LOCAL PUBLIC BROADCASTING INSTITUTIONS AND DIGITAL LITERACY IN DISTANCE LEARNING ACTIVITIES

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ABSTRACT

Purpose: This study aimed to examine digital literacy practice by utilizing the Local Public Broadcasting Institution in Distance Learning activities with a qualitative descriptive approach.

Theoretical Framework: Local Public Broadcasting Institutions contribute as a means of digital literacy in Distance Learning online activities (using internet channels) often encounter constraints and obstacles. Local Public Broadcasting Institutions is present as a solution that facilitates digital distance learning literacy through radio channels.

Result: The study results show the effectiveness of radio as part of the Local Public Broadcasting Institutions platform in supporting digital literacy in Distance Learning.

Conclusion: Local Public Broadcasting Institutions through a digital literacy program based on a broadcast radio platform, is proven to provide solutions in the field of Distance Learning, facilitating digital literacy for the public to develop the ability to use information and communication technology, obtain information, evaluate, create, and communicate the information obtained.

Keywords: broadcasting, digital literacy, learning.

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INSTITUIÇÕES PÚBLICAS LOCAIS DE RADIODIFUSÃO E ALFABETIZAÇÃO DIGITAL EM ATIVIDADES DE EDUCAÇÃO À DISTÂNCIA

RESUMO

Objetivo: Este estudo teve como objetivo examinar a prática de alfabetização digital utilizando a Instituição Pública de Radiodifusão Local em atividades de Ensino a Distância com uma abordagem descritiva qualitativa.

Estrutura teórica: As instituições públicas locais de radiodifusão contribuem como meio de alfabetização digital em atividades on-line de educação a distância (usando canais da internet) muitas vezes encontram restrições e obstáculos. As instituições públicas locais de radiodifusão estão presentes como uma solução que facilita a alfabetização digital de ensino à distância através de canais de rádio.

Resultado: Os resultados do estudo mostram a eficácia do rádio como parte da plataforma Local Public Broadcasting Institutions no apoio à alfabetização digital em educação a distância.

Conclusão: As instituições públicas locais de radiodifusão através de um programa de alfabetização digital baseado em uma plataforma de rádio de transmissão, comprovadamente fornecem soluções no campo da educação a distância, facilitando a alfabetização digital para o público desenvolver a capacidade de usar a tecnologia da informação e comunicação, obter informações, avaliar, criar e comunicar as informações obtidas.

Palavras-chave: transmissão, alfabetização digital, aprendizagem.

1 INTRODUCTION

A local Public Broadcasting Institution (LPPL) is a legal entity broadcasting institution established by the regional government. This institution has a role and responsibility in organizing radio and television broadcasts. Seeing its role, LPPL has the potential to be a means of optimizing distance learning (PJ). This is because radio and television are considered to be able to become alternative media for the implementation of learning between teachers and students who cannot meet offline (outside the network, meet in person in the class) because of the pandemic, and other reasons.

The tangible manifestation of LPPL’s role to support PJ was stated by Puji Setyowati, the Head of Information and Communication of the Batang Public District Communication and Information Office, saying that the difficulties of students in Batang Regency in participating in distance learning can be anticipated with the "Let’s Learn" program on the local radio. “Let's Learn” becomes creative content of school subject matters that students can listen to as a part of distance learning activity. The initiators of the "Let's Learn" program are the Office of Communication and Public Information and also the Education and Culture Office (Disdikbud) of Batang Regency in response to the
appeal of the Regional Indonesian Broadcasting Commission (KPID) who wants to implement learning activities during the pandemic of Covid-19.

In connection with the above, the positive impact of the use of mass media (radio and television) LPPL in student learning is the creation of digital literacy. Digital literacy is the ability to use information and communication technology namely to find, evaluate, create and communicate information that requires cognitive and technical skills (Literacy Movement, 2017). The digital literacy program is also supported by the government by providing contributive efforts to improve digital literacy, such as collaboration between schools and Public Broadcasting Institutions in the community to support the development of digital literacy (Linh et al., 2023).

Studies on digital literacy have been conducted by other researchers with the results: Distance learning (PJJ) is the main model of learning during the pandemic of Covid 19. For some schools, this cannot be carried out optimally for several reasons. First, is the availability of information technology infrastructure, and the second reason is the teachers skills in utilizing available information technology-based media (Raharjo & Suryanto, 2022a).

One of the radios that has succeeded in becoming a means of digital literacy, according to Pandu Hamzah as the President Director of Kuningan FM, is Kuningan FM radio. This radio was awarded the best Local Public radio in Indonesia by the Indonesian LPPL Association version on March 25, 2022. Kuningan FM has an orientation to provide facilities for creative entertainment events and public empowerment with the jargon of green and culture radio. Thus, adding a strong reason for the existence of radio becomes a potential medium for organizing PJJ.

The strengthening of radio as a potential medium to support learning was studied by Hassan, Andani and Malik. This research takes the topic “The Role of Community Radio in Livelihood Improvement: The Case of Simli Radio” and examines the contribution of Simli radio in improving the lives of the Tolon community in Ghana. The sampling technique was applied to 12 communities. Data collection collects the practice of broadcasting as an educational tool, cultural promotion, information sharing, as well as entertainment. The results of the research show that Simli Radio has contributed to improving the lives of its community, including encouraging education, hygiene, and health, agriculture in the realm of government.
The reference to the study above brings a determination or conclusion regarding the idea of the importance of digital literacy through the contribution of the Local Public Broadcasting Institution (LPPL). LPPL through radio facilities contributes to improving the quality of life of the surrounding community during the distance learning period during the Covid-19 pandemic.

2 THEORETICAL FRAMEWORK

Symbolic interaction theory assumes that humans form meaning through the communication process (West et al., 2008). The theoretical basis of symbolic interactionism is the theory of social behaviorism which focuses on natural interactions that occur between individuals in society and society and individuals. This interaction develops through symbols which include sounds, movements and expressions that are made consciously. When individuals interact with other individuals consciously, this interaction is called symbolic interaction. The symbols used contain meanings that can be understood by each other. Symbolic interaction theory is used in various communication activities, one of which is in the context of distance learning.

Distance Learning (PJJ) is a term that refers to learning activities that are not carried out face-to-face (learning from home, offline learning). PJJ is a policy established by the government as a result of the Covid-19 pandemic. The PJJ policy is regulated in Minister of Education and Culture Regulation No. 24 of 2012 concerning the Implementation of Distance Education. PJJ is held by prioritizing the use of technology as a learning tool. Distance learning is designed to involve effective communication facilities and support conducive learning. The concept is that PJJ carries out a two-way interaction pattern (between teachers and students) in a planned, systematic and measurable manner. Therefore, in the context of distance learning, symbolic interaction theory can be used to understand how individuals interact with digital symbols, such as text, images and videos, in the learning process. Symbolic interaction in distance learning includes communication between teachers and students through technology, where symbols are used to transmit meaning. The use of technology in the distance learning process is included in the form of digital literacy.

Quoting from a book entitled "Digital Literacy", digital literacy is the ability to use information and communication technology to find, evaluate, create and communicate information that requires cognitive and technical skills. Paul Gilster said...
digital literacy is the ability to understand and use information in various forms obtained from various sources accessed via computer devices (Maxwell, 2020). According to UNESCO, digital literacy is a skill that not only includes the ability to use technology, information and communication tools, but also includes socialization learning skills, critical thinking, and creative and inspiring attitudes in the era of digital competition. Digital literacy allows individuals to more effectively use digital symbols in distance learning interactions, thereby forming meaning and facilitating the learning process.

Talking about learning process facilities, in the world of communication there are institutions called Local Public Broadcasting Institutions or abbreviated as LPPL, namely legal entity broadcasting institutions established by the Regional Government. This institution carries out radio broadcasting activities that are independent, neutral and non-commercial, and functions to provide services for the benefit of the community whose broadcasts are networked with Radio Republik Indonesia. LPPL is present in cities or districts that do not yet have RRI or TVRI stations. LPPL activities are regulated in Regional Regulation PP Number 11 of 2005. Law Number 32 of 2002 allows LPPLs to be established in provinces, districts or cities. The presence of LPPL changes the status of government media to public media, so that its use is completely handed over to the public. Therefore, in the context of distance learning LPPL can play a role in increasing society's digital literacy by providing educational and informative content that can help individuals develop digital literacy skills.

3 METHOD

This research was conducted with a descriptive qualitative method. Descriptive research is research conducted to collect actual and detailed information, identify problems, make comparisons or evaluations and determine what other individuals do in dealing with the same problem and learning from their experiences to set plans and decisions in the future (Sugiyono, 2017).

Descriptive means research with a problem formulation approach as a research guide in exploring the phenomenon or social event under study. While qualitative is a research stage with an approach that produces descriptive data (written or spoken words) from the observed individuals (Moleong, 2018). The descriptive qualitative approach in this study aims to obtain complete information about the contribution of "Local Public Broadcasting Institutions and Digital Literacy in Distance Learning Activities".
This research was conducted with descriptive qualitative method. The research was conducted for the purpose of collecting actual and detailed information regarding the role and contribution of LPPL during the pandemic in providing solutions to the limitations that occur in the world of education. Researchers identify problems, compare, evaluate what one LPPL with other LPPLs do in dealing with the same problem and learn from their experiences to set plans and decisions in the future.

The descriptive qualitative approach in this study aims to obtain complete information about the contribution of "Local Public Broadcasting Institutions and Digital Literacy in Distance Learning Activities". The population in this study were LPPL managers. The selected sample is LPPL managers who have a role in PIJ activities in Indonesia. Data collection techniques were carried out by means of interviews with predetermined informants (purposive samples), field observations and the support of related documents needed. The process of data analysis is carried out systematically. Data obtained from interviews, field notes, and other materials, were compiled and understood properly. Data analysis is done by organizing the data, breaking it down into units, synthesizing it, arranging it into a pattern, choosing which ones are important to study, and making conclusions.

4 RESULTS AND DISCUSSION
4.1 DIGITAL LITERACY

Technological developments bring dynamics to digital literacy (Haryanto et al., 2023). This is in line with the practice of digitizing social media which is the center of public information with the aim of "to inform, to educate, and to entertain". Thus, people tend to use digital technology to obtain information quickly and easily. The spread of information from the mass media (including radio) has an impact on the knowledge, beliefs, perceptions, attitudes, and behavior of the wider community (Maryon-Davis, 2012). The ease of getting this information can be developed and utilized in the realm of education, namely digital literacy which can support the learning process (Kuntari, 2022).

The Head of the Basic Education Development Division of the Batang Regency Education and Culture Office, Sabar Mulyono, in one of the interview coverage revealed that his party had carried out socialization to school principals, parents, including students to listen to the Ayo Learning program through radio broadcasts as an effort to improve digital literacy. He conveyed, students had the opportunity to be able to ask directly to...
the teacher via telephone, WhatsApp if there was a subject matter that had not been understood through the platform (OECD, 2020).

The strong motivation to use radio as a digital literacy platform in education is a potential characteristic of radio. Patrick O'Shea & Simon Richmond in a literature review entitled "Radio Education" wrote that radio has become the main and friendly media for rural people to access. The popularity of radio as a digital literacy medium is also exemplified by South Africa which makes it an effective educational platform to facilitate program topics and reach students widely and quickly. In addition, radio has a broad impact when used for text-based materials such as posters and comics (O’Shea & Richmond, 2015).

Considering the potential of radio as an easily accessible platform, LPPL is good for dynamics. Making radio a platform that supports education to increase the reach of dissemination of educational messages and other information in the regions. This utilization has been going on since the government shifted offline learning to online.

The use of radio in digital literacy that supports learning in the Indonesian state was conveyed by a junior high school teacher named Zainul. Through the Ministry of Education and Culture's official platform, he shared his experience of broadcasting as a lesson for his students to anticipate the high cost of quotas and the possibility of poor signal when learning using the internet.

"Radio is my choice because it doesn't require an internet network so children don't need money, besides radio broadcasts can be picked up by ordinary radios that have FM bands, they can also be picked up by Android phones or old models that have radio applications. Thus, students can still receive learning materials" wrote Zainul (Zainul, 2020).

4.2 DISTANCE LEARNING

Distance learning (PJJ) is a term to define a learning activity in which teachers and students carry out teaching and learning activities without meeting face to face. The government established PJJ for the first time as a response to the Covid-19 pandemic case. PJJ is regulated by the Government of Indonesia in Permendikbud No. 24 of 2012 concerning the Implementation of Distance Education.

The implementation of PJJ in Indonesia has encountered several obstacles, including 1) limited mastery of information technology by teachers and students, 2) inadequate facilities and infrastructure, 3) limited internet access, and 4) unprepared provision of funds for both students and teachers, for example for internet data (Syah,
2020). In addition, Raharjo (Raharjo & Suryanto, 2022b) found two obstacles for PJJ, among others: first, the availability of information technology infrastructure. Second, the skills of teachers in utilizing available information technology-based media.

The solution offered to maximize PJJ is the use of radio facilities. Radio helps teachers and students to overcome the difficulties of internet signals. In addition, it provides space for teachers to improve competence in making creative teaching materials through audible.

Schlosser and Anderson (1994) guided by Desmon Keegan's theory, explaining that the distance learning system must be able to create a teaching and learning interaction situation that seems real (even though it is abstract). Distance education requires communicative interaction even in remote areas.

Radio is one of the mass communication media that is closely related to everyday life in our society. Media that can enter all circles, and its use can penetrate the barriers of distance and time. This context can of course enter the student and teacher study rooms.

The communication process in the context of teaching and learning can be implemented. The learning strategy is designed by selecting the right communication media. In this study, LPPL through radio broadcasts becomes an alternative complementary media for optimizing the implementation of PJJ.

Some examples of optimizing distance learning (PJJ) via radio that can be continued and developed are exemplified by an elementary school teacher in Sanggau district, West Kalimantan, Indonesia. Starting from an internet network that is expensive and difficult to access, this elementary school teacher took the initiative to collaborate with Radio Republic of Indonesia (RRI). Learning techniques are: teachers take turns providing material in programs facilitated by RRI (Nasional, 2020).

Innovation steps by utilizing radio networks in border areas and collaboration between teachers, parents, and students are the keys to the success of teaching and learning activities from home. Without this collaboration, enjoyable learning at home is difficult to achieve (Nasional, 2020).

4.3 LOCAL PUBLIC BROADCASTING INSTITUTION

A local Public Broadcasting Institution abbreviated as LPPL is a broadcasting institution in the form of a legal entity established by the Regional Government. LPPL as a radio broadcasting institution has an independent, neutral, non-commercial nature, and
functions to provide services for the benefit of the community. Broadcasting in LPPL has a network with Radio Republik Indonesia (RRI). (Hadiyat, 2016)

LPPL is not run by RRI or TVRI. LPPL is present in cities or regencies that do not yet have RRI or TVRI stations. The activities of LPPLs are regulated in Regional Regulation PP Number 11 of 2005. Law Number 32 of 2002 allows LPPLs to be established in provinces, districts, or cities. The presence of LPPL changed its status as a radio broadcaster from state media to public media. The joint LPPL forum throughout Indonesia is called the “LPPL Radio and Television Association”, which was formed in 2018.

In carrying out its role, it is not uncommon for the media to experience several conflicts that affect the values of journalism. According to Gallagher, there are two obstacles faced by the media: internal and external. Internal barriers include the routine performance of media practitioners. While the external barriers are: commercial or political interests (Mayerhöffer, 2021).

In the development of increasingly fierce competition between media, broadcast media are also competing to present the best programs and at the same time attract the attention of their listeners. An indicator of the success of broadcast media is when the number of listeners or viewers is more than the others. To get loyal listeners in large numbers and continue to increase from time to time, broadcast media must have advantages over other media. The advantages or characteristics will become the identity and determine the quality of the mass media. (Ardianto et al., 2007).

Evert (Evert, 2020) revealed findings from the results of research discussions that raised the topic, "regional broadcast media strategies in producing and maintaining healthy broadcast programs". Some of the featured strategies are:

a. Regional broadcasting media understand and interpret that a healthy program is a broadcast program that must be by the facts on the ground, not making it up.

b. Broadcasting media in the regions are very concerned about the background of the audience (listeners/viewers),

c. Provide interaction with listeners by actively involving listeners' presence both on air and off the air.

d. Presenting local nuanced content to be accepted and build closeness with listeners.
e. Pay attention to the age segment adjusted to the background of the audience. Focus on opportunities for wider acceptance of broadcast programs in broadcast media from time to time.

f. Provide interaction with listeners to maintain the existence of broadcast programs.

The dynamics and existence of broadcast media is a capital-intensive business, so broadcasting media in the Majalengka and Cirebon areas must at least pay attention to three aspects to survive amid the internet and social media attacks, namely: aspects of human resources, capital, and technology or equipment (Evert, 2020).

4.4 SYMBOLIC INTERACTION

When we typed the keyword “LPPL interaction with listeners during a pandemic” in the search engine, 596,000 search results came up. The first page presents various topics of learning solutions during a pandemic, where LPPL contributes as a learning medium in it. The broadcast radio industry is alleged to have a dominant existence in scientific studies as well as in popular writings on search engines.

Figure 1. The first page of the search engine with the keyword "LPPL interaction with listeners during the covid 19 pandemic"

Source: Research Documentation (2023)

Symbolic interaction theory has the assumption that humans form meaning through the communication process (West et al., 2008). The basis of the theory of symbolic interactionism is the theory of social behaviorism, which focuses on the natural interactions that occur between individuals in society and society with individuals. The interaction develops through symbols that include sounds, movements, and expressions that are made consciously. When individuals interact with other individuals consciously,
this interaction is called symbolic interaction. The symbols used contain meanings that can be understood by each other (Derung, 2017).

**The Symbolic Interaction Model between the Local Public Broadcasting Institution (LPPL) Radio and its Listeners in the Digital Literacy Program During the Distance Learning Period (PJJ)**

The media from time to time always try to maintain the quality of their broadcasts. One of the off-air activities that are often carried out is a fan meeting program.

“Broadcast media sometimes can’t tell how many people listen to their broadcasts, but radio both in urban and regional areas are very sure that listeners can be divided into two, namely active listeners and passive listeners. Active listeners always participate in various activities held by the radio, including always participating when broadcasting via telephone or cellphone, or participating in interacting through social media. While the character of passive listeners, listeners like this are a bit difficult to know, but in reality, they are there and are listening.”

Interaction between radio and listeners can be done in various ways, including by optimizing the presence of social media. As is the case with PJJ's educational program using radio. The process of interaction between teachers in the broadcast radio room and students at home is modeling of symbolic interactions that encourage the practice of digital literacy. The teacher is present virtually greeting the students who are learning participants. Then students from home try to listen to the messages conveyed related to the subject matter. Learning modules and instructional assignments for learning materials are delivered via telephone or Whatsapp.

![Figure 2. Symbolic Interaction between a local public radio and students as its listeners in Digital Literacy Program in long distance learning](image)

**Figure 2. Symbolic Interaction between a local public radio and students as its listeners in Digital Literacy Program in long distance learning**

Students receive the message and understand the material being taught, even though there are various obstacle of technical and psychological in the process. A natural interaction occurs between the listener and the radio (students and teachers). In this interaction, there is symbols in the form of sound. When one individual (a teacher) interacts with other individuals (students) consciously in the radio broadcast. This
interaction is called symbolic interaction. The symbols used contain meanings that can be understood by each other (Derung, 2017).

The process of symbolic interaction between teachers in the radio broadcasting room and students at home continues on social media. The interaction process maximizes the presence of other social media. The radio, as a medium for organizing digital literacy programs as long as PJJ communicates with each other and bridges PJJ activities between teachers and students. Even though they are far apart, radio media can build closeness with their listeners.

“Broadcast media in the regions, especially radio, are still in great demand and needed by the community. However, broadcast media should conduct surveys or research, even if it is small. The survey was conducted to determine the extent to which the public responded to the broadcast media with all its broadcast contents. The broadcast media acknowledged that people in the regions and urban areas still need broadcast media. Although the reasons, motives, and methods are different, in general, urban and rural communities still need radio and television. There is a common thread that can be drawn from the public’s aspiration or response to broadcast media, namely in the aspect of interaction or the extent to which broadcast media can build good relations with the public. Although the method may be different, it is very important to build this relationship” (Raharjo & Suryanto, 2022b).

“The year’s Harsianas has the theme “Broadcasting as a Driver of Post-Pandemic Economic Awakening”. Secretary General of the DKI Jakarta National Private Broadcasting Radio Association (PRSSNI), Denny Sompie, said that radio in Indonesia had carried out its role to the fullest because during the pandemic they had broadcast and conveyed and disseminated the implementation of health protocols. This is very effective in helping the government. The results of the latest survey also show that the number of listeners in 2020 has increased by 31% from 2019. “But indeed what is PR because of the pandemic is about the business, because we (broadcasters) live from advertising, now this is still hampered but we understand,” said Denny to MNC Trijaya FM, Thursday” (Hariyanto, 2021).


In the circular, the Ministry of Education and Culture stated explicitly that the purpose of learning from home was to ensure the fulfillment of students' rights to obtain
educational services during the Covid-19 emergency. In fulfilling the rights of these students, the Ministry of Education and Culture provides distance learning media and resources (PJJ) that can be utilized by taking into account the readiness of students, teachers, infrastructure, and geographical conditions.

The limitations of facilities and infrastructure are very important considering the vast territory of Indonesia the geographical conditions of the archipelago and the various socio-economic levels of the community. This has prompted the Ministry of Education and Culture to carry out various distance learning strategies so that all students can be served their rights. The utilization of media and learning resources through radio is a cheap solution that can reach all levels. This has been provided by the Ministry of Education and Culture through Suara Edukasi Radio which can be accessed via Suaraedukasi.kemdikbud.go.id and Radio Education which is accessed via radioedukasi.kemdikbud.go.id.

Students catch the message and understand the material being taught even though there are various policies. PJJ's policy with radio media is also based on the Minister of Education and Culture Regulation Number 33 of 2019 concerning Disaster-Safe Education Units which became the main basis when Covid-19 had not yet subsided. Maximizing PJJ through radio is one of the solutions during the pandemic as well as an alternative to the PJJ strategy that has been carried out through various methods.

Why radio? This is because radio has the advantage that it is relatively cheap, easy to reach by the general public from various social strata, can reach a wider area, and can be used as a long-distance broadcast. In this transitional period of the pandemic to normal, remote broadcasting is very much needed by the public to receive new information and as a medium of distance learning for students. PJJ through media and radio learning resources as the fulfillment of the rights of students in education by the Ministry of Education and Culture. To simplify and expedite PJJ through media and radio learning resources so that it runs according to its objectives, which must be seriously considered, namely:

a. The school, in this case, the teacher, designs a global PJJ strategy with radio, including materials that must be prepared to be delivered in PJJ by radio. The role of the school is very large in this regard, namely collaborating with radio stations available in the area.
b. Teachers who will carry out the PJJ process with radio need readiness and mastery related to the material and implementation strategy because the PJJ process with radio is very different from the previous learning process. Likewise, the readiness of radio broadcasters in PJJ is needed so that it can run well, coordination is very important in this regard.

c. Scheduling PJJ with radio is very important so that students can adjust the time in PJJ according to level, class, and subject.

d. PJJ with a radio can run by the objectives, so a minimum regulation is needed at the local level, namely in the form of circulars from schools or related agencies to students and parents to take PJJ with radio.

e. In the PJJ process, so that it can run more effectively, there is an interaction between teachers and students, it is necessary to assign assignments from teachers to students who take PJJ by radio.

f. PJJ with radio is required for rebroadcasting so that students can better understand the substance presented and students who have not been able to follow PJJ on the initial broadcast, they can follow the rebroadcast.

g. In the end, PJJ with radio requires an evaluation to find out the advantages, disadvantages, and achievement of objectives as material and data to take further policies related to PJJ with radio either by the teacher concerned, the school, or the relevant agency.

In principle, PJJ with a radio can be implemented for students of all levels including broadcasts for early childhood education program (PAUD) and equivalent, Elementary School (SD) and equivalent, Junior High School (SMP) and equivalent, High School (SMA) or School Vocational High School (SMK) and equivalent.

PJJ with radio must run regularly according to a predetermined schedule so that routine PJJ with radio becomes a good habit. For this reason, the Ministry of Education and Culture provides wide opportunities for radio to implement PJJ as a reference for active, effective, and targeted learning methods. This Ministry of Education and Culture policy needs support from all parties so that it can run well.

PJJ via the radio platform is a complement to learning as well as a source of digital literacy for students who cannot do face-to-face learning.

Another goal of PJJ via radio is to build the intensity of the relationship between parents and children (students). It is hoped that parents will participate in monitoring and
assisting students when they have difficulty understanding. Parents become companions of children through the learning process. Thus, the role of parents as teachers in children's lives remains and is closely embedded.

4.5 POPULARITY OF RADIO BROADCASTING

The Minister of Communication and Information, Johnny G Plate, also appreciated the dissemination of information carried out by the Local Public Broadcasting Institution (LPPL) through radio and other parties in the regions. Not only that, but Kominfo also assessed that the initiation of Radio Siaga Covid by the Indonesian Community Radio Network (JRKI) played an important role in preventing the circulation of hoaxes and disinformation related to Covid-19.

"Radio not only plays a role in disseminating information but also provides public services, such as online learning programs for students during the Covid-19 pandemic" he said, as quoted from ANTARA, Thursday (9/9/2021).

Separately, the Head of the Public Broadcasting Institute for Radio Republic of Indonesia (LPP RRI) Jakarta Enderiman Butar-Butar said that his institution is serving the community amid a pandemic by presenting various broadcast and news programs that focus on preventing the spread of Covid-19.

“Radio has always proven to be a medium that is able to adapt to crisis situations. Throughout history, in times of war, major natural disasters, and health emergencies, radio has played a major role” said Sandiaga (Nasution, 2021).

In Italy, according to the Association of European Radio, the number of listeners increased by 2.4 percent, the BBC up 18 percent. In the United States, there has been a 28 percent increase in radio consumption. In Indonesia, in the current pandemic conditions, a number of radio stations have to fight. Some radios even reduce the number of personnel. The results of data collection until May 2020 from 600 members of the Indonesian National Private Broadcasting Radio Association (PRSSNI) radio companies have cut salaries of around 30 percent.

"However, once on the air it stays on the air, some radio stations and networks are able to survive and innovate, adapting to the pandemic because radio is a medium full of entertainment and information, with variations of creativity” he said.
Pekalongan City Government through the local Kominfo Service utilizes and maximizes the Local Public Broadcasting Institution or LPPL Radio Batik City 91.2 FM to help provide educational services to students while studying at home in the midst of the Covid-19 pandemic. The use of regional radio belonging to the Pekalongan City Government is carried out as a medium for delivering teaching materials from teachers to students who listen to them in their respective homes.

The Head of Pekalongan City Communications and Informatics Service, Yos Rosyidi, SIP, MSi revealed, after yesterday's Live Distance Learning (PJJ) through local TV, LPPL Batik TV was inaugurated, PJJ Live via Radio City of Batik (RKB) broadcast can now be enjoyed by students and the public. starting today September 2-21 November 2020 starting at 08.00-09.00 WIB for the Kindergarten-SMP level equivalent with different subjects every day.

"The Indonesian Ministry of Education and Culture (Kemendikbud RI) is trying hard to continue to carry out the teaching and learning process at all levels of education in the midst of the spread of Covid-19 through various learning implementation strategies. Following up on this, the Department of Communication and Informatics of Pekalongan City took the initiative to create a Live PJJ program through LPPL Batik TV and LPPL Radio Batik City to facilitate teachers in providing distance learning processes to students through live broadcasts. Starting today, live PJJ teachers teaching on the radio can now be broadcast every day starting at 08.00-09.00 from September 2 to November 21, 2020", explained Yos, (Interview in Wednesday 2/9/2020).

According to Yos, the process of delivering material through radio broadcasts has the advantage of being relatively cheap, easy to reach by the general public from various social strata, can reach a wider area, and can be used as a long-distance broadcast.

"The use of radio was chosen so that students do not depend on smartphones. In addition, this is also done so that students who do not have smartphones can get learning. Since the beginning of March, schools have implemented PJJ using online via gadgets or rather through the WhatsApp (WA) application the results are not optimal. Hopefully, with this breakthrough, the teacher teaching on the radio can help students get the maximum amount of learning material,” said Yos, (Interview in Wednesday 2/9/2020).

Meanwhile, the supervisor of the Pekalongan City Education Office Junior High School as well as the teacher coordinator teaching PJJ via radio, Arthy Rohjatmi, is very appreciative and grateful for the steps taken by the Pekalongan City Communications and Informatics Service to facilitate PJJ activities through the radio broadcast. He hopes that the program can continue to run effectively so that the teaching and learning process can continue even without face-to-face meetings in class.
“There are 60 teachers from TK/RA, SD/MI, and SMP/MTS levels involved in this PJJ Live Radio who previously received training and broadcast practice from the Department of Communication and Informatics of Pekalongan City so that later they can be proficient in communicating and get used to conveying information. subject matter by broadcasting. Every day the teachers who deliver this lesson change and adjust to the curriculum and the fields they are capable of so that the learning delivered can be more effective and optimal”. said Arthy Rohjatmi.(Interview in Wednesday 2/9/2020)

5 CONCLUSION

The Local Public Broadcasting Institution or abbreviated as LPPL is networked with Radio Republik Indonesia. The presence of the Public Broadcasting Institution through radio broadcast is timeless. The facts show that radio is the most universal, simplest, and most accessible medium. Experts have predicted that in the era of the pandemic, media consumption will increase, as more people stay at home.

LPPL through its digital literacy program based on broadcast radio platforms is proven to provide solutions in the field of Digital Distance Learning literacy programs in developing the ability to use information and communication technology to find, evaluate, create and communicate information that requires cognitive and technical skills.

The practice of digital literacy during the PJJ period through broadcast radio does not only involve the ability to use technology, information, and communication devices, but also includes skills in socialization learning, critical thinking, creative and inspirational attitudes in the era of digital competition.

Symbolic interaction in the context of PJJ is implemented using a radio platform. This radio platform has benefits in the process of transferring information from broadcasters to listeners (digital literacy). This is a solution to the problems and obstacles of PJJ such as difficult signal access, high internet quota, etc. The symbolic interaction that occurs can be seen from the concept. There is a two-way interaction between teachers and students in a planned, systematic, and measurable way. The interaction develops through symbols via sound, movement, and conscious expression. When individuals interact with other individuals consciously, this interaction is called symbolic interaction. In the process of exchanging symbols, the symbols are used to reach an understanding of the meaning that can be understood by each other.
REFERENCES


