacy to achieve skills. Additionally, media literacy can be integrated into education in various ways since teachers can develop the concept using certain lesson content to analyze and present information. Professional teachers recognize the significance of possessing media literacy skills. The success of implementing this concept in schools is incredibly reliant on the role and actions of teachers (Simons et al., 2017; Mingoia et al., 2019). They should improve and develop academic qualifications and competencies on an ongoing basis in line with developments in science, technology, and art. Furthermore, teachers must improve relevant skills, including 21st century skills such as media literacy.

CONCLUSION

In conclusion, Junior high school teachers in West Java showed a good understanding of media literacy, and their media literacy skills were still inadequate. The lack of skills in creating media content was primarily attributed to limited abilities and resources. However, the teachers excelled in accessing media platforms proficiently, using smartphones, laptops, tablets, and the Internet. This strong foundation of media access served as a stepping stone to further enhance media literacy skills. The ability to integrate media literacy was poor because of the concept implementation. Accordingly, it provided knowledge and skills to have better media literacy skills. Junior high school teachers in West Java showed positive attitudes towards media literacy, recognizing the concept as essential to 21st-century skills. Education plays a crucial role in shaping a better future generation by imparting contemporary skills such as media literacy. Furthermore, teachers are responsible for transmitting media literacy skills to students and incorporating the concept into their daily teaching practices. By fulfilling this role, students were equipped with the necessary competencies for success in an increasingly media-driven world. Recommendations for further research need to be made to evaluate media literacy competence with more complex instruments to determine the extent of media literacy competence among teachers at the elementary, secondary, and high school levels.

AUTHOR'S NOTE

The author states that there is no conflict of interest in the publication of this article. The author affirms that the data and content of the article are free from plagiarism.

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