# FORMING THE CHARACTER OF YOUTH DURING PANDEMIC THROUGH SOCIAL MEDIA LITERACY IN PEKANBARU

**Risdayati [1], Yanwar Arief [2]**

[12] Riau University, Indonesia

Email: risdayati@lecturer.unri.ac.id [1], yanwar.arief@psy.uir.ac.id [2]

## ABSTRACT

During the pandemic, teenagers stay at home for 24 hours and carry out activities, especially communicating and interacting via gadgets or smartphones. All information and interactions occur in one direction, this indirectly affects the behavior of teenagers, especially if they see negative content. Positive literacy by involving adolescents is one option in shaping the positive character of adolescents so as to prevent negative things from happening. The purpose of this study was to analyze the formation of adolescent character during the pandemic through existing social media literacy, including Instagram, Youtube, and others by involving the relevant agencies, namely the Communications and Information Office and the Library and Archives Service as well as academics. The results of this study indicate that indirectly involving adolescents in this activity is expected to provide literacy and positive information on the character and behavior of adolescents. Several forms and themes from Jelita, namely Riau Literacy and Information for Superior Human Resources (Riau LITE SDM Unggul), Promise Heart, Obrol Obrol (O2), Family Room. It is hoped that this program will be able to provide literacy and information and education to teenagers to serve as a basis for behavior so that they have a positive character.

## INTRODUCTION

At the end of 2019, the world was hit by a very shocking and fatal pandemic. The epidemic quickly spread to almost the entire earth, Indonesia could not be separated. In Indonesia, the pandemic known as the COVID-19 virus reacts very quickly and spreads to small cities. The city of Pekanbaru, the capital city of Riau Province, is also inseparable from the spread of the virus and has also taken a lot of lives and has reached the red zone level for some time (Fauziyah, Sukaris, Wardana, Paulina, & Fathoni, 2021).

To reduce the spread of the virus, several policies were taken by the Indonesian government, including PPKM (Enforcement of Community Activity Restrictions) which makes teenagers who are at the age of Junior High School and High School and stay at home for 24 hours (Megananta & Fauzi, 2022). In interacting and communicating, especially going to school through online so that it cannot be separated from gadgets or smartphones. In general, during normal situations, the scope of youth activities within 24 hours / day is divided into 3 locations, namely 8 hours at school, 8 hours at home and 8 hours in other public places (playing, mall, sports, etc.) (Hasazi, Gordon, & Roe, 1985).

The impact of social distancing or studying at home and finally communication with outsiders (peers, study schools and others) can only be done via the internet or online. So that almost all information and interactions are via the internet without a qualified filter or filter

from the teenager which ultimately has an impact on the behavior of the teenager himself (Hellawell, 2006).

The positive impact of staying at home and communicating and interacting only through the internet is the control over the spread of the Covid-19 virus among teenagers and it is certain that the outbreak will pass on to other family members (Irawan, Dwisona, & Lestari, 2020). However, in addition to the positive impacts above, there are also negative impacts because communication is only unidirectional or passive so that teenagers tend not to have standard rules of interaction and also for example visible comments that are sarcasm, narcissism, and bullying which ultimately have an impact on wrong behavior and worse. lead to criminal acts (Bergin & Bergin, 2009).

This is not to blame because the content that is generally accessed by teenagers is viral content regardless of whether the content is educational or not (Ratcliffe & Grace, 2003). The use of language in the comments is also very inappropriate, for example using animal words which even though they are marked with an asterisk but in general the reader knows what is meant. Invective words are also seen in inappropriate adolescent comments. Not to mention the comments that are bullying that can eventually have an impact on the victim of bullying.

The wrong behavior described in the chapter above is caused by low or lack of literacy about communicating and interacting in adolescents. Teenagers only imitate and imitate content that is viral and impresses them, they are famous and become patrons of the teenager's behaviour (Grohmann, 2018). On the other hand, educational content that provides literacy is very rare, if there is only limited writing, while teenagers rarely read writing, they prefer content such as YouTube, Instagram, Facebook and Tik-Tok (Shanahan & Shanahan, 2008).

For this reason, through this service program, it tries to provide literacy to teenagers about the behavior of content choices that can be watched or followed and can interact with the content through live broadcasts, both Instagram and Facebook live broadcasts.

## RESEARCH METHODS

The research method used in this study is a qualitative descriptive method. The type of data used in this study is qualitative data, which is categorized into two types, namely primary data and secondary data. Sources of data obtained through library research techniques (library study) which refers to sources available both online and offline such as: scientific journals, books and news sourced from trusted sources. These sources are collected based on discussion and linked from one information to another. Data collection techniques used in this study were observation, interviews and research. This data is analyzed and then conclusions are drawn.

## RESULT AND DISCUSSION

### A. Profile of Youth Character Building Program.

The Youth Character Building Program was initiated from public concern about the behavior and character of adolescent children, especially those at the age of junior

high and high school who are no longer in accordance with the norms that exist in society (Kirby, Laris, & Rolleri, 2007). Their association through the internet is also very worrying for parents and teachers because teenagers are more preoccupied with gadgets and smartphones than studying. It is seen that the behavior of these teenagers is no longer controlled just to be popular in cyberspace, so they are willing to do things that are not commendable and even tend to commit crimes. (Feather & Sturges, 2003) In addition, the worrying behavior of teenagers can also be seen from the use of slang that they use to others, even to their own family members. (Grassian & Kaplowitz, 2001) It was from this concern that the Communications and Informatics Service and the Library Service were involved in the responsibility of providing literacy through the internet (virtual world in society) and formed a joint team, namely apart from the two services above, several professions, namely psychologists and activists, were also involved. In other words, the team consists of Academics, Department of Communication and Information, Library and Archives Service, Child Care Activist (Lindenmeyer, 1997).

From the elements above, it was agreed that the program was called JELITA (Window of Our Literacy and Inspiration). This program begins with various programs, including , Riau Superior Human Resources Literacy and Education (Riau LITE HR Superior), Heart promise, Go To School, Closeout Chat (O2), Family Room (Wong, 2019).

B. **Youth Character Building Program** .

1. **Riau Literacy Education Program for Superior Human Resources (Riau LITE HR Superior)**

The first program in shaping adolescent character behavior is the Superior Resource Program. This is broadcast live in the RCC room located on the 1st floor of the Riau Governor's Office every Sunday morning via zoom and youtube. The Superior HR Program is implemented with the aim of aligning youth issues with Riau's vision and mission, which is to become a superior human resource.

For more details, see the themes and pictures from you tube, live broadcasts and Instagram as well as the following flyer:

a. **Be aware of the caring behavior of the surrounding generation**
This activity involves young people from children's forums and genre forums, by involving them hoping to invite their friends to participate. The activity was carried out by interactively inviting young people to discuss their roles and functions in the midst of society. This theme is expected to provide literacy to teenagers about social life.

### b. Introverts and Their Potential.

This activity is quite popular with teenagers who have seen more than 13 thousand followers. During the live process, many youths who participated shared their experiences and also it turned out that many parents and teachers did not know about introverts who can eventually commit violence against children.



### c. Family Management During a Pandemic.
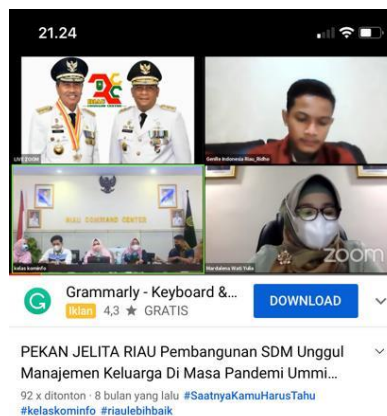
**d.** **The role of the family and school environment in preventing stunting.**

This activity is in collaboration with the Population and Family Planning Agency (BKKBN) by raising issues that are currently hot, especially in Riau, there are several districts where the population is stunted. In addition to the BKKBN, it also collaborates with schools and the Riau Gendre Forum.



**e.** **The Ethics of Submitting Children's Opinions in a Family Environment**



**f.** **Narcissist or Narcissist?**

### g. Reading Interest for Social Inclusion



PEKAN JELITA (SDM RIAU UNGGUL "Minat Baca Untuk Inklusi Sosial")
96 x ditonton · 7 bulan yang lalu

### h. Management Bullying is an Achievement



PEKAN JELITA Manajemen Bullying Menjadi Prestasi
37 x ditonton · 8 bulan yang lalu

PEKAN JELITA Manajemen Bullying Menjadi Prestasi
37 x ditonton · 8 bulan yang lalu

### i. The Value of Struggle for Children Today



Pekan Jelita SDM RIAU Unggul Nilai Perjuangan Bagi Anak Zaman Now "Ade Hartati"
70 x ditonton · 7 bulan yang lalu
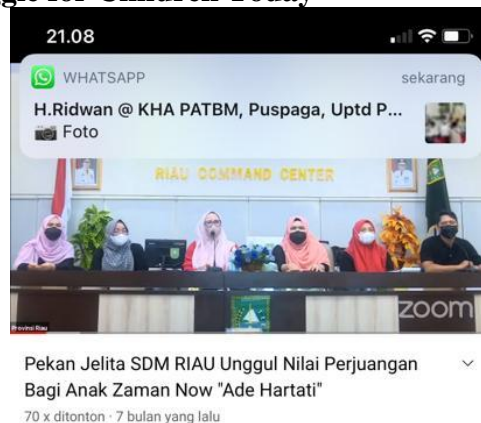
### j. Free Association or Free Association?



PEKAN JELITA Literasi Pembangunan SDM Riau Unggul : *Bebas Bergaul Atau Pergaulan Bebas*.
60 x ditonton · 7 bulan yang lalu

## 2. Heart Pledge Program

The Promise Heart Program is a program for children=teenagers to talk as widely as possible to share their experiences (Valentine, 1996). The promise of the heart program is not recorded and cannot be viewed again because of the live broadcast on Instagram. The purpose of this program is to provide a place for young people to consult about youth issues.



## 3. Go-To School Program

The Go-To school program is a program designed to involve students in the targeted school. In the implementation of this program all are guided and filled by the students themselves and also the student council from the school. . The schools visited were SMAN 6 Pekanbaru, SMAN 14 Pekanbaru, SMP N 13 Pekanbaru, SMPN 3 Pekanbaru.

## 4. Closeout Chat Program (O2)

The *Obrol Obrol* (O2) program was created to expose teenagers who excel in non-academic fields. This program also explores the experiences of teenagers who have excelled so that this activity is quite liked by teenagers. Some examples of themes and figures and achievements raised include:
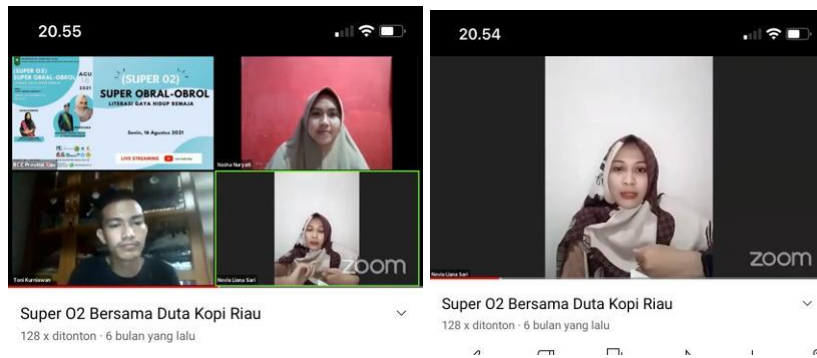
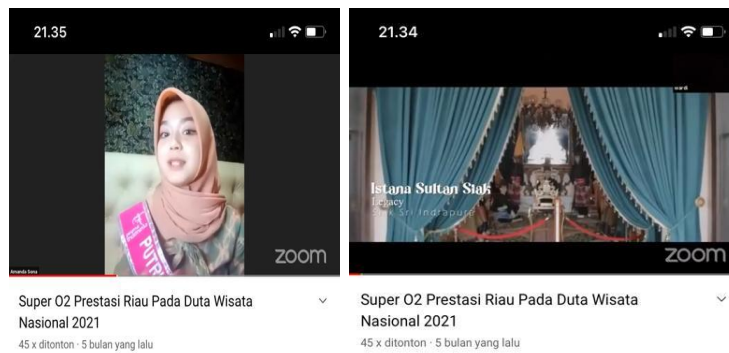a. Youth Lifestyle Literacy with the character Azzahra Alfaris
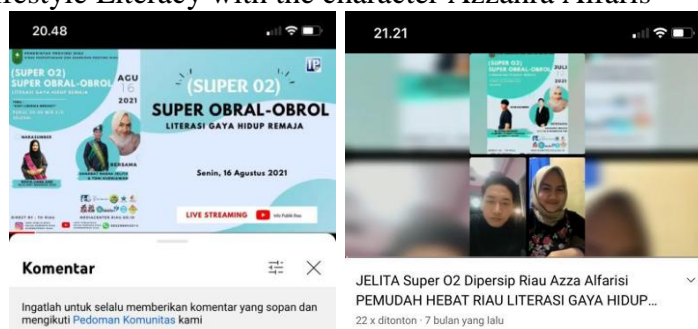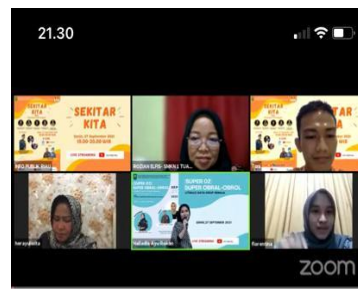
b. The Poet's Fortune Studio



c. Coffee Ambassador



d. tourism ambassador

e. Nalladia Ayu Rokan Inspiration



Super O2 "Nalladia Ayu Rokan Inspirasi
Perempuan Berorganisasi"
85 x ditonton · 5 bulan yang lalu

## 5. Family Room Program

The Family Room program was launched to provide literacy to parents, namely parents who have children under 18 years of age. The themes raised are also about problems faced by families in the context of parenting



The themes raised include:

a. Different but not to be distinguished



JELITA LITERASI KITA "EDISI BILIK KELUARGA"
Berbeda Tapi Bukan Untuk Dibedakan
77 x ditonton · 7 bulan yang lalu

JELITA LITERASI KITA "EDISI BILIK KELUARGA"
Berbeda Tapi Bukan Untuk Dibedakan
77 x ditonton · 7 bulan yang lalu

b. Toxing Parenting

JELITA EDISI : "BILIK KELUARGA" Toxic PARENTING
186 x ditonton · 6 bulan yang lalu
PERPUSTAKAAN SOEMAN HS PROVINSI …

JELITA (Jendela Literasi Kita) #Literasi Keluarga
48 x ditonton · 7 bulan yang lalu

c. Parental Demands Against Children

PEKAN JELITA Literasi Keluarga Edisi Tuntunan Orang Tua Terhadap Anak
58 x ditonton · 7 bulan yang lalu

PEKAN JELITA Literasi Keluarga Edisi Tuntunan Orang Tua Terhadap Anak
58 x ditonton · 7 bulan yang lalu

## CONCLUSION

Based on the results above, it can be concluded that: Involvement of youth in creating content greatly affects the behavior of adolescents because it increases the literacy of young inspirational figures. The involvement of teenagers as hosts and recording and others makes the youth's energy drain so that they are more productive. By providing information and education continuously increase youth literacy. Teenagers have time to explore their own abilities.

## REFERENCES

Bergin, Christi, & Bergin, David. (2009). Attachment in the classroom. *Educational Psychology Review*, *21*(2), 141–170.

Fauziyah, Nur, Sukaris, Andi Rahmad Rahim, Wardana, Dodi Jaya, Paulina, Eli Ismiyah, & Fathoni, Zainuddin. (2021). *Enhancing Human Resources Productivity Through Engineering, Sosial, Science, and Health During Covid 19 Pandemic*.

Feather, John, & Sturges, Paul. (2003). *International encyclopedia of information and library science*. Routledge.

Grassian, Esther S., & Kaplowitz, Joan R. (2001). Information literacy instruction. *Neal-Schuman, New York, NY*.

Grohmann, Antonia. (2018). Financial literacy and financial behavior: Evidence from

the emerging Asian middle class. *Pacific-Basin Finance Journal*, *48*, 129–143.

Hasazi, Susan Brody, Gordon, Lawrence R., & Roe, Cheryl Ann. (1985). Factors associated with the employment status of handicapped youth exiting high school from 1979 to 1983. *Exceptional Children*, *51*(6), 455–469.

Hellawell, David. (2006). Inside–out: analysis of the insider–outsider concept as a heuristic device to develop reflexivity in students doing qualitative research. *Teaching in Higher Education*, *11*(4), 483–494.

Irawan, Andi Wahyu, Dwisona, Dwisona, & Lestari, Mardi. (2020). Psychological impacts of students on online learning during the pandemic COVID-19. *KONSELI: Jurnal Bimbingan Dan Konseling (E-Journal)*, *7*(1), 53–60.

Kirby, Douglas B., Laris, Ba A., & Rolleri, Lori A. (2007). Sex and HIV education programs: their impact on sexual behaviors of young people throughout the world. *Journal of Adolescent Health*, *40*(3), 206–217.

Lindenmeyer, Kriste. (1997). *A right to childhood: the US Children's Bureau and child welfare, 1912-46*. University of Illinois Press.

Megananta, Janatul Rona, & Fauzi, Agus Machfud. (2022). Kediri government policy before year end holiday middle of the covid-19 pandemic. *International Journal of Law and Society (IJLS)*, *1*(1), 1–10.

Ratcliffe, Mary, & Grace, Marcus. (2003). *Science education for citizenship: Teaching socio-scientific issues*. McGraw-Hill Education (UK).

Shanahan, Timothy, & Shanahan, Cynthia. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, *78*(1), 40–59.

Valentine, Gill. (1996). Children Should Be Seen And Not Heard: The Production And Transgression Of Adults'public Space. *Urban Geography*, *17*(3), 205–220.

Wong, Kevin Martens. (2019). *Kodrah Kristang: The initiative to revitalize the Kristang language in Singapore*.