



Increased Health Literacy Skills of High School Students with Media Likes

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Abstract

This community service aims to make students able to do health literacy using media likes. The results of this training are that media likes can increase students' understanding of health literacy by an average of 92.17%, namely students' understanding of health literacy increased by 35.87% (originally 64.13% to 100%), student empowerment in sorting information health increased by 36.74% (originally 46.75% to 83.49%), students' understanding of media likes increased by 56.24% (from 37.52 to 93.76%) and the use of media likes increased by 55.53% (from 35.91 to 91.44%). Media likes contain tips and tricks for doing health literacy, so they can sort out the right information. The results of the health literacy training activities can be said to be successful in the excellent category. Increased knowledge for training participants about health awareness, as well as sorting out health information circulating in the community.

Keywords: media, likes, health literacy

Introduction

Media and information sources in technological developments in modern times are always followed by developments in information. The media plays an important role in providing any information in life, especially health information (Amri, 2016; Nur, 2018; Prasanti & Fuady, 2018). The increasing number of sources of information is expected that everyone will be able to master it and be able to find information to meet their needs. Information plays an important role in supporting the various activities of everyone, because information has become the main need of every individual, especially in the fields of education and research (Grataridarga, 2018; Rufaidah, 2015). A person when looking for information should have the ability and skills to obtain this information in the form of ways of accessing, searching, identifying, finding, reading or understanding, assessing or evaluating and making use of the information obtained (Deliasari & Kurnianingsih, 2017; Johan, 2018; Setyowati, 2015). In current developments, the concept of literacy is no longer only associated with information and media, but has been touched on certain aspects of human life more specifically (Giovanni & Komariah, 2020; Rachmawati, Silvana, et al., 2018; Yusup & Saepudin, 2017).

Literacy skills are needed in accessing various information, especially in the health sector (Musmulyadi et al., 2019; Nurjanah et al., 2017; Pattah, 2014). The Education Development Center (EDC) states that Literacy is more than just reading and writing skills. With the understanding that literacy includes the ability to read words and read the world (Iskandar & Dede Sukmana, 2018; Lisnawati & Ertinawati, 2019). Literacy is broadly defined as language skills including the ability to listen, speak, read, and write, and think

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which are elements in literacy itself (Purwanti et al., 2018; N. P. A. Sari et al., 2017). Information literacy is often applied to educational environments, but lately it focuses on daily life. Information literacy is related to the ability to use information technology but with different competencies and coverage (Purwanti et al., 2018; Rohman & Saeful, 2013). Appears, one must be literate in receiving and obtaining information. One of them is the variety of information about health because health is important for everyone, especially preventing, treating and promoting disease health and making decisions. Information literacy is not only the ability to read and write fluently, but also moderate able process and synthesize accurately large amounts of information online in a way that leads us to the truth of things because they exist in reality (Prasanti & Fuady, 2018). So, everyone is required to have information literacy skills in their health. Health information literacy skills need to be possessed by a person effectively in their health care environment (Prasanti, 2018).

Health literacy is one of the determinants of health and a reflection on how an individual can understand well, assimilate and criticize the reflex on information about health and disease (Kesumawati et al., 2019; Nutbeam, 2000; Sahroni et al., 2019). Health literacy describes the various levels that exist within it. First, the basic ability to read and understand the essential ingredients for health they need, such as reading prescriptions, drug labels and health care instructions. Second, the middle level where the individual already has knowledge from the first level which will be linked to the information in the environment. Third, the high level, which is a mix of primary and secondary levels, which reflects the ability of individuals to analyze various existing information and to further publish the information they have obtained for others so that they can add information, especially in the health sector. Health literacy is an effort to raise awareness of children and prevent children from various health problems and diseases that result in the need for examination, treatment and care (Fitri Perdana & Herawati, 2018; Inten & Permatasari, 2019; Wijaya Kuswanto & Dinda Pratiwi, 2020). If the community has qualified health literacy, the community will be able to seek, understand and even evaluate the health information obtained so that later it can be disseminated to improve the quality of health in certain communities (Fitriarti, 2019).

Hoax or fake news circulates a lot on social media. Data submitted by Rudiantara, Minister of Communication and Information (Menkominfo) of the Republic of Indonesia (RI), shows that the spread of hoaxes and hate speech is indicated to have originated from 800 thousand sites in Indonesia (Amelia Lewerissa, 2019; Ferdiawan et al., 2019). One of the hoaxes that are also widely circulating through social media is the hoax in the health sector. According to a survey conducted by a doctor named Ari Fahrial Syam, more than 90 percent of information about health has unclear sources and cannot be accounted for (Juditha, 2019). However, the news spread freely through social networking sites and instant messaging. This is confirmed by the research of the Journalists' Union Indonesia (PWI) which states that the most hoaxes are information about health. The hoaxes were spread by people accidentally. They consider this information to be conveyed immediately because it is useful for others. This condition is one of the reasons for the rapid spread of hoaxes through social media. The fight against hoaxes is not solely the government's responsibility, but also requires community initiative to be smart about hoaxes (Juditha, 2018).

Students really trust the health information they find on the internet. Someone will easily receive any information about a person, group of people, policies, and certain products, if that person already has a liking for it (Juditha, 2019). The results of the information they obtained were immediately applied without finding out other sources. As a result, many students were deceived by using drugs that were not in accordance with the proper rules. The percentage of initial conditions in health literacy in high school is depicted in the following graph.

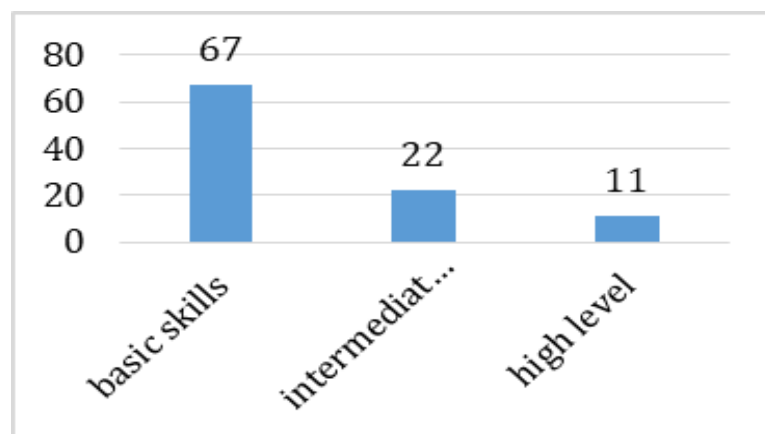


Figure 1. Percentage of Student Health Literacy

As seen in Figure 1 shows that the highest percentage of students' health literacy skills is still at the basic level. This shows that students are able to read and understand the essential health materials they need, but have not been able to analyze the health information that has been obtained. Students who are used to solving problems will have the habit of reading various sources, so they can train themselves to judge the truth of the information sources read (Patiung, 2016; Permana et al., 2016). The results of the initial conditions show that students' health literacy is still low, so that learning is needed that can improve students' health literacy. Students need to know what is needed about health literacy, where it can be found, in what ways to get it, how to process it, and how to use this information (Rusmana et al., 2018; Saepudin, 2013). Therefore, the author raises the topic of this research, its relationship with media likes to support high school student health literacy. This activity is carried out in several stages, namely the method of socialization with lectures, practice, and monitoring and evaluation of health literacy. The hope of this activity is to increase students' knowledge about awareness of health, as well as sorting out health information circulating in the community.

Materials and Methods

Community service activities carried out by the socialization method with lectures, practices, and monitoring and evaluation of health literacy. The first activity is the socialization of health concepts and health literacy. This activity begins with a presentation in the form of a lecture on health. The service team provides examples of how to maintain health and the factors that affect health. By getting used to having a healthy culture, students will avoid illness. In addition, it is also given how to sort information about health. On this occasion, the speaker also gave examples of health information circulating in the community. The community service team also posted several pictures / photos about health information that might not be true / hoax. Students are very enthusiastic in listening to the material presented. Some students are very active asking questions about things related to health. The second activity is the practice and exposure of media likes. Students are very enthusiastic in paying attention to the media likes presented by the service team. In media likes, tips on reading health information are conveyed so that students do not fall into false information. In the media likes several hoax news circulating on social media are also shown. The next activity is the practice of searching for health information. students directly tried to search for health information using their cellphones. This practical activity ends with the hope that students can be selective in sorting out health information circulating on social media. The

third activity is monitoring and evaluation (money). This activity follows up from the two activities that have been done previously. Students fill out a questionnaire provided by the service team using google form.

Results and Discussion

The results of the three activities that have been carried out show an increase in the understanding that the participants have. This increase can be seen in the percentage of understanding before carrying out community service activities and after carrying out community service activities which can be seen in Figure 2.

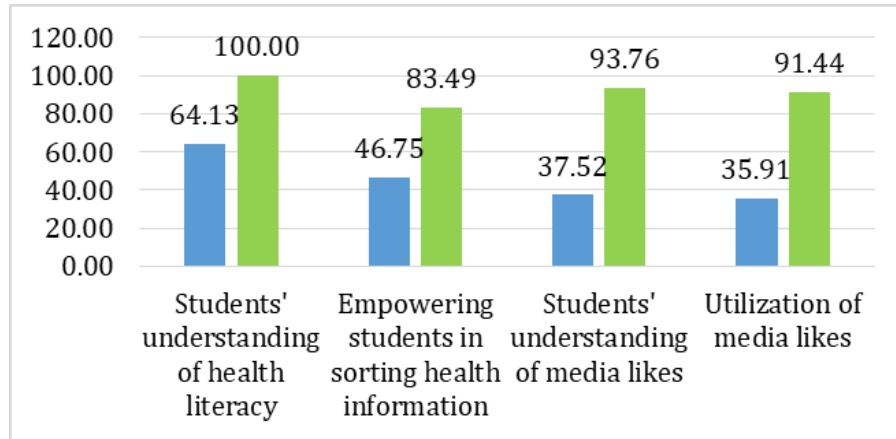


Figure 2. Improving Students' Understanding of Health Literacy

Based on Figure 2, activity participants have experienced an increase in understanding of health literacy by an average of 92.17%, that is, students' understanding of health literacy has increased by 35.87% (originally 64.13% to 100%), student empowerment in sorting health information has increased 36.74% (originally 46.75% to 83.49%), students' understanding of media likes increased by 56.24% (originally 37.52 to 93.76%) and the use of media likes increased by 55.53% (originally 35 , 91 to 91.44%). Therefore, the results of this health literacy training activity can be said to be successful in the very good category. These results are supported by research conducted by Silalahi. The results show that health information literacy is an effective and easy way to ward off health hoaxes (Silalahi et al., 2020).

Four keys to digital literacy competencies, namely knowledge assembly, evaluating information content, searching the Internet, and navigating hypertext (A'yuni, 2015). Students who are accustomed to reading various sources will train themselves to judge the truth of the information sources read. Based on the information obtained, students will follow up on the health of the environment around them. Health education through media publications, and has become literacy should be packaged in line with the process of change in a person, namely reading children to adolescents, then adolescents to adulthood, which is associated with achieving individual health goals and society (Hamson et al., 2018; Rahmawati et al., 2019). Individual health literacy will make people have positive choices in improving their health. Education in schools has a role in improving student health literacy. Teachers or educators are required to teach students about healthy living habits, as well as basic skills in interpreting and using health information (I. P. T. P. Sari, 2013).

The implementation of the community service program went well. Community service programs in the form of health information literacy training need to be continuously

pursued considering that recently hoax information has been spread among the public. Health literacy includes community capacity, skills, knowledge and motivation to access, understand, assess and apply health information in different forms, to shape assessments and decision making in terms of using the health service system, disease prevention and health promotion, to improve quality of life throughout his life journey (Rachmawati, Winoto, et al., 2018). The measurement of a person's health literacy is carried out on knowledge attitudes, motivation and behavioral intentions, personal skills, and self-efficacy related to health so that it leads to new knowledge, more positive behavior, greater self-efficacy, positive health behavior and better health. Health information literacy is very important to do in the community (Hernawaty & Arifin, 2016). Health literacy also describes cognitive abilities and social skills which can be interpreted as immunity and the ability of individuals to access, understand and use information in terms of maintaining their health (Prasanti & Fuady, 2018). The benefits that can be obtained by the training participants are being able to sort out the correct information circulating on social media. Health literacy is a factor that must be considered as an important health competency. With good health literacy, unhealthy behaviors will be lower (Nurjanah et al., 2017).

Conclusion

Based on the description of the results and discussion above, it can be concluded that the implementation of community service activities with the title media likes to support high school students 'health literacy can increase students' understanding of health literacy Media likes contain tips and tricks in carrying out health literacy, so that they can sort out the information right. The results of this health literacy training activity can be said to be successful in the very good category. Increasing knowledge for training participants about health awareness, as well as sorting out health information circulating in the community.

The internet makes social media a part of life for the public to carry out activities, one of which is searching for information to online communities. Social media users must be active and selective in producing the information obtained. With digital literacy, it is hoped that people can produce messages or information and be able to be selective in finding the information needed because of the ability of audiences to produce and select information according to their needs.

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