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Media Literacy Levels of Archivists in Institut Teknologi Sepuluh Nopember (ITS)

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ABSTRACT

Media literacy is a concept that describes a person's ability to utilize media, analyze information, and communicate it. This concept is used by researchers to see a person's ability to relate to information media. This study discusses the level of media literacy of archivists in the Institut Teknologi Sepuluh Nopember (ITS). The archivist has a strategic position in information management of the university. In this respect, it needs to be reviewed related to the competence of the media literacy of archivists. In this era of information, archivists are faced with various job challenges due to the development of information technology, including the fast in disseminating information and the emergence of false or misleading information (hoaxes). This condition causes archivists not only to be required to have competence in utilizing information technology but also to be able to analyze and communicate information correctly to provide a fast, accurate, and reliable service. This competency will be reflected in the level of media literacy of archivists. This research uses the descriptive quantitative method by focusing on the aspects of a phenomenon and the reality of media literacy by archivists in ITS. The level of media literacy can be seen from the Individual competence framework presented by the European Commission (2009). The result of the study showed that the media literacy of archivists in ITS is at a medium level, which indicated the competence is more focused on the ability of technical skill and critical understanding. While in the social competence aspect are classified as passive users.

Keywords: Archivist, Media Literacy, Competence

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INTRODUCTION

The archivist profession in an organization has a strategic role in the management of information and knowledge. The role has an impact on the demand for competency fulfillment that archivists must-have. In addition to technical competencies in managing archives, archivists are expected to

have other competencies to deal with various job challenges in the era of information technology. Media literacy is one of the competencies required by archivists. This describes an archivist's ability to search, understand, analyze, and communicate information in the form of archives or other documents. Related to this, Buckhigam (2004) explains that media literacy includes three dimensions in the use of information, namely the ability to access, understand, and create communication in various contexts.

Regarding media literacy as a competency, Livingstone (2004) defines media literacy as a competency and the ability to access, analyze, evaluate, and create messages in various forms (Potter, 2011). Four components, including access, analysis, evaluation, and content creation, are a competency-based approach to media literacy. These components support each other in a non-linear relationships. This is related to a dynamic learning process with competencies to analyze and evaluate the use of new media such as the internet.

There is a relationship between information technology and media literacy. Information technology has a strategic role in developing the information. The media is simplified and quickly an organization's performance process. The transformation of society into an information and knowledge-based society requires not only reliable infrastructure (hardware, software, applications, and access) but also human resources or brainwaves with an adequate level of media literacy. This includes the ability to explore various sources of information as well as archives. In Indonesia, the development of information technology plays a role in influencing the level of media literacy in society. People are faced with an environment that provides a variety of alternative information channels that can be used to meet their information needs. This is in accordance with Junni (2007), which states that advances in information technology represented a fundamental change to fulfill the necessary information needs. This also occurs in the behavior of archivists in interacting with various information in order to meet the information needs of their work.

Information technology provides opportunities for improving the effectiveness and efficiency of archives management. Various developments of information technology media, such as the internet, can be utilized as a means of storing and retrieving archives. This is consistent with Buente (2008) states that today more and more modern societies are relying on the internet, 'friendliness' of search engines such as Google (www.google.com) and Yahoo! (www.yahoo.com), as well as other search engines (Altavista, Ask Jeeves, etc.) are believed to have far outperformed library services or other information centers. So if observed, the current public in finding information utilizes not only one information channel such as the archive center but also the internet. This condition describes a phenomenon that occurs around archivists. Archives are currently not only stored in print or paper media but also lead to information technology media. This condition is utilized by all sectors of work to manage archives optimally. Information technology based on archive management requires human resources with good competence in media literacy. Not all archivists are aware of these challenges, so there are various obstacles when archivists do not equip themselves with the competence of media literacy.

Media literacy competence can be an anticipatory step in dealing with information gaps experienced by archivists in the era based on information technology. As discussed in the previous archivist challenge, that is, almost all sectors of work have utilized information technology media, as well as human interactions. This is as stated by Rizkinaswara (2019) through the official website of the Ministry of Communication and Information, which states that digital literacy competency development activities are able to encourage people to actively participate in spreading positive content through the internet and be more productive in the digital world. The Ministry of Communication and Information Technology participated in the national movement of digital literacy cyber creation alongside 93 stakeholders, including partners from various circles, the caring community, the private sector, academics, civil society, government, and media.

Research related to media literacy has been done by previous researchers. Most of the research was aimed at the student population and related to the educational context. This is because the discussion of media literacy is more related to the development of a community learning process at the elementary and higher levels. For example, research conducted by Buckhigam (2004), this study explained that in childhood, it had been a process of developing media literacy skills, but they are difficult to express explicitly against the media. Related to access activities, this study shows that children and adolescents already have a high ability in terms of functional literacy, the skills, and competencies needed to gain access to media content, using the technology and software available. Older children are generally aware of setting up the system and already considering everything in search of information as well as to make a decision. Most of the young people show some awareness of the risks associated with sexual content on the internet, although they are less aware of the economic risks. Some studies have concluded that media literacy education is considered an effective strategy rather than the use of a way of blocking or filtering Internet content. This study also explains some of the barriers to media literacy, including social status and economic status. These factors are an obstacle for children to access the internet, although not as big as in obstructing access to media such as radio or television. However, other identified barriers have the potential to reduce their access to media such as disability and ethnicity, or about individual roles and motivations.

Some studies were also used by previous researchers to describe the media literacy levels of persons. One organization that is focused on developing various approaches to media literacy is the European Commission (2009). The European Commission uses the concept of Individual Competence Frameworks to measure a person's ability to use, produce, analyze, and communicate information through the media. This individual competence is divided into two categories. The first category is Personal Competence, which is a person's ability to use media and analyze media content. Personal competence consists of two variables, namely technical skills and critical understanding. Technical skills are the ability of techniques in using media. That is, someone is able to operate the media and understand all types of instructions contained in it. Meanwhile, critical understanding is the cognitive ability in using media, such as the ability to understand, analyze, and evaluate media content. The second category is social competence, which is a person's ability to communicate and build social relationships through the media and be able to produce media content. Social competence consists of communicative abilities, namely communication skills and participation through the media. These abilities include the ability to build social relationships as well as participate in the community through the media. In addition, these communicative abilities also include the ability to create and produce media content.

A person's media literacy abilities are classified into three levels, which are measured based on the individual competence framework indicators. In general, the three levels of media literacy are as follows. The basic type is represented by the ability to allow basic use of the media. Individuals at this level still have limitations in the use of internet media. The user knows the basic functions and is used for certain purposes without a clear direction. The capacity of users to think critically in analyzing the information received is still limited. The ability to communicate through the media is also limited. The second type is a medium type indicated by fluency in the use of media, knowing its functions, and being able to perform certain functions, carrying out more complex operations. The use of internet media can continue as needed. The user knows how to obtain and assess the information he needs and uses this information retrieval strategy. Meanwhile, the third type is an advanced type who is very active in the use of media, being aware and interested in various regulations that affect its use. Users have in-depth knowledge of techniques and language and can analyze and then change the conditions that affect them—being able to communicate and create the message. In the social field, the user is able to activate group collaboration, which allows him to solve problems (European Commission, 2009).

In addition to this classification, Fedorov (2011) also classifies a person's media literacy levels based on the following media literacy indicators.

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Table 1. Indicators of Media Literacy

No.	Indicator	Description
1	Motivation	Describes individual motivation when accessing media, for example, artistic motivation, intellectual motivation, psychological motivation.
2	Contact	Shows the frequency of use of internet media by individuals.
3	Perception	Shows the ability to accept various types of media.
4	Interpretation	An ability to critically analyze the impact of internet use.
5	Activities	Individual's ability to choose media according to their needs and always develop information search strategies
6	Creativity	Individual's ability to create through internet media.

Source: Fedorov (2011)

Different from media literacy studies previously, in this paper, researchers deliberately used the concept of media literacy to describe the competence of archivists in control of information management, especially in the ITS. The competence of archivists in the era of information is very diverse and develop this is because the task of archivists is more related to information technology media. The task of managing records is not easy but becomes an important and strategic task within an organization. In this regard, media literacy is one of the competencies that archivists need in terms of managing organizational information. Media literacy archivists in the ITS generally describes the ability to use, evaluate, analyze, and communicate information, either conventionally or digitally. This ability is very much needed by archivists at ITS, considering that the duties and functions of archivists are closely related to the management and utilization of information**.** Based on the description of issues related to media literacy and the task of archivists in an era based on information technology, the authors would like to further examine how the level of media literacy archivists in ITS is based on the individual competence framework indicators presented by the European Commission (2009).

METHOD

This research uses a descriptive quantitative method. The primary objective is to describe the reality of media literacy of archivists in ITS, particularly related to the use of the internet. According to Sugiyono (2008), the quantitative method views reality as something concrete, can be observed with the five senses, can be varied according to type, shape, color, and behavior, can be measured, and verified. Media literacy of archivists in ITS in use of the internet is an ability in the form of behavior that can be measured and verified based on research indicators so that the quantitative method is relevant. This study uses the Individual Competence Framework (European Commission, 2009) as the main indicator in describing the level of media literacy for archivists at ITS.

The population in this study were all work as archivists at ITS. Given the number of archivists at ITS is not more than 100, the total sample is taken or by using "total sampling." There were 88 archivists who as the samples of this study. The data of the study were collected from the questionnaire that was distributed to all of the participants. Given the current study was conducted in a pandemic covid-19, then the distribution of questionnaires conducted online by google form. In addition, researchers also conducted online interviews as a strategy for exploring sample answers (probing). The responses were displayed automatically by google form, which was later analyzed using theoretical interpretations based on media literacy concepts and individual competence framework indicators.

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RESULTS AND DISCUSSION

Archivists in ITS doing their jobs supported by information technology relies on computers, laptops, or smartphones. This condition requires archivists to have the basic ability to operate information technology media. This is fundamentally included in the concept of technical skills, as conveyed by the European Commission (2009). Technical skills describe the ability of technique in using media. That is, someone is able to operate the media and understand all types of instructions contained in it. The level of media literacy of archivists in ITS can be known from the technical skills possessed. These technical skills covered several dimensions, namely the ability to use media actively (balanced and active use of media) and utilize of internet media is higher (advanced internet use) (European Commission, 2009).

The archivist capabilities at ITS to actively use the media illustrated through several indicators, namely the frequency of internet use, the duration of internet use, the types of websites that have been accessed, the purpose of accessing internet media, the medium used to access the internet and the strategies used when experiencing internet use obstacle.

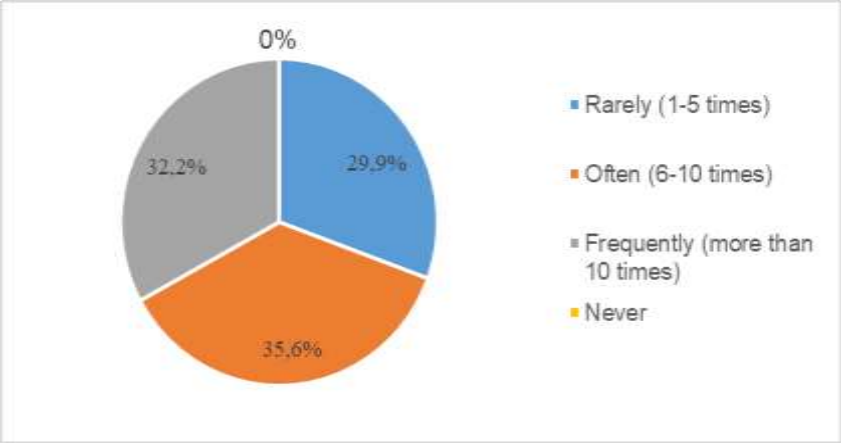

Figure 1. Frequency of Internet Use
Sources: Primary Data

Based on figure 1, showed that the average use of the internet for searching for information (archives, letters) by archivists at ITS is quite high. The highest percentage was found among archivists, who often stated (35.6%) and frequently (32.2%). The frequency of using media based on technology for searching information illustrates the media literacy capability of archivists at a basic level. The high frequency in the use of information technology media indicates a better level of media literacy. Fedorov (2011) stated that the frequency of internet use and the duration of time to access the internet indicate a "contact" indicator that can ultimately determine a person's level of media literacy.

The task of archivists at ITS currently focuses on the management of archives and electronic records. The use of e-document and archival information management systems in ITS requires archivists to utilize information technology media intensively. In addition, the service process and tracing archive are mostly carried out by using the search facilities provided by the e-document and archival information management system. This condition makes the frequency of internet use by archivists in ITS was quite high.

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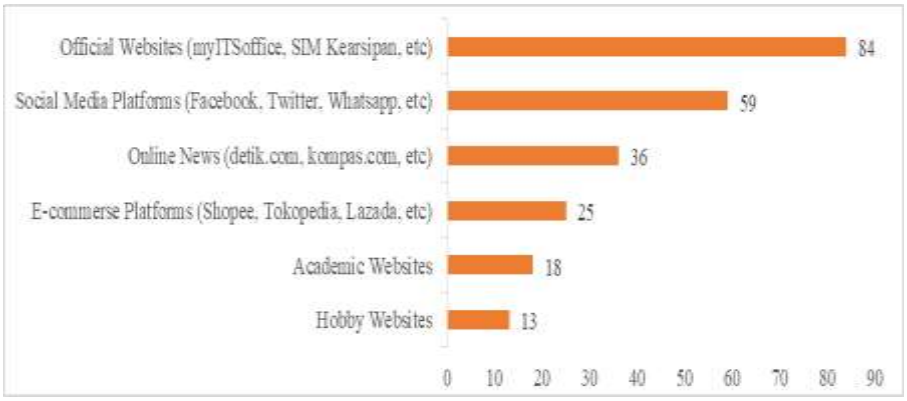

Figure 2. The Most Visited Websites
Sources: Primary Data

The ability to use media actively (balanced and active use of media) is an indicator of technical skills, which means that a person must be able to use internet media according to his information needs. The type of website that has been accessed shows what a person's information needs. Related to media literacy is someone who has a high level of media literacy ability should be able to put their information needs as the reason for accessing a particular website. Figure 2 showed that the type of websites accessed by archivists in ITS more related to their work and also social media. Of the 88 respondents, 84 stated that they access office websites (my office, academic information management system, archival information management system). Related to this, Horrigan (2002) states that one of the activities that can be done by someone when accessing the internet is an activity that aims for the benefit of information (information utility), that is activities to search for online information, such as product information, travel information, weather, information about movies, music, books, news, school information, health information, government information, financial information, employment information, or information about politics.

The purpose of archivists in accessing information technology is considered as motivational drivers for archivists in ITS to access the internet. The purpose of using internet media by Fedorov (2011) is referred to as "motivation," which is defined as an indicator of media literacy that shows a person's motivation when accessing media, for example, art motivation, intellectual motivation, and psychological motivation. Most of the objectives of archivists at ITS in accessing the internet are to follow up their job, including creating e-document and e-archive. In general, archivists at ITS show a tendency to prioritize the interest of work over the interest of pleasure when accessing the internet. So this condition shows that the level of media literacy for archivists at ITS is quite good. The purpose of accessing social media among ITS archives, according to Fedorov (2011) which states that the need for pleasure will definitely arise in everyone when accessing internet media, although the percentage will be different at each level of media literacy. A person with a basic level of media literacy would prefer for pleasure, while at the advanced level, the need for this pleasure will be reduced.

The ability to use media actively (balanced and active use of media) presented in the European Commission (2009) showed that a person’s level of media literacy could be known from strategies taken by a person when experiencing various obstacles in searching for information through the internet. Related to the problem of accessing the information on the internet, Dervin (1992) revealed that in the process of a person's search for information, a person would be faced with a set of variables called "situation stop. " This variable is used by Dervin to show how a person deals with obstacles when they are looking for information. The variables faced are as follows: 1) Decision Stop, which is when a person is faced with two choices, which the person must choose or

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decide to choose one of them. 2) Barrier Stop, which is when a person has chosen one of the options, but then the person finds a new obstacle of the choice they have specified. 3) Spin Out Stop, which is when a person feels lost and confused to decide which way or way to go. 4) Wash Out Stop, which is when a person loses his way and a way of solving the problem. 5) Problematic Stop, which is when a person feels that he or she is going through a path or a way that he doesn't want to go through.

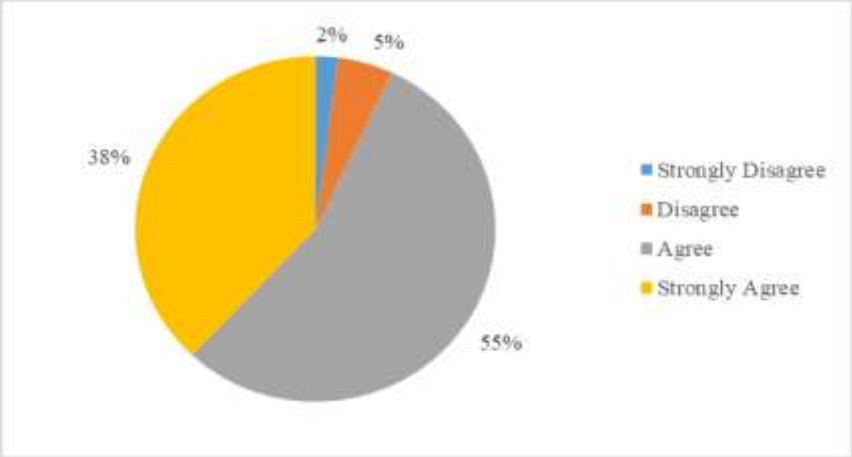

Figure 3. Strategies for Asking Others for Help
Sources: Primary Data

In Figure 3, showed that most archivists in ITS asking others for help when they are experiencing information search barries. A majority agreed (55%) and strongly agreed (38%) to ask others for help when experiencing information search barries. This condition indicates that the archivist characters in ITS rely on information networks from social relations. The existence of relatives and co-workers is the main thing in completing work. Fedorov (2011) states that a person belonging to the medium media literacy level has the practical ability to perform the process of searching for information through the internet with the guidance of others such as family, friends, and other consultants.

In contrast to technical skill indicators, which are more directed to technical abilities in the use of internet media, critical understanding describes a person's ability to analyze and evaluate internet media content comprehensively. The archivist is a profession that is not only required to be able to organize archives and information but also be able to analyze various information in the archives. In addition, archivists are also required to provide accurate information and classify archives based on the characteristic of access, whether an archive contains confidential information or not. In this study, the critical understanding dimension of archivists in ITS are illustrated with several indicators that lead to the ability of archivists to analyze information, including the ability to understand the content and functions of internet media (understanding media content and its functioning), knowledge and understanding the regulations (knowledge about media and media regulation), and specific behavior in using internet media (user behavior).

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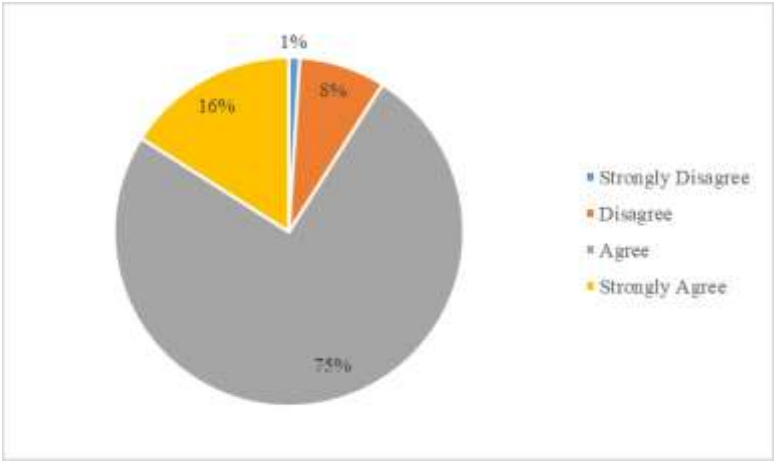

Figure 4. Ability in Identifying Accurate Information
Sources: Primary Data

An archivist is a profession that is responsible for providing accurate information. These conditions require archivists to have the ability to obtain and identify accurate information. Based on data in Figure 4 showed that almost all archivists at ITS (91%) the ability to identify accurate and relevant information according to the job. This is partly due to the facility of the Archival Information Management System and MyITSOffice, which provides accurate information. In order to that, archivists can carry out the process of searching for information in the context of work through the Archival Information Management System provided by ITS, without having to evaluate it more deeply. Related to this activity, Meho (2003) referred to this identification process as a verifying process in the process of searching information over the internet, which is characterized by activities related to checking the accuracy of the information. In this regard, some research on information literacy has focused on the strategy and the extent to which information is evaluated, as information is evaluated in an ICT-based environment. This study shows that a number of factors can be considered in evaluating information, including reliability, relevance, accuracy, objectivity, adequacy, type of information source, and ethics of use. This condition is relatively similar to what archivists at ITS think about, where various SIM facilities for managing and tracking the information have been provided to support their daily work. Based on the ability of archivists at ITS in identifying accurate information, archivists in ITS at the advanced media literacy level.

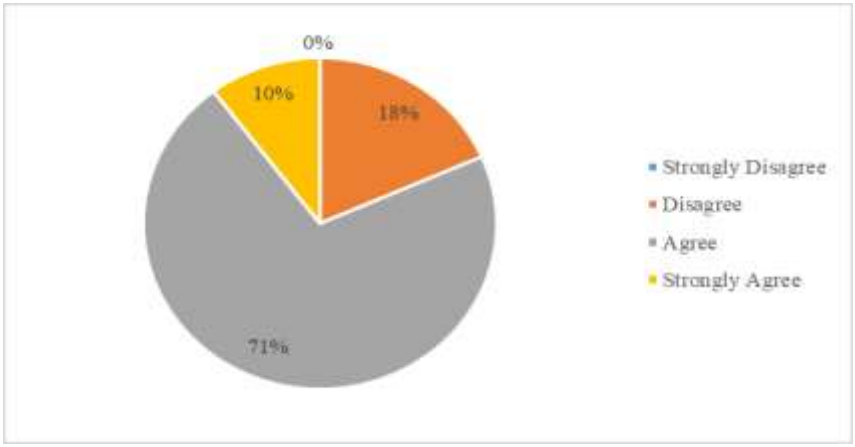

Figure 5. Ability to analyze information, letters, and archives
Sources: Primary Data

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Based on Figure 5 showed that 71.3% of archivists in ITS agreed that they feel able to analyzing and criticizing information. The archivists in ITS are faced with the daily circulation of information in the form of letters and archives available on the Archival Information Management System and MyITSOffice application. They are required to play a role in analyzing the information. There are many ways that archivists at ITS can criticize the contents of the letter. For example, there are those who discuss it with colleagues and leaders. Associated with the ability of archivists in ITS in understanding and evaluating the information content, Bettina Fabos (2004) argues that it discusses the importance of the evaluation of the online pages. In practice, Fabos argues that evaluation measures are often less effective. Someone may judge that the site is not too inadequate when they are not familiar with the topic that they are using. They largely failed to implement these indicators, rather than on suppression issues related to information access speed and attractive visual design. Evaluation of the information contained on the website will ultimately be achieved through the process of analysis and comparison of information sources. They submit that the website can easily be used as a good source, reliable and factual. Based on the ability of archivists in ITS in understanding and evaluating the content of information on the internet, especially in letters, archives, and information already provided in the MyITSOffice and Archival Information Management System application, then the level of media literacy for archivists in ITS at the medium level. This is because archivists still need assistance to know whether the information is accurate or not.

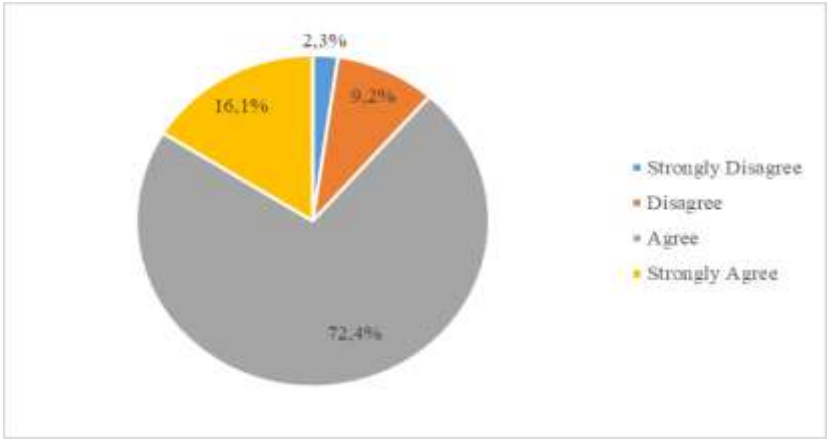

Figure 6. Ability to Identifying True and False Information
Sources: Primary Data

In the era of information makes it possible to spread false information or what is commonly referred to as a hoax. This condition becomes a challenge for the archivist profession in ITS. These challenges can be faced by improving the ability to identify true and false information (hoaxes). Based on the data in Figure 6. shows that most archivists in ITS state, it is able to identify correct information and hoaxes. In addition, there are still 11.5% who feel they do not have this ability. There are many risks that will arise if the archivist does not have the ability to distinguish correct information from hoaxes. The archivists in ITS are more likely to check the truth information through the use of the Archival Information Management System and MyITSOffie application. Related to this, Ellis (1989) states that what these managers do can be said to be a differentiating process, namely the behavior of seeking and utilizing known differences (for example, information sources) between sources on the internet as a way to filter the amount of accurate information.

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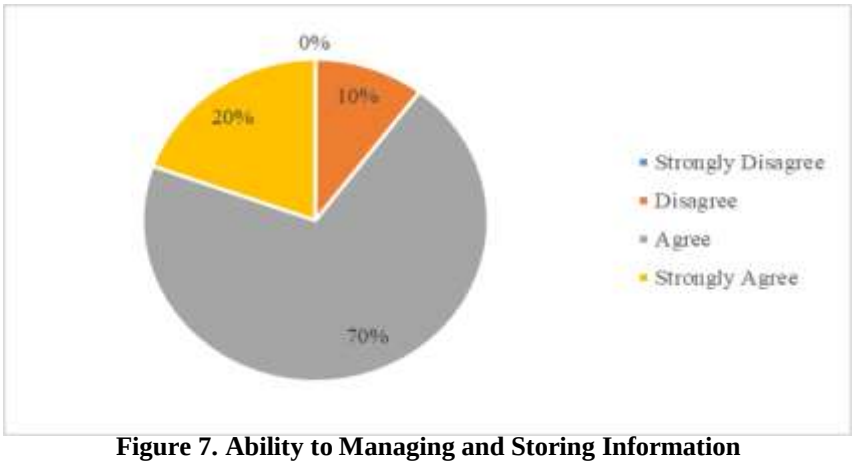

Figure 7. Ability to Managing and Storing Information
Sources: Primary Data

The ability to manage and store information can be said to be the main competency of the archivist. This is also an indicator of a critical understanding of the level of media literacy for archivists. Based on Figure 8, showed that 70.1% agreed, and 19.5% strongly agreed that they were able to manage information properly. Contrary, there are 10.3% of archivists who feel they do not have the ability to manage archives. This figure should be even lower, considering that competency in managing and storing information is a major requirement in the archivist. Related to this, Tibbo (2003) said that the information behavior of someone who understands the information would be characterized by filling and organizing the information they collect or use to make it easier to retrieve the record. This behavior is commonly known as information managing.

The archivist is also required to know and understand various regulations related to information. Knowledge of applicable laws in the use of information media also illustrates the level of media literacy for archivists in ITS, especially related to the critical understanding dimension. This dimension is illustrated through several indicators, including knowledge and understanding related to information laws and use of internet media, knowledge and understanding of copyright regulations, the intensity in committing copyright infringement on internet media (for example, downloading music files which are copyrighted that you don't hold the copyright to), and types content that has been downloaded freely on internet media. This knowledge and understanding are also related to how archivists understand various archival regulations. Some archival regulations, among others, official script administration, guidelines for archive classification patterns, archive retention schedules, security classification, and access to dynamic records.

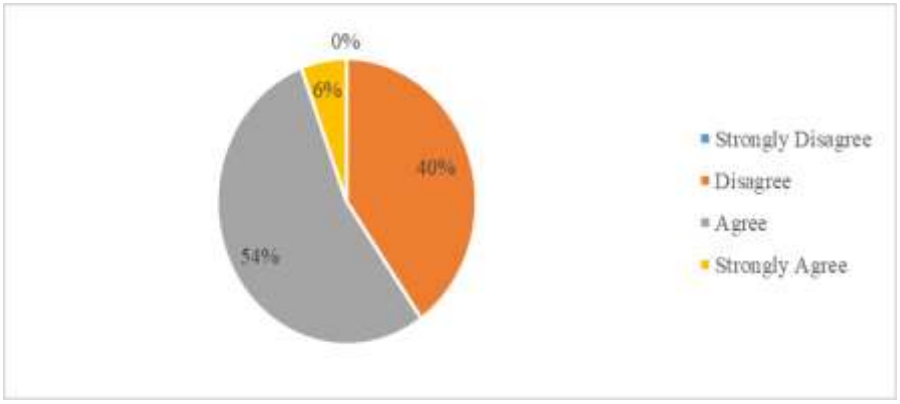

Figure 8. Understanding of Information Regulation
Sources: Primary Data

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Based on Figure 8 showed that the number of archivists at ITS, who stated that they did not understand various information media regulations, was quite high. Media regulations referred to in this case are, for example, the Law on Information and Electronic Transactions and several related regulations. As is well known, the ITE Law is one of the regulations that govern activities on the internet. Archivists at ITS in carrying out their work interacts with internet media, so knowledge and understanding of related regulations are very important in guiding them to interact with the internet. Based on Figure 8., known as much as 40.2% did not understand it. In addition to knowledge and understanding of regulations regarding internet use, archivists at ITS also need to have knowledge and understanding of archival regulations. The archivist profession is not only to be able to organize archives well but also to understand various related regulations. This is because archives are authentic sources that have some administrative and legal value. These values are regulated in various regulations, such as archival regulation. In this regard, Fedorov (2011) states that individuals at the advanced media literacy level will be very active in media use, become aware and interested in various regulations affecting media use. Users have in-depth knowledge of techniques and language and can analyze and then change the conditions that affect them and can also communicate and create messages.

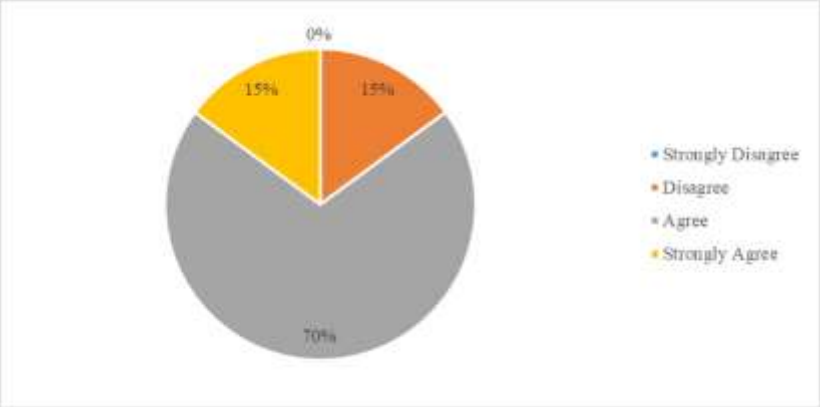

Figure 9. Ability to Get Up to Date Information
Sources: Primary Data

One of the qualities of information is determined by the up to date level of information. The archivist profession is also required for updating data, so that competence is needed in identifying up to date information. One of the levels of media literacy is the ability to identify up to date information. Based on Figure 9 showed that the percentage of archivists at ITS who claim to be able to identify up to date information is quite high, as much as 88%. Related to this, Ellis (1989) states that monitoring the renewal of information sought is important. He calls it a monitoring activity, that is, behavior to regularly maintain the latest information developments in a field. This process is done by following certain sources.

In the era of information technology development, archivists can utilize many opportunities to develop their communication skills through the internet. Good communication skills will support the performance of archivists in seeking archives and providing archival services. Communication skills are closely related to the condition of media literacy skills. The media literacy levels of archivists in ITS based on communicative ability indicators can be seen in the ability to socialize and participate through the internet and produce online pages. This communicative ability indicator includes several dimensions, namely: the ability to communicate and build social relations through social media on the internet (social relations), the ability to participate with the community through internet media (citizen participation), and the ability to produce and create content on internet media (content creation).

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The ability to use information technology media as a means of communicating and establishing social relations, including in the dimensions to describe a person's media literacy level. Indicators to find out the description of this dimension include the type of social media, the ability to establish social relations through social media, the frequency of social media use, perceptions of social media use, use of chat applications, discussion topics in the chat applications, and the type of information written on social media.

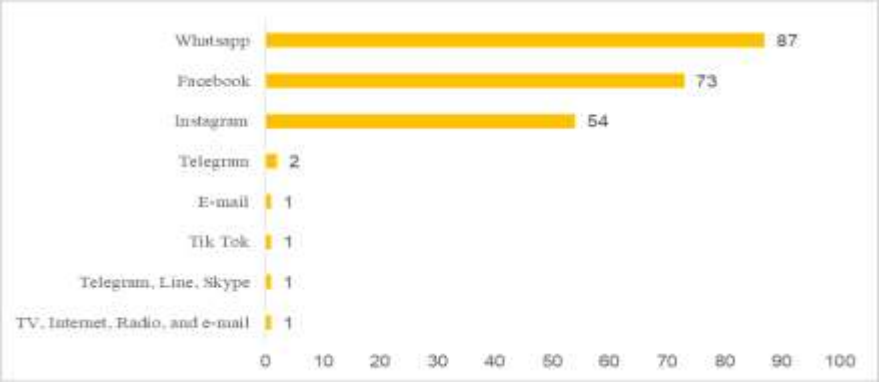

Figure 10. The Most-Used Social Media Platforms
Sources: Primary Data

Based on Figure 10 showed that most archivists at ITS use various social media as a means of build social relations. Of the 88 respondents, there were 87 respondents who used WhatsApp. Facebook (73 respondents) occupied second place and was followed by Instagram (54 respondents). Based on these data, it is known that WhatsApp is the most widely used means of communication by archivists in ITS. The archivists in ITS not only utilize WhatsApp as a means of communication for personal purposes but also as a means of organizational communication. This is evident from the existence of various communication groups on WhatsApp, which are used to facilitate communication-related to the task of managing letters and archives. Ownership of much social media is not a measure that a person has high media literacy skills, but the level of the advanced type of media literacy is more towards the ability of archivists to utilize certain social media as a tool to interact with families, friends, and others as it is known that social media can unite a relationship over a long distance. The facilities for uploading documents, photos, videos, chatting are some of the facilities that make someone interested in using them.

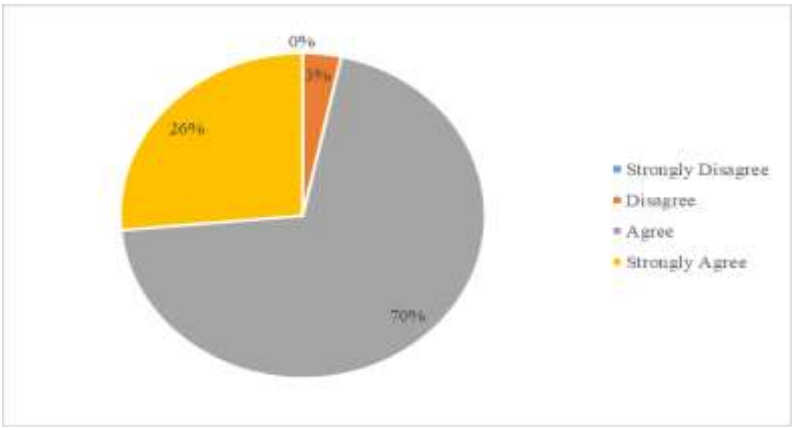

Figure 11. Ability to Build Social Relationships with Social Media
Sources: Primary Data

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The frequency of archivists in accessing social media will usually be followed by their ability to building a social relationship through social media. Based on Figure 11. showed that as many as 96.5% of archivists at ITS stated that they were able to build a social relationship through social media. Social media does provide easier and more practical communication facilities that it can be done anywhere and anytime. This makes it easier for archivists to understand and use the features of social media. In this regard, the European Commission (2009) states that someone with an advanced type of media literacy can make communication relationships and message creation. In social terms, they are able to activate group collaboration that allows them to solve problems.

Archivists at ITS in carrying out their duties cannot be separated from the use of information technology media as a means of communicating with colleagues and relatives. Communication through chatting is used by archivists to coordinate information management and archive search services. Internet media has provided chat facilities that can be used by a person to communicate indirectly through real-time messaging. Chatting, according to Horrigan (2002), is part of fun activities that can be done through internet media. However, chatting can also be used by someone to communicate related to personal and important matters. Regarding the activities of archivists at ITS in chatting, the European Commission (2009) states that a person's media literacy ability can be seen from his ability to communicate and create messages through the facilities available on the internet.

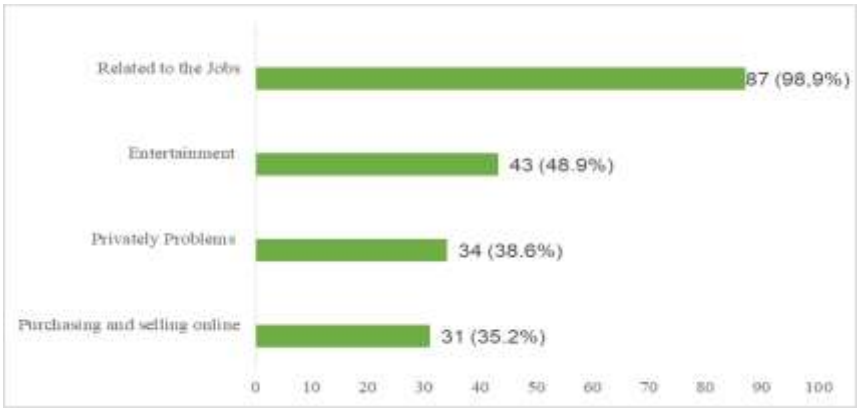

Figure 12. Topics of Discussion in Chatting Applications
Sources: Primary Data

The topic of discussion by archivists at ITS when chatting is very diverse. Based on Figure 12. showed that some of the dominant activities, including work problems (98.9%), entertainment (49.4%), personal problems (39.1%), and buying and selling (25.3%). The topics they discussed are an overview of the information needs by archivists at ITS. This information needed to encourages them to do the chatting.

The level of media literacy in ITS, especially in the social skill dimension, is also seen from participation activities in society through internet media. This dimension is illustrated through frequency indicators in providing comments via social media and also how actively they are in producing content on the internet media.

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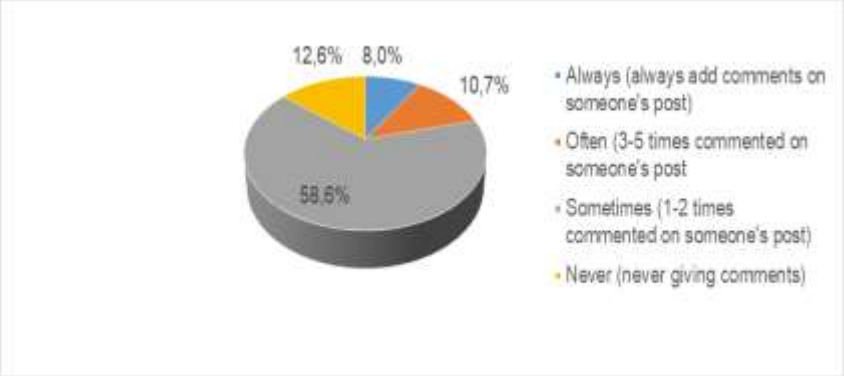

Figure 13. Frequency of Add Comment on Social Media Contents
Sources: Primary Data

Based on the data in Figure 13. showed that most archivists at ITS (58.6%) sometimes provide comments and responses related to what their communities posted on social media. This condition indicates that the information behavior of most archivists in ITS is classified as a passive type; for example, only reading what information they found and viewed. Related to these conditions, Fedorov (2011) states that individuals with an advanced type of media literacy level will have the knowledge to critically analyze the functions of internet media and the information presented on the internet. Individuals also have the ability to connect and synthesize each other information and see existing social realities. In addition, individuals have the ability to say "agree" and "disagree" with existing information based on their critical thinking skills. Related to this, the activity of a person in providing comments on information read from the internet shows the ability to think critically and actively participate as a civil society who cares about the conditions around him. This is in accordance with the statement of the European Commission (2009), which states that a person's media literacy can also be seen from his ability to participate in the community through media (citizen participation).

The level of archivists' media literacy is also associated with the ability to produce and create content on the internet. Internet media provides facilities for users to be able to develop creativity and innovation through internet media, for example, the production of YouTube video content, or simply uploading information and documentation on social media related to facilities on internet media as a means of uploading photos and videos. Livingstone (2005) states that through convergence, the media grows through the commercial power of technology, the boundaries between information and other media becomes increasingly blurred. In their spare time, internet users are experienced in accessing computers and software as a means of information. They convey images and fantasies, provide opportunities to express themselves imaginatively and also play through online games, and have intimate personal relationships through social media. Related to this, Hargittai and Hinnant (2006) revealed that the availability of social support networks is one of the factors that greatly influence a person's information behavior in terms of meeting their information needs. The study of human information behavior shows that when people rely on other humans as sources of information is a common thing. Archivists at ITS also stated that they are sometimes careful to post information on their social media accounts. There are some things that are personal, so they do not post on social media. Their behavior in anticipation of the risks arising from what is written on social media, explained by Buckhigam (2003) that media literacy also emphasizes analyzing and creating messages in the media wisely (Buckingham, 2003).

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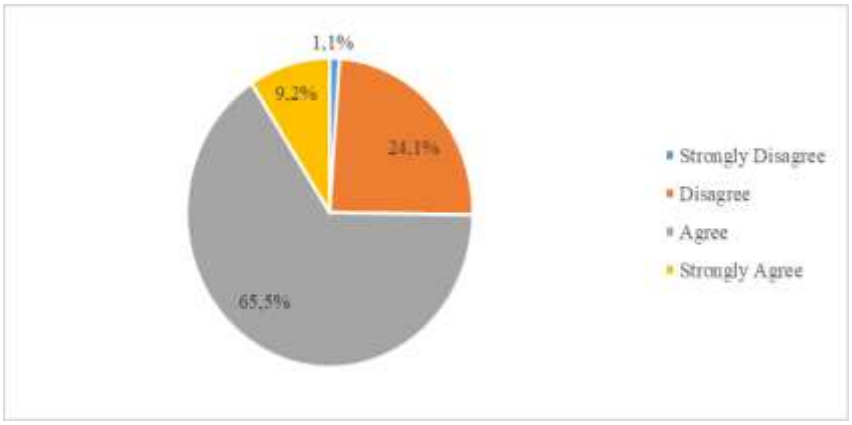

Figure 14. Ability to Improve Creativity and Innovation Through Internet Media
Sources: Primary Data

The ability of archivists to produce content on internet media is illustrated by several indicators, namely the ability to develop creativity and innovation through internet media, the ability to produce content on internet media, the ability to produce content on MyITSOffice and Archival Information Management System Based on Figure 14. showed that most archivists in ITS (65.5%) agree that they have the ability to create and innovate through internet media. The creativity and innovation of archivists in ITS have been facilitated through features on the internet. Some of them are more interested in creating through their own social media accounts. Actually, this ability is related to the lack of motivation to produce content on blogs and websites because it is not related to the main task as an archivist. They are not yet interested and are used to producing content through YouTube, blogs, or websites. There are only a few of the archivists who get a double job as website admin officers, so this strengthens their ability to produce content on the internet.

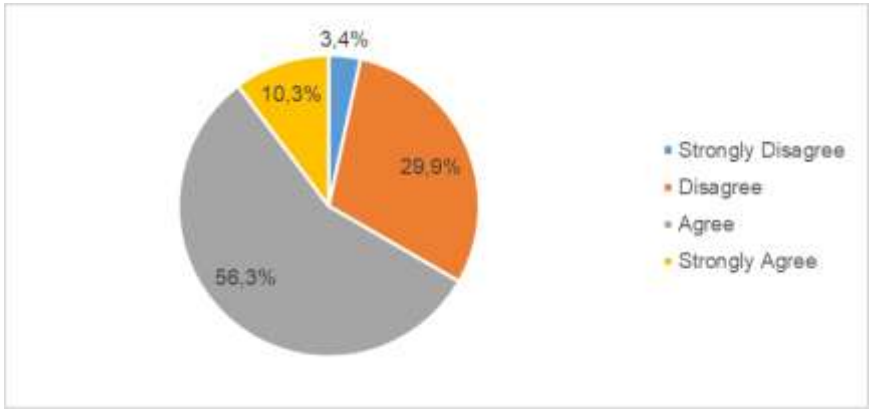

Figure 15. Ability to Create Archive Contents
trough Archival Information Management System
Sources: Primary Data

On the other hand, the ability of archivists at ITS to produce content at the Archival Information Management System is not very good. Based on Figure 15. showed that there are still 32.5% of archivists in ITS who state that they do not have the ability to upload archives through the Archival Information Management System. This condition indicates that the ability to produce content on internet media requires a process and adaptation. If archivists are accustomed to using the internet as a medium for producing content, then their abilities will also increase.

Based on the condition of the archivist's media literacy in ITS as measured by the individual competence framework, it can be known that the technical skill dimensions of archivists in ITS can be classified as an advanced level. This can be shown from the character of archivists in ITS who intensively access internet media in order to fulfill their job duties. In addition, archivists also practice the behavior of using the internet as well. Related to this, Fedorov (2011) states that someone with an advanced level of media literacy will show practical and independent ability to conduct the process of searching for information through the internet. The same thing also happened to the critical understanding dimension; archivists at ITS showed an advanced level of media literacy even though some indicators were still less than perfect. For example, the ability to understand various regulations regarding the use of information media. This condition is explained by Fedorov (2011) that individual with advanced levels of media literacy has the knowledge to critically analyze the function of the media to the internet and against the information presented on the internet. Individuals also have the ability to connect and synthesize information with each other and see existing social realities. Individuals have the ability to say "agree" and "disagree" with existing information based on their critical thinking skills. In addition, they also have the willingness to discuss with others to criticize the information presented in the internet media.

Media literacy levels of the archivist in ITS show something different in the social skill dimension. Although archivists at ITS have used various types of internet-based communication media, they are still at the stage of passively in using media. For example, on the aspect of willingness to produce content through blogs, websites, and some else, they do not show good motivation. So that archivist in ITS can be classified as a medium type. This is as explained by Fedorov (2011), which states that someone with medium level media literacy shows a limited ability to develop creativity through internet media. They only aim to get information from the media.

CONCLUSION

This study shows that media literacy levels of archivists in ITS measured by the Individual Competence Framework is at an advanced level, especially in the dimensions of technical skills and critical understanding. While in the social skill dimension, the level of archivist media literacy in ITS is at the medium level. This condition occurs because there are several supporting factors, including the system and working patterns of archive management in ITS, that have been implemented with information technology. This requires archivists to become familiar with the intensive use of communication and information technologies. In addition, the demands to provide quickly and easily information services require archivists at ITS should have the competence to implement it. However, archivists at ITS still use of information technologies passively to conduct service activities and personal needs. Archivists at ITS demonstrate limited creativity and innovation abilities in the use of internet media. This causes the level of archivist media literacy in ITS based on the social skill dimension it still at the medium level. The competence of media literacy is an ability that can be developed, depending on the willingness of the self and also environmental factors that are able to facilitate the development of media literacy skills.

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