

Problems and Ways Forward in Establishing Understanding of Television Literacy (A Case-study of Kupang City)

Kendala Dalam Membangun Pemahaman Literasi Media Televisi Dan Cara Mengatasinya (Studi Kasus Di Kota Kupang)

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Abstract

This research was motivated by the habit of Kupang middle school adolescents in watching television without the ability in media literacy. This research aimed to discover the problems faced in establishing the adolescents' understanding of television literacy and the ways forward to overcome the issues. This research used a qualitative approach with a case study as a method. The results found five primary obstacles, namely the character of the parents and the teenagers in treating television literacy, the uneven distribution of media literacy socialization, the ineffective controlling function of KPID NTT, budget constraints, and broadcasting institutions. The solutions were NTT's KPID collaborates with universities, schools, youth organizations, and creates critical media communities. The BP3A inserted relevant materials on media assistance and worked with the children's forum of Kupang City. AFB TV introduces the making process of television programs, and Kupang Christian Junior High School 1 invites NTT's KPID to school.

Keywords: Media Literacy; Obstacle; Television

Abstrak

Penelitian ini dilatarbelakangi oleh kebiasaan remaja SMP di Kota Kupang menonton televisi namun tidak diimbangi kemampuan literasi media televisi. Tujuan penelitian untuk mengetahui kendala dalam membangun pemahaman literasi media televisi dan cara mengatasinya. Penelitian ini menggunakan pendekatan kualitatif, metode penelitian studi kasus. Hasil penelitian menunjukkan kendala membangun pemahaman literasi media televisi adalah kendala dari orang tua dan remaja SMP, sosialisasi tentang literasi media belum merata, lemahnya fungsi kontrol KPI, keterbatasan anggaran, lembaga penyiaran belum dilibatkan. Cara mengatasinya yaitu KPID NTT menjalin kerjasama dengan perguruan tinggi, sekolah, organisasi kepemudaan, membentuk komunitas kritis media. BP3A menyisipkan materi pentingnya pendampingan bermedia, bekerjasama dengan forum anak Kota Kupang. AFB TV memperkenalkan proses pembuatan program acara di televisi. SMP Kristen 1 Kupang mengundang KPID NTT ke sekolah.

Kata Kunci: Kendala; Literasi Media; Televisi

Introduction

Adolescents in lower secondary education in Kupang city have a daily habit of watching television. The reason is that almost all households in Kupang have owned televisions. This condition enables adolescents to watch television flexibly. Furthermore, apart from the rising number of TV programs that are preferred by the individuals aged around 10 to 19 years old, the reason for which television is famous for them is that not all parents in Kupang provide a smartphone to all members of the family because of financial considerations.

Kupang residents have also had more choices in terms of programs. Based on data published by the office of communication and information of Kupang, television station that can be enjoyed by the residents of Kupang, including lower secondary education students, by only a standard antenna can reach around 15 stations, whether local or national, ranging from TVRI, Madika TV, Sindo TV, AFB TV, Trans TV, Timor Tv, RCTI, Trans 7, Indosiar, Metro TV, Global Tv, Kompas TV, INews Tv, to TV One. Moreover, some residents of Kupang have subscribed to monthly subscription television, such as indovisionTV, OkevisionTV, TopTV, OrangeTV, and TransVision, and use satellite dishes. It makes their choices to be more various.

Related to that condition, a study conducted by Mas'Amah (2017) revealed a crucial situation. Apart from his finding on the adolescents' most favorite entertainment programs, namely soap opera, cartoon, action, family, talent show, adventure, and quiz, he pointed out that the television literacy ability of those adolescents was still on the level of accessing and evaluating media contents, and not analyzing and communicating various messages yet. The finding above indicates that there is a problem in the process of establishing an understanding of television literacy in the area. In light of that, the research investigates the difficulties and measures to address the problem. The research aims to identify some obstacles in the process of improving television literacy and how to solve the challenges.

Methodology

The paradigm of this research was constructivist, and a case-study was picked as the method. The informants were decided using a purposive sampling technique or selections with specific considerations (Bajari, 2015). The informants of the research were the parents, teachers in lower secondary education, commissioners of the Regional Indonesian Broadcasting Commission (KPID) of Nusa Tenggara Timur, officers in the Agency of Women Empowerment and Children Protection (BPPPA) of Kupang, media practitioners, and media experts. The data was collected with interviews, observations, and documentation, and analyzed by following Miles and Haberman standard, namely data reduction, data display, and conclusion drawing (Tarsito, 2014).

Results and Discussion

The Problems in Establishing Understandings of Television Literacy in Kupang Adolescents

The research found that there were different problems in motivating junior high school students to be more aware of television literacy. The first problem came from the parents and the adolescents themselves. Regarding the parents, their understanding of media literacy was still limited. The reason is that the parents had not elicited the information from the related institutions, including the government, concerning the

importance of media literacy. Besides, the background of education and economy of the parents played a significant role in determining how the family member perceive media. Take the story of Mrs. Anaci Tnunai, a teacher in Christian Lower Secondary Education Kupang, who was interviewed on August 2, 2016, as an example:

... there are problems. The issues coming from the children themselves is that they are not reasonably eager to study. They have been believers that life is for fun, and tiring activities should be avoided. Furthermore, parents are busy working. When they have gone home, they are already exhausted. TV, then, appears as an entertaining activity. Moreover, parents have not grasped the real significance of media literacy. Probably, no socialization has reached them. In addition, as for the teachers, they are facing problems of fitting media literacy to the school activities since media literacy is not in the curriculum.

The story mentioned illustrated the situations in the family of middle school adolescents in Kupang that were not supportive enough of broadening their understanding of media literacy. The family had not given education towards this issue. It is reasonably unfortunate since families are the most immediate and central environment of adolescents (Santoso, 2015), and many adolescents of Kupang's lower secondary educations spent most of their time with the family.

In addition to the lack of support from the parents, the adolescents themselves had not obtained socialization regarding the importance of media literacy. It became worse by considering that media literacy was not included in the curriculum. Media literacy is crucial for lower secondary education students in Kupang as television programs have the capability of not only desensitizing the audiences but also making the viewers less rational, provoking laziness, reducing creativity, depriving social time with other people (Nur & Hastusti, 2010). As for socialization, Parson emphasized that socialization is a lifetime experience. Although the lesson may be needed later in life, the norms and values learned from childhood tend to be more stable. With a smooth enhancement in the next period of life, the ideas are likely to stay attached for life (Ritzer, 2012).

A small amount of socialization for lower secondary education adolescents in Kupang induced them not to realize various disadvantages from watching programs that were less beneficial on the television. Iriantara (2017) showed reservations coming from society about the negative consequences of television. The reservations are directed not only to themselves but also to their family members. The reservations are: 1) study-time alleviation; 2) effect of violent programs; 3) effects of pornographic programs; 4) imitations of consumerism; and 5) imitation of actions that violated families' doctrines and values.

Apart from the lack of socialization of the importance of media literacy in adolescents in Kupang, another problem is that those teenagers were not eager to study about various topics, including media literacy. This lack of enthusiasm for studying can be seen from their limited passion for seeking information regarding media literacy. The development of communication technology, which was being more cutting edge, should be used to learn new information. For example, they could read books in the library or browse on the internet.

Furthermore, even though there was socialization, the events did not reach all elements of society, and the time was limited. Until the research was written, KPID NTT had only conducted socialization of this topic for some groups, such as schools and youth

organizations. It was confirmed by the head of KPID NTT itself, Mr. Yosef G. Lema, on July 14, 2016. He said:

...all this time, media literacy that was done by KPID NTT was workshop and training with a limited amount of time, around three hours, and to a limited group of people, such as teachers and youth organizations in Kupang. With a limited amount of duration and not done continuously, the understanding is arguably not deep.

This condition was quite unfortunate since the socialization had not reached the parents, who were with the adolescents every day. The parents are strategic groups that need to be targeted for media literacy since parents spent much time with their children, including those who are adolescents. Also, psychological relations between parents and children enables them to communicate with each other, intensively and non-formally. Indeed, to some point, the parents could take a firm action for the sake of the children's future. A family is an institution that plays a significant role in socializing individuals (Narwoko & Suyanto, 2011).

Another group that is considered strategic and capable of making sense of media literacy is teachers. Their profession as educators makes them possible to interact with lower secondary education students, as well as being an excellent example. Besides, teachers bear another responsibility that reasonably is more important, namely to prepare the next generation, including grooming their students, to understand their positions in society, especially when they have not lived with their families anymore (Narwoko & Suyanto, 2011). It is in line with Latif, Affandi, & Gunarsa's (2007) conception that argued that teachers in schools strategically figure in reconstructing society and control changes with social engineering considerations. It is the reason that teachers are respected in many countries, in addition to their ability and skills in marshaling and leading educations; intellectual skills and understanding; emotional and social intelligence to establish a high-quality teaching-learning process; and robust, considerate, and contextual planning to realize distinctive, respected, and competitive human resource (Saat, 2014).

Apart from teachers and parents, another strategic group to spread understanding of media literacy is religious leaders. This is because they are often asked for a religious consultation. The other strategic group is university students since their idealism could encourage them to assist other people in being smarter and more enlightened (Iriantara, 2017).

Another problem that appeared from socialization conducted by KPID NTT is that although the events were carried out in terms of workshop and training, the duration was limited, around three hours. With that duration, the audiences' understanding was suspected to be not comprehensive and durable. According to Armando & Mutmainah (2011), socialization about media literacy should be continuous and not occasionally. This is because the parents that apply the materials will mostly face practical problems, and, in those situations, on-going advice will be useful. Sharing sessions among parents on the strategy to rule and use media will be beneficial to find the most accurate methods as well.

This lack of time is exacerbated by the fact that the knowledge of society was still limited compared to the technology that is developing. Not to mention that the room for consulting the content of media had not been available. Consequently, the adolescents

never consulted their watching diet to their parents or teachers. They prefer sharing this issue with their friends.

The next problem is the weak controlling function of KPI. It is supported by Mr. Yefrizon Ragi Dima, a teacher at Kupang 2 Lower Secondary Education on July 19, 2016:

... there are problems. The problems are varied. One of them is the poor control of KPI and its indecisiveness towards shows that are not well-qualified. Our media does not broadcast educative positive values.

The controlling function of KPI that is poor can be seen from numerous shows on the television that is not qualified. In this context, KPI is expected to be firmer for protecting the next generations of Indonesia from the shows that are uneducated and under-qualified. KPI's Guidance for Broadcasting Behavior (P3) and Standards for Broadcasting Programs (SPS) has strictly ruled elements that are forbidden to air on television, such as explicit violent coverage, violent actions & sadism, faces & voices of violence victims, swearing and abusive words. However, televisions still broadcast those elements. It indicates that media owners ignore the rules, although they must have utterly understood the laws (Effendy, 2014).

KPID NTT was also facing a constrained budget to bring awareness of media literacy. Here is a passage retrieved from the interview with Yosef G. Lema on July 14, 2016, that illustrate the constraint:

... another obstacle faced is the constrained expense of the regional budget (APBD). It is expected that in the future, the executive and legislative could give more concern about broadcasting in NTT. This policy highly calls for political support.

With limited expense, it is highly improbable for KPID NTT to conduct media literacy intensively. Not to mention that the work programs of KPID NTT are not always about media literacy. This condition implies that many stakeholders have not understood the importance of media literacy. It is quite ironic since the government tends to be intensive in constructing physical infrastructure and amenities, especially plans that are related to office buildings (Santoso, 2015). The government seeme to ignore that in this era, almost everyone could quickly get in touch with media, especially television.

The last problem in making people more aware of the importance of television literacy is that the broadcasting institution had not been involved in enlightening society regarding media. The description from Prof. Dr. Henri Subiakto, a media expert, justified the argument:

In Indonesia, until when will media literacy for every Indonesian citizen that amount to 250 million people be conducted? Moreover, media literacy is only conducted by the Ministry of Information and Communication and the Indonesian Broadcasting Commission by gathering people. Media literacy should involve media so that the scope can be broader, and not only by gathering people in hotels, gathering parents in the school, and other similar activities. It is only temporary and forgettable.

Based on the interview above, it is instructive for the broadcasting institutions to be involved in any attempts to enlighten society regarding media. Their broader scopes to the community and more frequent broadcasting time are advantages that need to be maximalized. However, the existing broadcasting institutions tend to merely strive for profits without intensively considering the quality of the shows. This condition emerges since almost all television stations in Indonesia are run by private sectors in which they aim to earn profits. It is the reason for which some programs in television drawing criticism and attention because they are not educative and beneficial are still aired for earnings.

Subiakto (2005: 3) in Iriantara (Iriantara, 2017) argued that those commercial media assumes audiences as if they are consumers and not citizens. However, it is not necessarily wrong since the primary aim of commercial media is indeed to gain profit for the owners and investors, and not to encourage the citizens actively to grow. The result of the development is commercial media that provoke the viewers to unwind and purchase products merely, and, at the same time, preserving the condition mentioned by always air shows interested by and famous in society.

This condition is, again, reasonably unfortunate. With the capability of the media companies to reach wider audiences, television should be practical media that can assist the equality of information (Damayani, Rusmana, & Khadijah, 2015), including the significance of media literacy. By involving broadcasting media, the scope will be vaster, and media literacy can be more prevalent.

In Indonesia, whether in terms of social, national, or state life, the function of mass media is regulated formally in the Indonesian Law No. 32, Article 4, Paragraph 1, 2002 concerning broadcasting. It says that: (1) broadcasting as a mass communication activity has a function to air information, education, healthy entertainment, and be the social control and adhesive. (2) In completing its task, as stated in paragraph (1), broadcasting has an economic and cultural role. With that reality in mind, television stations are expected to be involved in enlightening society and nation by showing different high-quality programs and not only strive for profits. However, in reality, television stations merely feature their function in entertainment and economics. As a result, only a few programs that feature elements of information, education, social control and adhesive, and culture.

Dominick (2010) argued that five ethical principles should be upheld in producing television programs. The first and the second are the balance in interests and sharpened conscience, respective. Another two are benefits for more people and standing with the public. The other one is respecting other people. It seemed that the finding of the research has not indicated the full application of the principles.

Numerous obstacles explained above implies that there was a flaw in the system. In Indonesian Law No 32, 2002, on broadcasting, in article 52, paragraph 2, has ordered elements of society to participate in the process of television literacy actively. It says that “non-profit organization, non-government organization, universities and educator can develop activities on literacy and control towards broadcasting institutions. Furthermore, in the explanation of the paragraph, it says, “literacy is educative activity to raise the critical ability of society.”

The Ways Forward for Establishing Understandings of Television Literacy in Kupang Adolescents

Seeing many problems in the process of improving knowledge of media literacy, as described in the previous section, related parties had conducted several ways forward to overcome the difficulties. KPID NTT executed one of the measures, namely partnering with higher education institutions, schools, and youth organizations in Kupang, as described by Yosef G. Lema, on July 14, 2016:

... KPID NTT partners with universities, schools, and youth organizations in NTT to perform media literacy. In the universities, KPID NTT builds a partnership with different universities in Kupang. For example, in Christian University Kupang, in the fresh students' orientations, materials regarding media literacy are incorporated so that that new students can understand media literacy.

A partnership had been made with Universitas Nusa Cendana, and they had made a joint event in 2015, choosing "media diet" as the theme. Students from various faculties followed the event. Besides, KPID NTT also created a partnership with Christian University Kupang. In the university, every new student was always given the material on the importance of media literacy to all students. The other program is by creating a community that is critical towards media, as described by Eksi Edison Riwu on July 14, 2016:

...KPID NTT has done activity entitled "creating a media-critical community Kupang" on June 13-15 2016 that was participated by 25 students coming from five different schools in Kupang, ranging from Kupang Higher Secondary School 1, Kupang Higher Secondary School 2, Kupang Vocational High School 1, Geovani Vocational High School 1 of Kupang, to Mercusuar Vocational High School. It was conducted in Hotel Greenia Kupang, and these 25 students were educated about media literacy. They are expected to be KPI's agents in campaigning media-critical society in their surroundings.

Based on the interview above, in addition to partnering with campuses, KPID NTT also partnered with schools in Kupang, both at the elementary and secondary levels. In secondary education, KPID NTT created a community that is critical towards media. This community consisted of 25 teenagers that were from five different schools. Each member of the group routinely performed media literacy activity, such as socialization, campaign, and handing out pamphlets in special moments, such as on a car-free day. Based on the researchers' observations, when this article was written this community still has existed. This community used to collaborate with the department of communication at the faculty of social and political science in Universitas Nusa Cendana for campaigning the importance of media literacy to society

A real example of the partnership between KPID NTT and schools in Kupang is media literacy events followed by around 100 teachers in Kupang, ranging from elementary to secondary, both lower or higher. Through this activity, KPID NTT expected the teachers to realize the importance of media literacy, and the teachers could forward the information to their environment, whether in school or neighborhood.

Partnering with youth organizations in Kupang was also done to supplement the partnership with schools and the teachers. Targeted organizations were religious

organizations and university organizations, and KPID NTT used to socialize the importance of media literacy in this era from religious organizations and campus organizations.

Introducing media literacy at school by the teachers themselves was also a crucial attempt to raise the adolescent awareness of media literacy in Kupang. Teachers who were interviewed in this research said that, during the teaching-learning process, they frequently advised their students that what was informed on television was not necessarily true. They also invited their students to be critical while watching television.

The teachers that advised the knowledge were not only Indonesian language teachers but also almost all teachers in every subject. For example, the science teachers in Kupang used to ask their lower secondary students to evaluate descriptions, images, functions, and status of natural science, including the scientists, in movies showed on television. By doing that activity, the teachers expected that the critical skills of the students towards information from TV could be sharpened. It is in agreement with the education paradigm that is always shifted and move following the development of humanity, from conventional to modern (Setyaningsih, Abdullah, Prihantoro, & Hustinawaty, 2019).

In the teaching-learning process, the teachers developed media literacy based on students' skills in reading and writing. Middle school students in Kupang was taught to work in any form of media with happiness and confidence. It is in line with an understanding that the capability of using communication media is one of the human characteristics that are aware of media (Century Literacy Summit, 2002). Similarly, according to the Centre for Media Literacy (2003), in Iriantara (2017), attempts to enable the audience to be critical and evaluative towards the content of mass media include the capability of making content media. However, the attempts described above should be made by the schools continuously. This is because, according to a high-level conference on preventing the negative effect of mass media, namely "21 Century Literacy Summit" in Germany on March 7-8, 2002, although there were numerous cases when teachers had awareness on assisting their students to acquire skills needed, the schools attempt mostly failed (Century Literacy Summit, 2002).

In UNESCO's "Declaration of Media Education" (2006), two vital concepts regarding media literacy are worth noting. Firstly, it is essential to start and encourage the educative program regarding media comprehensively, starting from pre-school to higher education and adult education. It should aim to develop knowledge, skills, and attitudes that could motivate the development of critical consciousness. This will make the users of printed and electronic media more competent. Secondly, it is vital to develop training for educators and intermediaries to enhance insight and understanding of media. This training should train them appropriate methods, including calculating existing skills that it is still fragmentary towards media that is owned by the students (Iriantara, 2017).

Apart from teachers and KPID NTT, the Agency of Women Empowerment and Children Protection of Kupang also contributed to solving the problems in the issue. As for this topic, drg. Francisca Zohana, on October 12, 2016, said that:

...In principle, we do character-forming to make well-rounded people. When we conduct socialization regarding the law of children protection or family abuse, we usually insert material regarding supervision towards children that is related to the

development of communication technology. We also partnered with related Regional Working Units (SKPD) and Kupang Forum for Children.

It can be seen by scrutinizing the interview above that the Agency of Women Empowerment and Children Protection of Kupang contributed to this issue by inserting materials regarding the importance of conducting media supervision in their socialization regarding Law concerning Family Abuse and Children Protection. Another attempt is by partnering with some community in Kupang. This partnership was done in the form of supervision, socialization, and training. Those activities were expected to increase the knowledge and self-confidence of the children and adolescents in Kupang.

The socialization of the women agency towards parents regarding the importance of media literacy could be a sufficient provision for the parent to control the behavior of their son and daughters at home, including adolescents in Kupang. The adolescents' parents in Kupang were almost with their family members, and it was considered strategic for socializing media literacy for all family members. This is the case since, firstly, a family is a primary group that always maintain face-to-face meeting. Consequently, parents can follow the development of their children. Secondly, parents have a higher authority to educate the children, and because it could produce an emotional relationship, it is necessary for the socialization process. Thirdly, there is a stable social relationship that makes the parents have an essential role in the children's socialization (Narwoko & Suyanto, 2011).

Parents that have understood the importance of media literacy can exemplify subtle behavior for using, for example, television, such as by choosing qualified and adolescent-friendly programs. By illustrating activity that can be rolled, other family members are likely to perform the same thing. It is vital since, according to Lewin, in Rakhmat (2008), individual behavior is fostered from inter-individual interaction in the surrounding. It is in line with three methods in shaping behaviors stemming from the behavior theory. The theory says that behavior can be formed by, firstly, creating a habit or a particular pattern that is accustomed to someone to make them behave in a specific way. Secondly, it can be realized by fostering understanding or by emphasizing a rationalization for an act. This latter is based on cognitive learning theory. Thirdly, behavior can follow a model or by imitating the people that surround the person (Walgito, 2004).

Unfortunately, socialization for the parents was only performed once without a clear follow-up, even though knowledge of media literacy is too complex to be wrapped in one meeting (Armando & Mutmainah, 2011). A constraint in the institution's budget can be considered one of the reasons. Funding from the government, therefore, is needed. In addition, policies taken by the government relating to budgeting can help to make a conducive environment for developing understanding towards media literacy (Santoso, 2015).

Turning to the media company, AFB TV, as a local television that was located in Kupang, had also tried to solve issues regarding awareness of television literacy in Kupang middle school students. Paskalis Tomi Tangkur, the editor in chief of AFB TV, on July 29, 2016, said that:

... we often conduct media literacy in the school by inviting ambassadors in NTT, such as ambassadors of Genre BKKBN, ambassadors of students, Telkomsel, and campuses. We introduce broadcasting production process to society and explain

why should pictures be blurred, and so on. Our explanation is expected to make the kids understand and be critical regarding media literacy showing on the television. To date, schools in Kupang come to our studio to see the production process. At that time, we explain to them the broadcasting process. During live in a field, we also provide the information needed by the communities. As do with the students, we explain what should we do to prepare a program before aired.

The interview above explains that AFB TV, as a local television in Kupang, had also tried to address the problem. AFB TV introduced the show making-process. The aim was to make the audiences understand the process of making a program. The explanation regarding the process was provided when there were visits to the studio from schools in Kupang or when this television station invites the ambassadors of NTT. In addition, when AFB TV had a program in a field, they also introduced the making-process of formulating messages to the community around the area that enjoyed the shooting process.

The involvement of broadcasting media in establishing television literacy in Kupang lower secondary education students was needed. This is because the problem was stemmed from television, and, consequently, television should also figure in educating the audiences. Television stations have a responsibility to show a children-friendly program, that is suitable for their ages and can be absorbed easily. With that, television can give more positive than negative impacts.

It has the potency to give positive aspects to the audiences. Firstly, in news coverage, television will always use the principle of the actuality of the event. This is upheld to make the viewers find out an event at the appropriate time. Secondly, television is capable of inviting society to the war on violence and crime. Thirdly, educational shows will be beneficial for students. Fourthly, the media is keen on showing a program containing inspirational innovation for the audiences. Fifthly, television is one entertainment form to unwind and recuperate. Sixthly, television stations frequently show features that can inspire and motivate someone to exemplify their success. Finally, mass media could present a wise cultural example that could change the behavior of the people (Rasyid, 2011).

Another reason why broadcasting media should join in educating society is the scope of socialization that is wider than any other form of socialization (Narwoko & Suyanto, 2011). According to Karlinah, Hadisiwi, Mulyana, & Octavianti (2015), television station as one broadcasting media has a significant role in giving information and educating society on many topics. With that in mind, broadcasting media should educate students of middle schools in Kupang. The reason is that the messages of media have social implications for social aspects and politics. Media have a strong influence on politic and affect social changes. Another media power is to stir public opinion regarding some events (Silverblatt, Miller, Smith, & Brown, 2014).

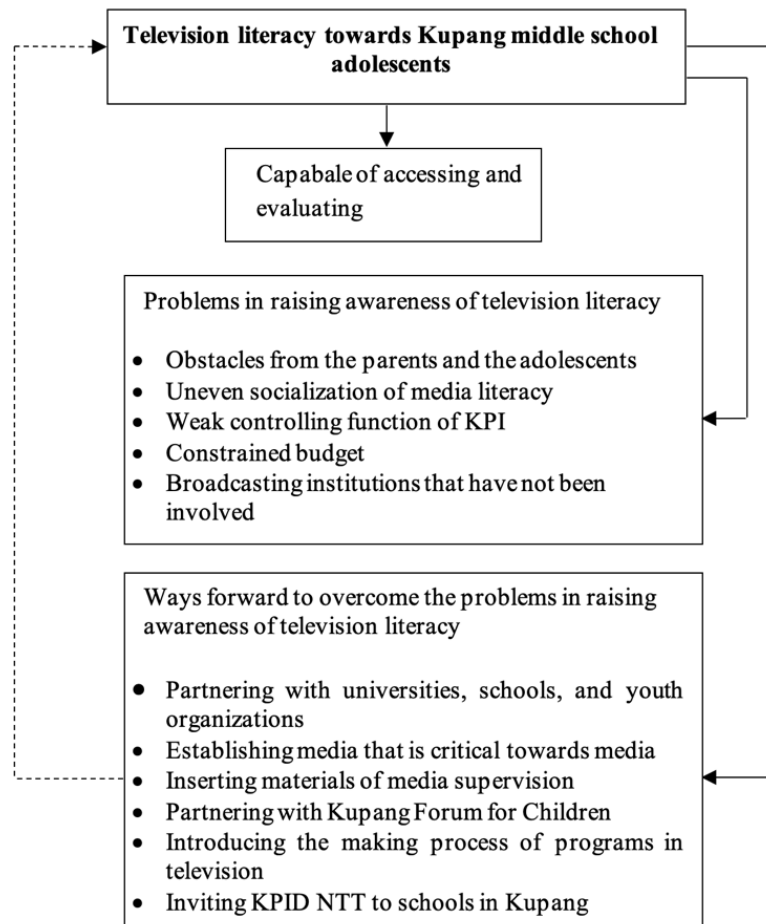
In addition to other institutions, the schools also participated in fixing the obstacles of media literacy in middle school students. For example, Kupang Christian Middle School 1 invited KPID NTT to conduct socialization on the importance of television literacy to the students, teachers, and parents. Anaci Tnunai told the researchers on August 3, 2016, that "...the school used to invite KPID NTT to conduct socialization on the importance of understanding media for teachers, students, and parents." However, this activity was only done once and there was not a follow-up activity. That being said, based on a study done by Darmastuti, Edi, & Christianto (Darmastuti, Edi, & Christianto,

2018), there is a strategy to conduct media literacy, namely by communicating verbally and informally to remind, supervise, and educate the parents and the students. It can be done by conducting face-to-face techniques or using media, such as storybooks and comics.

Various methods done by related parties in addressing the problem of literacy through television are needed for middle school students in Kupang. According to Narwoko & Suyanto (2011), families, schools, and mass media are socialization agents for teenagers. Socialization agents can be defined as parties that assist individual to absorb values. It can also be defined as a place for an individual to study about adulthood. With that type of collaboration, middle school students in Kupang could be intelligent and critical in using television.

In addition to socialization agents as described above, adolescents should also have other activities other than watching television, whether house-related activities or community-related activity. Adolescent that spent their rimes more in front of the tv can bar Sustainable Development Goals (SDGs), notably in terms of health and education. Chaves, Liliana dan Anderson (2008) argued that uneducated television watching diet could risk the health and education of the viewers. Watching television too long might make viewers prone to obesity. This illness breed complication and imperil educational process.

Figure 1 is a model of the problems faced and way forwards proposed to raise awareness of media literacy of Kupang middle school students



source: primary data, 2017

Figure 1 shows that television literacy in the Kupang lower secondary education adolescents is only in accessing and evaluating the content of media. It happened since there were problems in the process of establishing television literacy in Kupang middle school adolescents. Related parties had done various efforts to address the problems so that adolescent that study in Kupang middle schools can have a better understanding of television literacy.

Conclusion

Problems faced in establishing an understanding of media literacy in middle school students in Kupang came mostly from the parents and the students themselves, unequal socialization on media literacy, ineffective control of KPI, limited expense managed by KPID NTT, and uninvolved television stations in educating society regarding media.

There are several ways forwards; for KPID NTT, they partnered with universities, schools, and youth organizations, including initiating a media-critically community. The Agency of Women Empowerment and Children Protection of Kupang inserted material on the importance of media behavior during socialization about laws concerning family abuse and children protection. They also partnered with Kupang Forum for Children. AFB TV, as local television, introduced the process of making programs on television while Kupang Christian Middle School invited KPID NTT to the school.

The research has demonstrated that not all elements of society have understood and been concerned regarding the importance of media literacy in the age of prevalence of media. The researchers recommend that related parties, such as KPID NTT, Office of Communication and Information of Kupang. The agency of Women Empowerment and Children Protection, education, and broadcasting institutions should have a strong will to formulate new policies related to media so that media literacy could be done continuously, and society can understand the real significance of media literacy.

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