Designing a Media Literacy Training Curriculum Framework for Junior High School Teachers

Ahmad Fajar Fadlillah[1](*), Mohammad Ali[2], Asep Herry Hernawan[3], Cepi Riyana[4]
[1,2,3,4]Universitas Pendidikan Indonesia, Bandung, Indonesia

	Abstract
Received : September 20, 2023 Revised : November 7, 2023 Accepted : December 26, 2023	Being capable of media literacy is an important competence in the contemporary era characterized by widespread digitalization. Teachers play a vital role in integrating learning and imparting it in schools. However, due to the absence of media literacy training, their level of media literacy remains low. It necessitates a solution involving the creation of a training program by designing its curriculum beforehand. This study attempts to design a curriculum framework for media literacy training for teachers. The participants were junior high school teachers in West Java, with a total sample size of 381 teachers who used purposive sampling techniques. A design research method has been used to produce a prototype for research purposes. Research procedure refers to the three decisions that determine the design outcome, covering procedure design, problem analysis and solution design Data collected with questionnaires given to teachers and it has been analyzed using descriptive statistics with SPSS software 26. Results of this study provide a curriculum framework for media literacy training for junior high school teachers in West Java, including objectives, content, methods, and assessment. Its current training curriculum framework serves as a valuable reference point for enhancing the media literacy competence of teachers.

Keywords: Curriculum Design, Media Literacy, Teachers, Training

(*) Corresponding Author: affadh@upi.edu

INTRODUCTION

The acquisition of media literacy is of paramount importance in the contemporary era of digital technology, as it empowers individuals to engage in a discerning and analytical assessment of the content they encounter across many media channels. Media literacy entails providing individuals with the essential information and competencies to proficiently navigate and interpret media messages. This encompasses the comprehension of media production strategies, the identification of bias and misinformation, and the ability to discern sources of information that are deemed reputable. Media literacy also enables individuals to enhance their knowledge and critical analysis skills as consumers of media, facilitating informed decision-making and active engagement in a democratic society (Redmond, 2015). The cultivation of media literacy can be attained through educational endeavors, including the integration of media literacy into curriculum and the provision of resources and training for educators (Meehan et al., 2015).

Digital literacy and media literacy are complementary concepts that are essential in the digital age (Leaning, 2019). Digital literacy encompasses a broader

range of skills related to using digital technologies, while media literacy specifically focuses on analyzing and evaluating media messages. Both literacies are crucial for individuals to navigate the digital landscape, critically evaluate information, and make informed decisions. Integrating media literacy into digital literacy education can enhance individuals' ability to engage critically with digital media (Neag et al., 2022). Media literacy has become the center of gravity to combat the fake news spread in various media, such as propaganda and fraud. The media is now a global force that shapes the values, beliefs, behaviors, and decisions of society (Baran, 2014). Technology and media innovations have provided benefits but also weaknesses. The media allows us to readily locate information, maintain social connections, and create and share content (Simons et al., 2017). Modern search engines connected to the Internet make it so simple to obtain information, but the quality and veracity of information are significant issues in today's society. privacy, security, intimidation, dependency, and deception are the vulnerabilities (Burnett & Merchant, 2011). The growing problem of misinformation, disinformation, and hate speech has increased the urgency of media literacy and information for all (UNESCO, 2019).

Refers to National Association for Media Literacy Education (NAMLE), media literacy is the ability to access, analyze, evaluate, create, and act using all forms of communication (NAMLE, 2020). Media refers to all electronic or digital means and print or artistic visuals used to transmit messages. 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 via media and synthesize, analyze and produce mediated messages. Media literacy promotes critical thinking skills that enable individuals to evaluate and choose different information sources and interpret news and information received through various channels (Mrisho & Dominic, 2023). It is important to note that media literacy is a complex concept that is closely related to media education, critical thinking, and audience activities in processing information (Fitri et al., 2022).

Teachers' experience plays a significant role in teaching literacy skills, as experienced teachers have the necessary knowledge and skills to effectively teach reading, writing, speaking, listening, and drawing (Olando & Mwangi, 2021). Teachers must be able to efficiently integrate and teach both traditional literacy skills and new literacy skills within a confined curriculum and limited time (Hutchison et al., 2012). In the context of Education 4.0, teachers are challenged to develop new methods and resources to integrate into their planning and help students develop digital literacy, critical thinking, and problem-solving skills (Montoya et al., 2021). Furthermore, teachers' personal competence in media literacy, including the ability to select, understand, and utilize online content, is crucial for effective teaching (Saptono, 2022). Inadequate resources and rigid school structures can also pose challenges to media literacy education in schools (Sengl & Heinke, 2023). Media literacy education can be a powerful tool for empowering teachers and students, enhancing critical thinking skills, and addressing the challenges of the digital era (Lee, 2016; Syarah et al., 2020). Hence, it is imperative for educators to possess a high level of competency in media literacy.

Competency refers to the core abilities and skills required to fulfill a specific role or profession. Competency is defined as the set of knowledge, skills, attitudes, experience, characteristics, and abilities needed to achieve the goals of the profession (Gunawan et al., 2020). Competency can defined as the set of knowledge, skills, and attitudes needed to achieve the goals of the teacher profession. Media literacy encompasses various competencies that are essential for navigating and critically engaging with media in the digital age. These competencies include information literacy, news literacy, digital literacy, computer literacy, science literacy, and media literacy itself (Dib et al., 2021). Hobbs (2010) has developed a set of key competences in media literacy, which include the skills to access, analyze, produce, and reflect upon information conveyed through different media formats. The aforementioned competences mostly emphasize skills, whereas competence encompasses a combination of knowledge, skills, and attitudes. The development of media literacy abilities, encompassing knowledge, skills, and attitudes, is crucial.

The problem of media literacy skills for teachers based on previous research is, first, the low skills of teachers in accessing, analyzing, evaluating, and communicating with media literacy (Erdem & Erişti, 2022). Second, the lack of structured media literacy education in teacher education and training (Cramer, 2015; Jolls & Wilson, 2014; Redmond, 2015). Third, media literacy content is often excluded from undergraduate teacher education and training curricula, especially in basic education courses (Meehan et al., 2015). Fourth, there is a lack of communication and cooperation with administrative offices; the curriculum is already filled with core content; there is a lack of systematicity; there lack no developed teacher training programs on media literacy; and there is inadequate research and funding support (Fedorov & Levitskaya, 2017). And finally, fifthly, media literacy educational activities in Indonesia do not yet have real consistency between the goals to be achieved and the important elements of media literacy skills. This means that understanding and conceptual studies regarding media literacy are still not deep enough to be carried out by activists, including teachers (Guntarto, 2016).

Based on preliminary research that has been conducted by researchers related to the current condition of media literacy competence among junior high school / MTs teachers in West Java is still lacking. This is because they have never received media literacy training. Therefore, it has an impact on the media literacy competence possessed by teachers. Teachers are accustomed to using media devices such as smartphones, laptops, computers and televisions. This is the basis for mastering media literacy. In line with the condition of Indonesian society, the fourth rank in the world has a smartphone. Ranked first and next in order are China, India and the United States. Media literacy competence is accessing not only using media devices but accessing media types and content. In the midst of the development of digital media, every individual accesses media content every day. Statistical data shows that the average time consumers spend accessing media is social media, conventional TV, streaming music, streaming video and online media. However, their knowledge and skills in understanding media literacy are still lacking such as understanding the concept of media literacy, analyzing media messages, creating media content and integrating media literacy both in learning and in their daily

work. Their attitude towards media literacy is very good where they believe that as professional teachers it is necessary to have media literacy competence in the 21st century. They also have high motivation to be directly involved in media literacy training. This finding shows that there is still a lack of media literacy competence possessed by teachers, they are accustomed to using media tools but the ability to analyze, create and integrate media literacy in learning is still lacking. This is reinforced according to the perception of teachers that they still lack mastery of media literacy competence. An effort is needed to improve media literacy competence for teachers. It is very likely that teachers have the desire to improve media literacy competence.

In Indonesia, media literacy policies are contained in the Regulation of the State Cyber and Encryption Agency Number 3 of 2021 concerning the Implementation of Media Literacy and Cybersecurity Literacy. Media literacy in question is an activity to improve the ability to access, research, evaluate, and create information in various forms of media. Media literacy activities are targeted based on age and education. The media literacy age targets are for children, young adults, and the elderly, while the education targets are basic education, secondary education, and higher education (BSSN, 2021). Media literacy is needed by teachers because they are adults who play an important role in the education sector. Based on preliminary research conducted by researcher, most teachers in West Java haven't ever taken media literacy training. Media literacy education activities in Indonesia have not had a concrete consistency between the objectives to be achieved, with important elements in media literacy competence. The impact is that teachers lack the knowledge and skills to have media literacy competencies. This is due to the lack of structured media literacy education in teacher education/training. (Cramer, 2015; Jolls & Wilson, 2014; Redmond, 2015)

The success of media literacy in schools depends heavily on the role and actions of teachers. For effective media literacy education, it is very important that not only the teacher who teaches media literature but also all other teachers be media literate (Domine, 2011; Goetze et al., 2005; Thoman & Jolls, 2004). Apart from the need to equip teachers with media literacy skills, literature highlights the lack of structured media literacy education in teacher education. Media literacy education requires a supporting system consisting of standards, assessments, curricula and learning, professional development, and a 21st century learning environment (Simons et al., 2017). Solving the problem requires a curriculum and training to improve media literacy competence for teachers.

To overcome the problems described above, a solution is needed to improve media literacy competence among teachers who are still lacking. This competency development can be done through training, which is an effort to improve human performance whose results are needed immediately. Training fully mediates the relationship between the working environment of teachers and the transfer of knowledge, skills and attitudes acquired from training to their workplace. These findings further reinforce the importance of training program design and consider the importance of future research into specific aspects of training design that significantly contribute to this relationship (Nafukho et al., 2022). Teacher competency development through training requires a relevant, effective and efficient curriculum to achieve 21st century skills, especially the media literacy

training curriculum for teachers. The quality of professionally trained teachers depends on the quality of the curriculum taught to teachers and the ways in which it is implemented. (A.K. Kulshrestha, 2013). Therefore, good training requires a quality curriculum to improve professional teachers in media literacy training for teachers. Given that the development of media literacy training curriculum is important to be researched and developed considering that the media literacy training curriculum for teachers has not been widely developed, especially for basic education teachers (Meehan et al., 2015).(Nafukho et al., 2022)(A.K. Kulshrestha, 2013)(Meehan et al., 2015)

A new curriculum is needed when new competencies are required. Gordon et al., (2019) suggests that the curriculum is a product of its time. The curriculum responds to and is changed by social forces, philosophical positions, psychological principles, accumulated knowledge, and educational leadership at its moment in history. Every time there is a development in society that has a broad impact and requires a new quality from the generation of its people, it is necessary to develop a new curriculum. Curriculum development is a complex and multifaceted process that involves planning, designing, implementing, and evaluating a curriculum (Thummaphan et al., 2022). It is a dynamic process that aims to create a curriculum that meets the needs of learners and aligns with educational goals (Druzhinina et al., 2018). The process of curriculum development includes various components such as determining core competencies, developing appropriate learning designs, and assessing individual progress. Curriculum developers play a crucial role in this process by planning and compiling the curriculum (Nurhayati & Andriani, 2021).

The field of media literacy has gained significant attention in recent years, with a growing body of research and academic theses exploring different aspects of media literacy (Özkan, 2023; Potter, 2010). The problem of media literacy among teachers who are still lacking because they have not received training has an impact on the competence of knowledge and media literacy skills that are still lacking. The solution to develop it is through good training. This depends on the quality of the curriculum designed according to the needs of teachers to improve media literacy competence. So this research aims to analyze the competencies needed by teachers regarding media literacy and design a training curriculum framework to improve their competencies.

METHODS

The approach used in this research is quantitative with the design and development research model. This method is a systematic study of the design, development and evaluation process with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools, as well as new models or improvement models of existing development (Richey & Klein, 2010). The model in question is a curriculum framework for media literacy training for junior high school teachers. The stages of model development follow the stages of the micro curriculum development model consisting of (1) competency formulation, (2) objective formulation, (3) curriculum content planning, (4) curriculum implementation planning, and (5) learning assessment planning (Ali &

Susilana, 2021)

Participants in this study were Junior High School teachers in West Java, Indonesia. The total number of populations is 51,000, and samples taken with purposive sampling techniques using krejcie tables resulted in a sample of 381 teachers. The data collection technique uses questionnaires given online through google form to teachers. This questionnaire is used and given to teachers online to analyze the competencies required by them regarding media literacy. Data is subjected to analysis utilizing descriptive statistics using SPSS 26.

RESULTS & DISCUSSION

Demography Data

Demographic data from sample research teachers in West Java is seen based on educational background and teaching experience. JHS teachers in West Java have an educational background of 93% undergraduate education and 7% non-educational scholars. This is good for JHS teachers in West Java because most have a academic background so the teacher qualification is expected to be qualified.
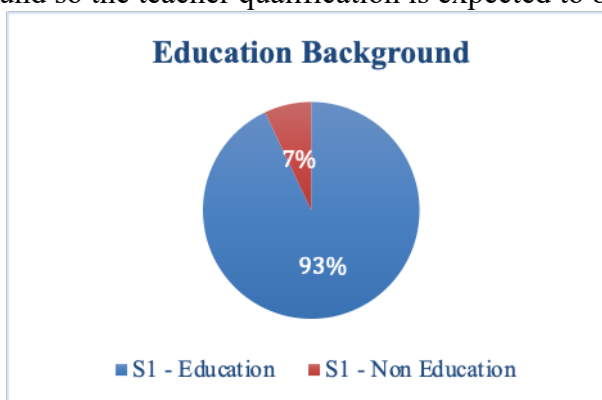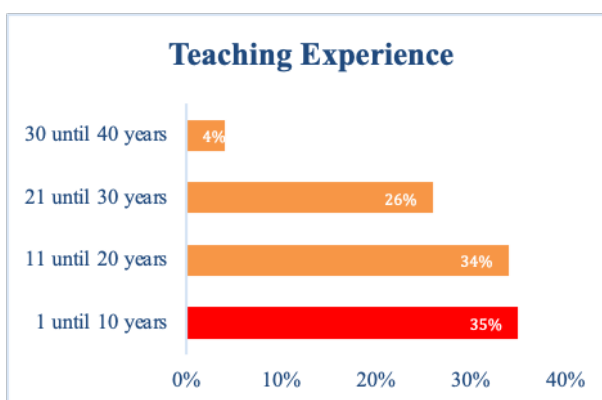

Figure 1. Educational Background

Figure 2. Teaching Experience

Based on teaching experience of teachers seen from the years on this study is divided into four sections. First, teacher teaching experience 1 to 10 Years 35%, second teaching teacher experience 11 to 20 Years 34%, third teaching teachers

experience 21 to 30 Years 25% and teachers teaching experiences 30 to 40 Years 4%. The number of JHS teachers in West Java who have the most teaching experience is 1 to 10 years while the number of teachers that have the least experience teaching 30 to 40 years. Research method used is design research, which is to produce a model for solving problems. This research procedure refers to the three decisions that determine the design outcome, covering procedure design, problem analysis and solution design (Edelson, 2002).

Analysis of Competency Needs and Media Literacy Curriculum

Based on the process of identification and conceptualization, media literacy competence is grouped into three core competences:

a. Media literacy knowledge: competence that reflects an understanding of media literacy.
b. Media literacy skills: competences that reflect the ability to access, analyze, evaluate and communicate messages in a variety of media
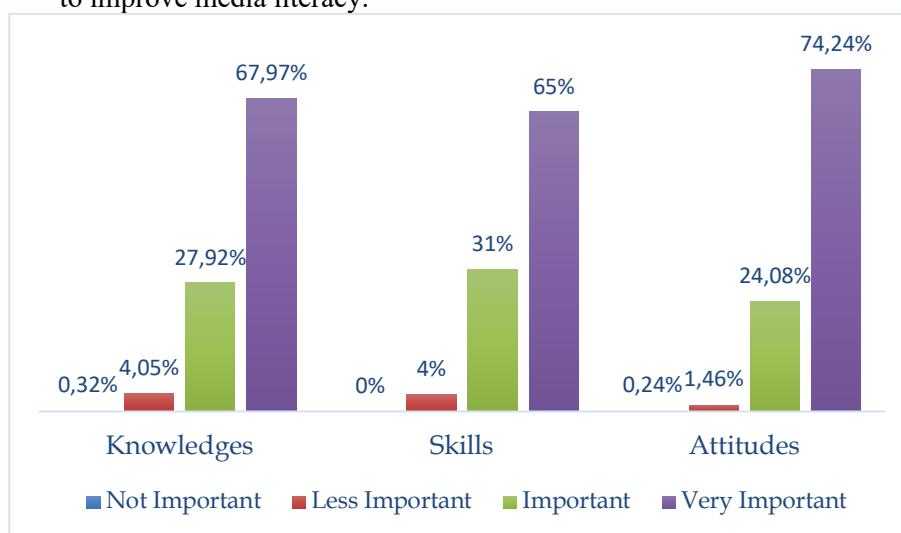c. Attitude towards media literacy: competences related to beliefs and motivation to improve media literacy.

Figure 3. Percentage of Competency Aspects of Media Literacy

Based on the graph above, junior high school teachers in West Java argue that media literacy competencies are very important for professional teachers to master. They argue that 67.97% of knowledge of the media literacy aspect is very important, 27.92% is important, 4.05% is less important, and only 0.32% is not important. Their opinion regarding the media literacy skills aspect states that 65% is very important, 31% is important, and 4% is less important. Their opinion regarding the media literacy attitude aspect is 74.24% very important, 24.08% important, 1.46% less important, and 0.24% not important. Based on the percentage score of teacher competency needs, both media literacy competencies aspects of knowledge, skills and attitudes are in the important and very important categories. This is indicated by the highest percentage in the very important category and the smallest percentage in the unimportant and less important categories. This means that this media literacy competence, both aspects of knowledge, skills and attitudes are competencies needed by teachers.

Table 1. Percentage of Media Literacy Competency Indicators

No.	Indicators	Not Important	Less Important	Important	Very Important
1	Able to explain the understanding of media literacy from various sources on the internet.	0,30%	3,90%	32%	63,80%
2	Able to analyze the importance of media literacy as 21st century skills from the results of case studies	0,30%	1,80%	23,40%	75,50%
3	Able to explain the benefits of media literacy in everyday life	0%	6,60%	27,60%	65,90%
4	Able to apply the principles of media literacy	0,50%	2,60%	25,70%	71,70%
5	Understand how to analyze messages/information in the media	0,30%	4,70%	30,20%	64,80%
6	Able to explain how to apply media literacy in the teaching and learning process	0,50%	4,70%	28,60%	66,10%
7	Able to use various media devices such as smartphones, laptops, computers & tablets	0%	2,10%	25,50%	72,20%
8	Able to access information from various available media such as the internet, television, radio and print media	0%	2,40%	25,50%	72,20%
9	Able to analyze the content of messages / information in a media	0,30%	2,90%	31%	65,90%
10	Able to evaluate the impact of media messages	0,30%	2,40%	28,90%	68,50%
11	Able to create messages or information based on intent and purpose	0,30%	2,90%	30,40%	66,40%
12	Able to create media content through visual media, audio media, video and multimedia media	0,50%	8,90%	36,70%	53,80%
13	Able to communicate messages / information through media	0%	3,10%	32,30%	64,60%
14	Able to integrate media literacy into daily work	0%	4,20%	33,60%	62,20%
15	Able to teach media literacy to students in the classroom	0,30%	5,20%	34,90%	59,60%
16	Media literacy teaches students to have the skills to understand and evaluate messages / information in the media	0,30%	2,40%	22,30%	75,10%
17	Media literacy can be integrated into the learning process in the classroom	0,30%	1%	26,50%	72,20%
18	Media literacy can be used in everyday life	0%	1,60%	29,90%	68,50%
19	21st century teachers need media literacy skills	0,30%	1%	19,40%	79,30%
20	Teachers have a desire to improve media literacy competence	0,30%	1,30%	22,30%	76,10%

Knowledge, skills, and attitudes were identified as important competencies to be used as a competency framework as the premise for designing a media literacy

training curriculum for them, according to the findings of this study. Indicators of media literacy competency are observed on a very significant scale, with the maximum percentage of 79.30% indicating that teachers of the 21st century require media literacy. The highest percentage of Media literacy competency indicators is 36.70 percent, which is the ability to create media content using visual media, audio media, video media, and/or multimedia.

Media literacy Training Curriculum Framework

Results of the design of the curriculum framework for media literacy training were derived from the application of the micro curriculum planning model and the analysis of media literacy competencies. The curriculum component encompasses a range of general and special competencies, objectives, contents, methods, and evaluation techniques.

Tabel 2. Framework of Media Literacy Training Curriculum

General Competency
The teacher have a set of knowledge, skills, and attitudes necessary to have the ability to access, analyze, evaluate, create, and act using all forms of communication with various form of digital media.

Special Competencies
• Teacher have media literacy knowledge of the understanding, principles, benefits, ways to analyze and apply media literacy • Teacher have media literacy skills in accessing, analyzing, creating, communicating and integrating them into everyday learning and work. • Teacher showed a positive attitude towards improving competence and implementation of media literacy

Topic 1 : Understanding Media Literacy			
Objectives	**Contents**	**Methods**	**Evaluation**
Able to explain the understanding of media literacy from various sources on the internet.	• Understanding Literacy • Understanding Media • Understanding Media Literacy	• Expositive Methods • Presentation • Inquiry • Discussion	Multiple Choice
Able to analyze the importance of media literacy as 21st century skills from the results of case studies	• 21st century skills • Variety of literacy of the 21st century • Critical thinking skills	• Expositive Methods • Presentation • Case Studies	Multiple responses
Able to explain the benefits of media literacy in everyday life	• Benefits of media literacy • The importance of media literacy	• Expositive Methods • Presentation • Case Studies	True & False
Able to apply the principles of media literacy	• Principles of media literacy Media functions	Expositive Methods	Ordering
Understand how to analyze messages/information in the media	• Key media literacy questions • Media analysis case studies	Expositive Methods	Ordering

Able to explain how to apply media literacy in the teaching and learning process	• Learning Media • Media-based learning process	Expositive Methods	Multiple responsess

Topic 2 : Media Literacy Skills			
Objectives	**Contents**	**Methods**	**Evaluation**
Able to use various media devices such as smartphones, laptops, computers & tablets	Use of digital devices	Expositive Methods • Presentation • Inquiry • Discussion Media Video Link article	True & False
Able to access information from various available media such as the internet, television, radio and print media	Access information from various media	Application Methods • Presentation • Practice • Discussion Media Video Infographic	Multiple Responses
Able to analyze the content of messages / information in a media	Analysis of message content/information in the media	Application Methods • Presentation • Case Studies Media Video PDF	Ordering
Able to evaluate the impact of media messages	Evaluate the impact of media messages	Expositive Methods • Presentation • Case Studies Media Video Link article	True & False
Able to create messages or information based on intent and purpose	Create a message or information	Application Methods • Presentation • Project work Media Video PDF	Ordering
Able to create media content through visual media, audio media, video and multimedia media	Create media	Application Methods • Presentation • Project work Media Video PDF	Task

Able to communicate messages / information through media	Communicating messages/information through media	Expositive Methods • Presentation • Simulation Media Link article	Multiple Responses
Able to integrate media literacy into daily work	Integrating media literacy in everyday work	Application Methods • Presentation • Scenario based Media Video Link article	Multiple Responses
Able to teach media literacy to students in the classroom	Teaching media literacy	Expositive Methods • Presentation • Scenario Media Video Link article	Task/Essay

Topic 3: Media Literacy Implementation			
Objectives	**Contents**	**Methods**	**Evaluation**
Media literacy teaches students to have the skills to understand and evaluate messages / information in the media	The importance of media literacy for students	Expositive Methods • Case study Media Video Article link	Multiple Responses
Media literacy can be integrated into the learning process in the classroom	Examples of implementing media literacy in the classroom Examples of media literacy implementation in subjects	Expositive Methods • Case Studies Media Video Article link	Multiple responses
Media literacy can be used in everyday life	Examples of implementing media literacy in everyday life: Children, Adolescent Adult	Expositive Methods • Case Studies Media Video Article link	Multiple responses
21st century teachers need media literacy skills	Best Practices of 21st Century Teachers	Collaborative Methods Media Video Article link	Essay
Teachers have a desire to improve media literacy competence	Real forms of increasing media literacy competence	Application Methods Media Video Article link	Essay

Discussion

This research resulted in a curriculum framework for media literacy training for junior high school teachers in West Java. A curriculum development procedure follows the stages defined in the micro-curriculum development model consists of five key stages: competency formulation, objective formulation, curriculum content planning, curriculum implementation planning, and learning assessment planning. The first stage, competency formulation, involves identifying the specific competencies that learners should develop through the curriculum. This stage focuses on defining the knowledge, skills, and attitudes that learners need to acquire in order to achieve the desired learning outcomes. The first phase entails the development of general and specialized media literacy competencies. One's general level of media literacy refers to their ability to access, analyze, disseminate, create, and act through a variety of communication channels made possible by digital media.

Competencies consist of three distinct categories: knowledge competency, media literacy-related skills, and attitudes. The second stage, objective formulation, involves setting clear and measurable learning objectives based on the identified competencies. These objectives specify what learners should be able to do or demonstrate after completing the curriculum. They provide a clear direction for curriculum design and guide the selection of appropriate teaching and learning activities. Training objectives are formulated based on six domains of knowledge, nine domains of skill, and five domains of attitude, which comprise specialized competencies.

The third stage, curriculum content planning, involves determining the content and sequencing of the curriculum. This stage focuses on selecting and organizing the topics, themes, or units that will be covered in the curriculum. It also involves deciding on the order in which the content will be taught to ensure a logical and progressive learning experience for the learners. The topics in this curriculum content are divided into three topics, namely understanding media literacy, media literacy skills and implementing media literacy.

The curriculum's content is developed to correlate with training objectives and a set of competencies. The fourth stage, curriculum implementation planning, involves planning the instructional strategies, resources, and assessment methods that will be used to deliver the curriculum. This stage focuses on determining the most effective ways to engage learners, facilitate their understanding of the content, and promote their active participation in the learning process. It also involves considering the resources and materials needed to support the implementation of the curriculum.

A strategy for implementation incorporates active participant methodologies, such as case study methods, inquiries, and discussions. The fifth stage, learning assessment planning, involves designing appropriate assessment methods to measure learners' achievement of the learning objectives. This stage focuses on selecting assessment tools and techniques that align with the desired learning outcomes and provide valid and reliable evidence of learners' knowledge and skills. It also involves planning the timing and frequency of assessments to monitor learners' progress throughout the curriculum. By following this micro curriculum development model, curriculum designers can ensure that the

curriculum is well-structured, aligned with the desired learning outcomes, and effectively implemented and assessed. This paper proposes a plan for evaluating the achievement of training objectives using a variety of test-based and non-test-based evaluation strategies.

Literacy is a crucial concept in education, encompassing reading, writing, critical thinking, text analysis, and interpretation. It is a multifaceted concept that is universally recognized as the cornerstone of education and lifelong learning. Media literacy is a crucial competency for teachers, enabling them to access, analyze, evaluate, create, and act using all forms of communication. Teacher training programs should prioritize media literacy to enhance critical thinking skills and empower teachers to navigate the digital media landscape effectively (Prykhodkina, 2021). The curriculum serves as a strategic framework for the implementation and management of training programs. A micro-curriculum development model is used in this study, which includes key steps such as competency analysis, curriculum objectives creation, content selection, implementation planning, and evaluation (Ali & Susilana, 2021; Najafi et al., 2017). It serves as a roadmap for designing and delivering training activities to enhance knowledge, skills, and competencies in a particular domain or field (Pickering et al., 2017).

CONCLUSION

Media literacy competency is a set of knowledge, skills, and attitudes necessary to have the ability to access, analyze, evaluate, create, and act using all forms of communication with a variety of digital media. Teachers have a vital role to transmit media literacy in learning. The current condition of media literacy among teachers is still lacking because they have not received training which results in a lack of knowledge and skills of teachers related to media literacy. For this reason, a solution is needed to improve these competencies through quality training depending on the curriculum.

This curriculum development model uses a micro curriculum development model with stages of competence formulation, goal formulation, curriculum content planning, curriculum implementation planning, and learning result assessment planning. The categorization of media literacy competencies is segmented into the initial three dimensions: The initial aspect pertains to the acquisition of knowledge that demonstrates a comprehensive grasp of media literacy. The second aspect is to skills, which encompass the capacity to access, analyze, evaluate, and effectively deliver messages across diverse forms of media. The third factor pertains to attitudes, which are interconnected with beliefs and motivation to enhance media literacy.

REFERENCES

A.K. Kulshrestha, K. P. (2013). Teachers Training and Professional Competencies. *Voice of Research*, *1*(4), 29–33.

Ali, M., & Susilana, R. (2021). *Perancangan Kurikulum Mikro: Profesionalisme Guru Untuk Pendidikan Berkualitas*. Rajagrafindo Persada. https://www.rajagrafindo.co.id/produk/29777/

Baran, S. J. (2014). Introduction to mass communication : media literacy and culture updated edition. In *Communication Booknotes* (8th ed.). McGraw-Hill Education. https://doi.org/10.1080/10948009409389738

Peraturan Badan Siber dan Sandi Negara tentang Penyelenggaraan Literasi Media dan Literasi Keamanan Siber, 1 (2021). https://peraturan.bpk.go.id/Home/Details/174274/peraturan-bssn-no-3-tahun-2021

Burnett, C., & Merchant, G. (2011). Is there a space for critical literacy in the context of social media? *English Teaching*, *10*(1), 41–57.

Cramer, L. M. (2015). Teaching the Foundations of Media Literacy in the Basic Communication Course. *Forensic*, *100*(Winter), 13–32.

Dib, F., Mayaud, P., Chauvin, P., & Launay, O. (2021). Online Mis/Disinformation and Vaccine Hesitancy in the Era of COVID-19: Why We Need an eHealth Literacy Revolution. *Human Vaccines & Immunotherapeutics*. https://doi.org/10.1080/21645515.2021.1874218

Domine, V. (2011). Building 21st-Century Teachers: An Intentional Pedagogy of Media Literacy Education. *Action in Teacher Education*, *33*(2), 194–205. https://doi.org/10.1080/01626620.2011.569457

Druzhinina, M., Belkova, N. V, Donchenko, E., Liu, F., & Morozova, O. (2018). Curriculum Design in Professional Education: Theory and Practice. *SHS Web of Conferences*. https://doi.org/10.1051/shsconf/20185001046

Edelson, D. C. (2002). Design research: What we learn when we engage in design. *Journal of the Learning Sciences*, *11*(1), 105–121. https://doi.org/10.1207/S15327809JLS1101_4

Erdem, C., & Erişti, B. (2022). Implementation and Evaluation of a Media Literacy Skills Curriculum: An Action Research Study. *International Journal of Modern Education Studies*, *11*(4), 795–810. https://doi.org/https://doi.org/10.12973/iji.2018.11450a

Fedorov, A., & Levitskaya, A. (2017). Media Education and Media Criticism in the Educational Process in Russia. *European Journal of Contemporary Education, 2017*, 39–47. https://doi.org/10.13187/ejced.2017.1.39

Fitri, F., Fitri, A. N., & Ni'mah, N. (2022). Strategy of Fadhlul Fadhlan Pesantren in Developing Media Literacy. *Santri Journal of Pesantren and Fiqh Sosial*. https://doi.org/10.35878/santri.v3i2.521

Goetze, S. K., Brown, D. S., & Schwarz, G. (2005). Teachers Need Media Literacy, Too! *Teachers College Record: The Voice of Scholarship in Education*, *107*(13), 161–179. https://doi.org/10.1177/016146810810701308

Gordon, Taylor, & Olivia. (2019). *DEVELOPING THE CURRICULUM* (Ninth Edit). Pearson Education.

Gunawan, J., Aungsuroch, Y., Fisher, M. L., Marzilli, C., & Liu, Y. (2020). Factors Related to the Clinical Competence of Registered Nurses: Systematic Review and Meta-Analysis. *Journal of Nursing Scholarship*. https://doi.org/10.1111/jnu.12594

Guntarto, B. (2016). The Challenges in Media Literacy Activities in Indonesia. *Ultimacomm: Jurnal Ilmu Komunikasi*, *8*(1 SE-Articles). https://doi.org/https://doi.org/10.31937/ultimacomm.v8i1.944

Hobbs, R. (2010). Digital and Media Literacy: A Plan of Action. In *Journal of Craniofacial Surgery* (Vol. 23, Issue 5). The Aspen Institute. https://doi.org/10.1097/SCS.0b013e31824e27c7

Hutchison, A., Beschorner, B., & Schmidt-Crawford, D. A. (2012). Exploring the Use of the iPad for Literacy Learning. *The Reading Teacher*.

https://doi.org/10.1002/trtr.01090

Jolls, T., & Wilson, C. (2014). The Core Concepts: Fundamental to Media Literacy Yesterday, Today and Tomorrow. *Journal of Media Literacy Education*, *6*(2), 68–77. https://doi.org/10.23860/jmle-6-2-6

Leaning, M. (2019). An Approach to Digital Literacy Through the Integration of Media and Information Literacy. *Media and Communication*. https://doi.org/10.17645/mac.v7i2.1931

Lee, A. C. (2016). Media Education in the School 2.0 Era: Teaching Media Literacy Through Laptop Computers and iPads. *Global Media and China*. https://doi.org/10.1177/2059436416667129

Meehan, J., Ray, B., Walker, A., Wells, S., & Schwarz, G. (2015). Media Literacy in Teacher Education : A Good Fit across the Curriculum. *Journal of Media Literacy Education*, *7*(2), 81–86.

Montoya, M. S. R., Loaiza-Aguirre, M. I., Zúñiga-Ojeda, A., & Castro, M. P. (2021). Characterization of the Teaching Profile Within the Framework of Education 4.0. *Future Internet*. https://doi.org/10.3390/fi13040091

Mrisho, D. H., & Dominic, N. A. (2023). Media Literacy: Concept, Theoretical Explanation, and Its Importance in the Digital Age. *East African Journal of Arts and Social Sciences*. https://doi.org/10.37284/eajass.6.1.1087

Nafukho, F. M., Irby, B. J., Pashmforoosh, R., Lara-Alecio, R., Tong, F., Lockhart, M. E., El Mansour, W., Tang, S., Etchells, M., & Wang, Z. (2022). Training design in mediating the relationship of participants' motivation, work environment, and transfer of learning. *European Journal of Training and Development*. https://doi.org/10.1108/EJTD-06-2022-0070

Najafi, H., Rolheiser, C., Håklev, S., & Harrison, L. (2017). Variations in Pedagogical Design of Massive Open Online Courses (MOOCs) Across Disciplines. *Teaching & Learning Inquiry the Issotl Journal*. https://doi.org/10.20343/teachlearninqu.5.2.5

NAMLE. (2020). *Media Literacy* (p. 1). https://doi.org/10.2307/821454

Neag, A., Bozdağ, Ç., & Leurs, K. (2022). *Media Literacy Education for Diverse Societies*. https://doi.org/10.1093/acrefore/9780190228613.013.1268

Nurhayati, S., & Andriani, A. (2021). *Integrated Islamic Curriculum Development in Thematic Learning Against the Formation of Students' Critical Attitude in Islamic Elementary Schools*. https://doi.org/10.4108/eai.19-7-2021.2312670

Olando, E. J., & Mwangi, M. W. (2021). Influence of Teachers' Teaching Experience on Teaching of Literacy Skills Among Grade One Pupils in Mombasa, Kenya. *European Journal of Education Studies*. https://doi.org/10.46827/ejes.v8i11.4005

Özkan, E. (2023). Trends of Graduate Theses on Media Literacy: A Content Analysis. *Journal of Computer and Education Research*. https://doi.org/10.18009/jcer.1237955

P21. (2019). Partnership for 21st Century Learning. *Framework For21" Century Learning*, 9.

Pickering, J. D., Henningsohn, L., DeRuiter, M. C., Jong, P. G. M. de, & Reinders, M. E. J. (2017). Twelve Tips for Developing and Delivering a Massive Open Online Course in Medical Education. *Medical Teacher*. https://doi.org/10.1080/0142159x.2017.1322189

Potter, W. J. (2010). The State of Media Literacy. *Journal of Broadcasting & Electronic Media*, *54*(4), 675–696. https://doi.org/10.1080/08838151.2011.521462

Prykhodkina, N. O. (2021). The Features of Teacher Training for Media Education of Students in the Developed English-Speaking Countries. *Education Modern Discourses*. https://doi.org/10.37472/2617-3107-2021-4-10

Redmond, T. (2015). Media Literacy as Mindful Practice for Democratic Education.

Democracy & Education, *24*(2), 1–6.

Richey, R. C., & Klein, J. D. (2010). *Design and Development Research: Methods, Strategies, and Issues* (A. Messina (ed.)). Routledge.

Saptono, L. (2022). The Effect of Personal Competence and Pedagogical-Didactical Competence of High School Economics Teachers in Media Literacy on Teaching Effectiveness. *International Journal of Media and Information Literacy*, *7*(2), 545–553. https://doi.org/10.13187/ijmil.2022.2.545

Sengl, P., & Heinke, E. (2023). Teaching Journalism Literacy in Schools: The Role of Media Companies as Media Educators in Germany. *Media and Communication*. https://doi.org/10.17645/mac.v11i2.6389

Simons, M., Meeus, W., & T'Sas, J. (2017). Measuring Media Literacy for Media Education: Development of a Questionnaire for Teachers' Competencies. *Journal of Media Literacy Education*, *9*(1), 99–115. https://doi.org/10.23860/jmle-2017-9-1-7

Syarah, E. S., Mayuni, I., & Dhieni, N. (2020). Understanding Teacher's Perspectives in Media Literacy Education as an Empowerment Instrument of Blended Learning in Early Childhood Classroom. *Jpud - Jurnal Pendidikan Usia Dini*. https://doi.org/10.21009/jpud.142.01

Themistokleous, A. (2023). Media Education for Children in Cyprus: Educating Pupils to Critically Read Advertisements. *Media Education*. https://doi.org/10.36253/me-13368

Thoman, E., & Jolls, T. (2004). Media literacy - A national priority for a changing world. *American Behavioral Scientist*, *48*(1), 18–29. https://doi.org/10.1177/0002764204267246

Thummaphan, P., Sripa, K., & Prakobthong, W. (2022). Competency-Based School Curriculum: A Development and Implementation Framework. *Rajabhat Chiang Mai Research Journal*. https://doi.org/10.57260/rcmrj.2022.261665

UNESCO. (2019). *Global Standards for Media and Information Literacy Curricula Development Guidelines*. *September*, 1–37.