



## Literacy about Covid-19: Trending Words, News Sources, Comprehension, and Community Curiosity in Perspectives Nonformal Education

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### Abstract

Covid-19 pandemic has presented a lot of learning for the community through various new information and vocabulary related to the nature and meaning of Covid-19. The emergence of this new vocabulary is responded to and understood differently in the community. This study aims to identify and explain the phenomenon of the emergence of trending words (trend words) about Covid-19, news sources, understanding, and curiosity (curiosity) of the public about trending words Covid-19 in the perspective of non-formal education. The study was conducted with a quantitative descriptive approach by taking the population of Malang Raya, which included Malang City, Malang Regency, and Batu City. The sample was chosen purposively by considering the research process must be carried out quickly, data collection should not be done physically close together, and respondents must have an android mobile phone to fill in the instruments in Google Form. Data was collected using a closed questionnaire technique that was distributed through the Google Form Information Technology Application. Data analysis was performed using percentage descriptive statistics. The results showed that (1) there was the addition of new vocabulary about Covid-19, and (2) there were variations in sources, understanding, and curiosity about news and the meaning of vocabulary about Covid-19.

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## INTRODUCTION

The coronavirus, hereinafter referred to as Covid-19 which originally appeared in Wuhan City, Hubei Province, the People's Republic of China is considered as regular news. However, along with the outbreak of Covid-19 throughout the world, the news about the nature and dangers of Covid-19 became very phenomenal. The study of Covid-19, both conducted by experts and observers of health and social community, has presented a variety of new information about Covid-19. New information coming out to the public has changed the mindset of the community about the risks and dangers of Covid-19. On the other hand, the coverage of Covid-19 has also been able to enrich and educate the public in reasoning and narration (Hardika Hardika, Aisyah, et al., 2018).

The ability to reason will certainly affect one's narrative capacity. The ability to narrate will be influenced by the power of information that circulates in the environment and enters the everyday mind. People who have high curiosity power and try to trace the meaning and impact of the newly heard information will have a great opportunity in increasing their capacity and capability. Conversely, people who have low curiosity, they will not experience changes in increasing their capacity and capability. Changes in one's capacity and capability are part of the learning process (Kitchenham, 2012). Learning is also not just passively receiving information, but it is a process of active thinking. Activities based on information received from the environment (Juharyanto et al., 2020). According to constructivist theory, events that occur in the environment are part of learning. The environment is a learning material that contributes to the improvement of people's knowledge and understanding (Nugroho, 2017). In this context, the role of educators is as a learning facilitator with the main role as a learning companion or accompaniment in the process of transfer of learning (Hardika Hardika, Nur Aisyah, et al., 2018).

The outbreak of Covid-19 was also followed by a very massive and intense coverage of how to prevent and harm the virus, so that it succeeded in changing the order of life, people's mindset, and social behaviour (Madurai Elavarasan & Pugazhendhi, 2020). No exception the patterns and processes of community learning, all have changed dramatically. On the other hand, the emergence of Covid-19 has also provided positive learning for all elements of society.

Various kinds and kinds of information

about Covid-19 have also been able to provide enrichment of knowledge to the public through a variety of narratives, arguments and vocabulary. The order and design of learning have also changed along with Covid-19's prevention and governance practices in accordance with health protocols (Pamungkas & Wahyudi, 2020). Various new terms have slid into the public sphere related to Covid-19, both those that concern the nature of Covid-19, the causative factors, ways of preventing and managing environmental adaptation (*Hikmah Pandemi Covid-19 Bagi Pendidikan Di Indonesia*, 2020).

In the view of non-formal education, all events that occur in the community are part of learning (lesson learn)(Gibson et al., 2018). Non-formal education believes that the learning process can occur anywhere and at any time, both with the support of facilities and without support, whether done intentionally or unintentionally (Davis, 2018). Information circulating in the community is a very important part in efforts to enlighten and educate the public (Rahma et al., 2019).

Pandemic Covid-19 has provided extraordinary learning for community intelligence (De' et al., 2020). Cognitive intelligence, psychomotor, affective, and curiosity of the community significantly increase along with the increasingly concentrated passing information circulating in the community {Citation}. Likewise social and spiritual intelligence also increased equally in various walks of life. Based on this description, this study aims to identify four things related to the problem of this study, namely 1) the variety of vocabulary words that become trending in the community, (2) the sources or origins of the vocabulary that become the trending, and (3) understanding the public about the "new" vocabulary, and (4) the community curiosity of the meaning of the trading vocabulary related to Covid-19.

## METHODS

This study aims to identify and explain the phenomenon of the emergence of trending words (trend words) about Covid-19, the source of information for acquiring those trending words, and the community curiosity about Covid-19 trending words in non-formal education perspectives. The study was conducted with a quantitative descriptive approach by taking the population of Malang Raya, which included Malang City, Malang Regency, and Batu City.

Samples were selected purposively by considering the research process must be carried out

quickly, data collection should not be done physically close together, and respondents must have an android mobile phone in order to fill instruments in the Google Form Application Information Technology. Purposive tracked 156 people with higher and lower educational backgrounds from elements of society as filling in Google Form data and interviews through interactive media as a form of data confirmation. Data analysis was performed with descriptive statistics of the percentages for each research finding.

**RESULTS AND DISCUSSION**

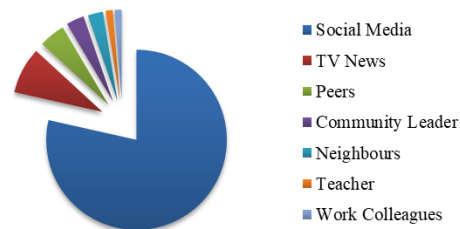
The range of new vocabularies that arise in connection with the Covid-19 pandemic varies greatly, depending on the social position of the community. Among highly educated and permanent jobs, the introduction and absorption of “new” vocabulary about Covid-19 are more varied and more numerous. Meanwhile, for the lower class, that is, people who are not highly educated and do not have jobs in a community that involves many people, the introduction and absorption of “new” words about Covid-19 is very limited. This can happen because the massive invasion of information tends to occur in the working community environment involving the interaction of many people (Madurai Elavarasan & Pugazhendhi, 2020). However, not all public involvement in an information distribution does not guarantee that the information distribution will become wider, this depends on the ownership and accessibility of the information technology it has.

The following are trending words that are often spoken by Indonesian people related to Covid-19 namely *wuhan, hubei, virus, corona, new corona, covid 19, positif, negatif, terinfeksi, ODP, PDP, lockdown, karantina, isolasi, mandiri, masker, APD, rumah sakit, disinfektan, hand sanitizer, semprot, bubarkan kerumunan, jaga jarak, social distancing, physical distancing, surat edaran, maklumat kapolri, di rumah aja, stay at home, kerja dari rumah, work from home, daring, online, kerumunan, sembuh, meninggal, WHO, cuci tangan, 20 detik, berjemur, imun, suhu tubuh, diatas 30 derajat, batuk, demam, bersin, tutup mulut, pandemi, wabah, dokter, perawat, tenaga medis, garda depan, sesak napas, gejala, ibadah di rumah, rumah ibadah, gugus tugas, pembatasan wilayah, penularan, droplets, bersama keluarga, rujukan, protokol, waspada, zone merah, carier, imported case, penolakan jenazah, pemakaman, italia, tiongkok, china, ventilator, bilik disinfektan, claster*, and a few other words.

Some other “new” words that are *trending*,

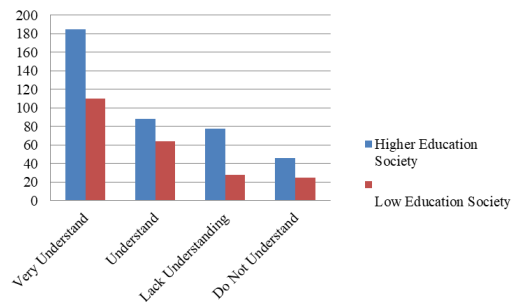
*namely dilarang mudik, Pembatasan Sosial Berskala Besar (PSBB), Pembatasan Sosial Berskala Lokal (PSBL), Adaptasi Kebiasaan Baru (AKB), webinar, google meet, zoom, google classroom, protokol kesehatan, transisi pembatasan sosial, kendaraan diputarbalikkan, Surat Keterangan Ijin Masuk (SKIM), zone hijau, zone kuning, zone merah, zone hitam, surat keterangan sehat, jaga malam, kampung tangguh, berkurang, menurun, dan melandai.*

The source of vocabulary news about Covid-19 can be explained, that from 624 respondents it is known, that people get news through (1) social media (78.5%), TV news (8.2%), peers (4, 6%), community leaders (3.2%), neighbours (2.7% g), teachers (1.4), and work colleagues (1.4%).



**Figure 1.** The Data Graph Source of Vocabulary News about Covid-19

The level of understanding of Covid-19’s vocabulary varies greatly according to individual interests. The higher educated community has a higher understanding than the less educated community. The following is a graph of data on understanding Covid-19’s vocabulary from 624 respondents (data 52% very understand, 28% understand, 12.5% lack understanding, and 7.3% do not understand).

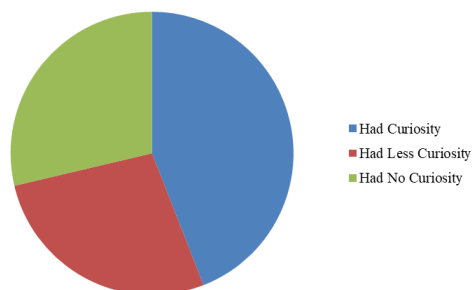


**Figure 2.** The Data Graph of Community Understanding of Covid-19 Vocabulary

The attitude of public curiosity towards the meaning of news and Covid-19 vocabulary also varies. Highly educated community groups tend to have a high sense of curiosity towards information or news related to Covid-19. Low-educated

people have no desire to know and understand the news and Covid-19 vocabulary.

Detailed data on the attitude of people's curiosity towards the news and vocabulary of Covid-19 can be seen in the following diagram.



**Figure 3.** The Graph of Community Curiosity's Attitudes toward News Meanings and Covid-19 Vocabulary

There are 624 respondents 75.2% had curiosity, 9.6% had less curiosity, and 15.2% had no curiosity at all. In the perspective of non-formal education, the diversity and variations in the acquisition of new information, news sources, understanding of the meaning of news, and community curiosity about the meaning of new information are very common. Nonformal education recognizes diversity as part of learning outcomes (Hardika, 2018). The characteristics of a very diverse society, allows the occurrence of differences and gaps in understanding of an object and social problems. The community has the power to construct, construct, and reconstruct information related to their needs.

The development of the character of self learning becomes a very important domain in community learning, because self learning will contribute to the formation of the character of independent learning (Aisyah et al., 2018; Hardika, 2018b). Independent learning which is the main program of learning in all educational institutions in Indonesia must immediately be responded to on a massive scale by increasing the character of self learning and self-initiation ("Transformative Learning Theory (Mezirow)," 2017).

In this regard, it is also necessary to change the mindset of the public about information about Covid-19 regarding the prevention strategy and the possibility of adaptation with Covid-19. The distribution of narratives about Covid-19 should be used as a trigger for the formation of new intelligence among the people. This new intelligence will encourage the formation of new mindsets oriented to the recognition of public truths or truths that arise because of the recog-

nition of many people. In sociological studies, adaptation and recognition of public narratives about Covid-19 can be referenced from opinions on consensus theory and social conflict ((6) (PDF) *The Concept of Bureaucracy by Max Weber*, n.d.).

This theory harmonizes that society has parts and social structures in which there are differences and conflicts about various things, both concerning institutional structures and social behavior patterns (Majid & Fuada, 2020; Pamungkas & Wahyudi, 2020). However, the difference will eventually produce a consensus and mutual agreement on the object of mutual concern. Differences in understanding about the various terms that emerge about Covid-19 are also a real learning towards the formation of public attitudes and opinions about various things that have never been experienced and known.

All elements of society always hold the same position and portion in the context of learning. Each party will act as learners and study participants (Hardika, 2018a; Nur Aisyah, 2017). Each room will become a place and location for learning that is comfortable for the community. Every object will become the media and teaching material in the process of community learning (Aisyah, n.d.). Related to that, the outbreak of Covid-19 has given an important message in the intelligence of the community through the enrichment of new information through written and oral narratives.

In the analysis of non-formal education, community intelligence efforts are not the sole responsibility of educational institutions, but rather are the joint work of all elements of society with equal work weight (Hardika Hardika, 2018). The role of educators is more emphasized as a learning facilitator who is responsible for the smoothness and ease of a person or community doing learning (Hardika Hardika & Trisnamsyah, 2010). On the other hand, the learning facilitator must also be able to portray himself as an agent of change that functions as a catalyst and learning motivator, process helper, resource linker, and solution giver. The role of agents of change is to encourage changes in the mindset of society towards a problem in a more positive and constructive direction. Of course, this role cannot be separated from aspects of the support system, both financial financing and socio-economic regulations and community life arrangements (H. Hardika, 2017; Hardika Hardika, Nur Aisyah, et al., 2018).

Covid-19 information governance as a community learning material can also be viewed from the theory of andragogy. This theory

lays the foundation of learning based on multi-directional communication, giving trust to the subject of learning as a person who can develop independently, having a unique orientation and learning readiness according to their individual needs (Fan et al., 2014; Knowles, 1978). The role of the learning facilitator in the context of Covid-19 news management as community learning material can be done by identifying and designing all information as meaningful study material including its facilitation strategy (De' et al., 2020).

The facilitation of the willingness to learn and curiosity of the community can be facilitated through activities that are in direct contact with Covid-19's handling and prevention efforts, such as night watch activities, distribution of basic foodstuffs, distribution of personal protective equipment, spraying disinfectant in the community and public places, manufacturing of preventive devices Covid-19, and small discussions in various communities. In the perspective of andragogy, learning events like these are processes of understanding, finding and solving problems, both concerning contemporary problems and problems of future life (McGrail Johnston, 2016; "Transformative Learning Theory (Mezirow)," 2017) Circulation of news and various vocabularies about Covid-19 can be a learning material that can be used as study material to find and solve problems related to Covid-19.

Society as a subject of learning can be encouraged to take some or all of the things about Covid-19 as a trigger for the growth of curiosity and the willingness to learn for their intelligence (Madurai Elavarasan & Pugazhendhi, 2020; Munawarah et al., 2019). In the study of humanistic psychology, the growth of one's learning will always go hand in hand with the growth of self-awareness as a developing person who has a natural instinct for personal change (Schwarz, 2016; Willink & Jacobs, 2011). Regarding learning, the learning facilitator must have the ability to organize learning, design teaching materials that are adaptive to the learning needs of the community, be able to assist learning, and have an understanding of the characteristics of the community as learning participants (H. Hardika, 2017; Juharyanto et al., 2020).

The Covid-19 event, which has presented a variety of diverse information and also led to public turmoil and even fear, naturally requires a true learning designer who understands the character of society. The designer of the intended student must have the capacity as a motivator who can increase public awareness about the meaning of information and news that is constantly associated

with Covid-19 (Darling-Hammond et al., 2019; Han & Yin, 2016). All news about Covid-19 must be managed as learning material and intelligence for the community because it has a novelty that has never been heard by some people. Covid-19's information and the news is a valuable and meaningful learning message. In fact, even the middle and upper classes also experience enlightenment and enrichment on various terms, both medical and non-medical news related to the Covid-19 coverage.

Life is a very valuable educational experience (Kheang, n.d.; Wahyuni & Supriyono, 2019). Whatever is known and experienced in life is an educational process (Hidayat & Syahid, 2019). Education is an iterative process for overcoming and solving social problems (Darling-Hammond et al., 2019). The news and information from Covid-19 that glides on continuously and repeatedly is also an educational event. In situations like this, the community as participants learn will try to make an understanding of how to learn and learn how to solve problems (*Rethinking Education: Towards a Global Common Good? - UNESCO Digital Library*, n.d.). Communities also learn how to relate and interact with fellow humans but also how to treat the environment so as not to cause personal and social problems. The preaching and emergence of vocabulary about Covid-19 have given birth to extraordinary learning for the life and confrontation of humanity including the environment of the universe.

## CONCLUSION

Covid-19 pandemic has presented a lot of learning for the community through various new information and vocabulary related to the nature and meaning of Covid-19. The emergence of this new vocabulary is responded to and understood differently in the community. Not all news content and new vocabulary are understood by all levels of society, but in general, the public hears the various terms Covid-19 circulating in their environment. News sources about Covid-19 are mostly obtained from social media (Whatsapp, Instagram, Facebook, Twitter, Youtube and SMS), TV news, peers, community leaders, neighbours, teachers and coworkers. Community curiosity is relatively good, most respondents have a high curiosity related to the explanation about Covid-19. Social media is the main source in acquiring explanations about Covid-19. The presence of Covid-19 must be addressed as a form of wisdom to receive new knowledge and also a civilization that is able to invite people to learn about somet-

hing new from a disaster. The results of this study constitute a meaningful finding to invite all elements of society to open themselves to positive thinking and remain enthusiastic against world calamities

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