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Development and Utilization of Media and Technology Learning Based on Pedagogy Competency to Increase Cocoa Farmers Group Economic Productivity in Cocoa Planting Centre in South Sulawesi and Central Sulawesi

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Abstract
Indonesia is the second largest cocoa producer in the world. South Sulawesi and Central Sulawesi are the planting centre and also the largest producer of cocoa in Sulawesi corridor. Empowerment and training are needed for cocoa productivity and quality increasing, self-development of the farmer groups through the utilization of media and technology diversity which based on pedagogical learning competence. For example, the planting method, maintenance, disease, pests, quality, and competitive price of cocoa in local, national, and international scale. This problem of this research is how the diversity, exposure and pedagogic-based technology that is utilized to increase knowledge and learning quality of the group members at the center of the cocoa plantations in South Sulawesi and Central Sulawesi. This is meant to increase pedagogical competence through the development and utilization of instructional technology and media literacy for empowerment in economic activity for the sustainability of the production, quality, independence, and the welfare of cocoa farmers groups. This Research used Mixed-Method research-type that combines qualitative and quantitative research methods. There were 360 respondents farmer group members selected as a study subjects, then the data collected through observation, in-depth interviews, and questionnaires. This study finds a model of media and technology as a pedagogical learning implemented through a variety of personal learning media, media communication learning, and diffusion of audiovisual and practical. This model indicates the importance of education and literacy media independently to improve pedagogic ability of the cocoa farmer groups, so that the transfer of knowledge among farmers’ groups can be sustainable.

Keyword: Learning Media, Media Literacy, Cacao Farmers, Transfer of Knowledge

Background
Positive achievement of sustainable cocoa production yields is not only providing economic benefits for cocoa farmers and foreign income for the country but also to improve the Human Resources (HR) and the National Science and technology in order to develop the cocoa seed. The ability of cocoa farmers becomes very urgent to be developed. One of the strategy to empower cocoa farmer groups and at the same time increase productivity of cocoa sustainable development is through the use of a variety of media and technology learning centers for farmers in cocoa plantations, especially in Luwu, East Luwu, North Luwu and Parigi Moutong which become largest cocoa production and region in South Sulawesi and Central Sulawesi corridor. This effort will encourage individuals and groups of cocoa farmer more independent in accessing the network media to know and learn interactively various information about the cocoa plant. For
example, planting method, maintenance, disease, pests, quality, and the dynamic of price in local, national, and international scale.

In order to seek and obtain the needed information about cocoa, cocoa farmer groups in the central areas use media and technology learning, in this case, they use interpersonal communication as a medium, group communication media and formal / informal communication media. For example: the use of HP, posters, leaflets, brochures, audiovisual messages, as well as various forms of media groups, for example, *Tudang Sipulung* (People Gathering) and also other formal and informal meetings. The use of HP as a learning media will provide easier in spread message to other cocoa farmer widely and simultaneously.

Similarly, the use of audiovisual instructional message format, with the support of its motion-picture and psilogis typical characteristics of audiovisual media than other communication media, for example, in terms of controlling the flow of information, feedback, stimulation of sensory organs, and the proportion of the element content of the relationship (Rahmat, 2000:190-194), making the event an audiovisual format delivered thus interesting and fun so that farmers can linger watched with full attention to the message being delivered. With the ability to seize 94% of audiovisual channel entry of a series of stimulants or information to the human soul through the eyes and ears (audio and visual), so that makes people remember 50% of what they watch though once aired or in general people remember 85% of what is seen, after 3 hours later and 65% after 3 days later (Dwyer, in Sadiman, 1999).

It theoretically should give an advantage to any cocoa farmer. Farmers the information they need to expand their horizons. The next, the process of continuous learning in the family, friend / friend, fellow members of farmer groups become intertwined. This process will further establish pedagogical competence through the development and utilization of instructional media and technology, empowerment in economic activity to improve the sustainability of the production process, quality, independence and well-being of the lives of cocoa farmers group Sulawesi.

Thereby, this process is expected to create the development and use of media and technology learning based on pedagogical competence through economic activity empowerment strategy of cocoa farmer groups in South and Central Sulawesi. That achieving interest to be studied in depth, mainly includes identifying ownership, wide media exposure and technology learning pedagogical-based competence in managing the business household economy, business groups, expand market opportunities, ease of gaining access to resources, improving business and capital for members cocoa farmer groups in South and Central Sulawesi.

**Research Focus**
This research focus to answer the following questions:

1. How does the diversity of pedagogical-based media and technology used by group members to improve knowledge and quality learning in cocoa plantations at South and Central Sulawesi?

2. How the development and utilization model of learning media and technology based on pedagogical competence strategy to increase the economic productivity of the cocoa farmer groups in the center of the cocoa plantations in South and Central Sulawesi?
Research Objectives And Purpose
This research aims to:

1. Motivate interest or action, and persuade farmers' groups both individuals and groups to increase the diversity of knowledge and learning quality cocoa and practical ability to increase production through the use of media economics and appropriate learning technologies.

2. Creating models of development and utilization of media and technology learning based on pedagogical competence strategic for the increase in the economic productivity of the farmer groups.

Then, this study is expected to be useful for:

1. Increasing awareness to look for alternative solutions in using media and technology learning based on pedagogical competence and competitiveness superior in economic activity increased productivity of cocoa farmers

2. Cultivate the awareness of parties outside the government and encourage the economic improvement of communication forums in improving cocoa farmers’ groups’ economic productivity through access availability of alternative learning, private or non-governmental organizations.

LITERATURE REVIEW

Media Of Learning Communications Technology

Media of learning communications technology is a tool to move the message from the source to the recipient. Media communications technologies have various shapes. In mass communication, the media is a tool that can connect the source and the receivers openly, where everyone can see, read and hear. Media in mass communication can be divided into two kinds, printed media and electronic media.

Media communication technology as all the facilities used to produce, distribute and deliver information by using a particular technology. Based on the form of media communication technologies are divided into three, namely: 1) Printed technology media is all printed stuff that can be used as a means of delivering a message, such as newspapers, leaflets, brochures, newsletters and so on. 2) visual media technology, to receive the message use the senses of sight, (3) Audio technology media, to receive the message delivered by using the sense of hearing, such as radios, telephones, tape recorders and so on. d) Audio-Visual technology Media, is the medium of communication that can be seen and listened at the same time such as television and film.

Instructional media of Learning is one of learning component which has an important role in teaching and learning activities. By the progress of information and communication technology today, learning media have a central position in the learning process and is no longer solely as a tool. Instructional media plays an important role to realize the learning activities become more
effective and efficient. In this position, the use of instructional media associated with anything that can be done by the media, who may not be able to be done by the teacher / FEA.

The development of information and communication technologies influence on education, especially in the learning process. According to Straubhaar and LaRose (1997), with the widespread use of media communication technology there is a change in the learning process, namely: (1). From training to performance (2). From the classroom to where and any time (3). From paper to online or channel (4). Physical facilities to network facilities (5). From time to time the real cycle of learning media is done by using communication media such as telephone, computer, internet, e-mail, and others.

Classification of learning media information and technology-based according to Purnomo is divided into audio media, visual, audio-visual, miscellaneous (board and display boards), three-dimensional, dramatization techniques, learning resources in society, programmed learning, and computer. The Computer media is one of technology-based medium that is currently used as an option for learning. By using computer, there are many learning media developed as media of learning based on information and communications technology. Media that can be used in the teaching can be used as a form of teaching materials. Teaching materials that use information and communication technology facilities are "Microsoft Word" instructional materials, digital teaching materials, multimedia-based teaching materials, teaching materials from the Internet, and Interactive Multimedia CD teaching materials. With the presence of the learning media make the position of teacher is not the only source of learning but as the facilitator. Even at this time the media has been believed to have a position as a learning resource that covers the entire environment around the learner.

**Competency-Based Learning Media Function**

The function of learning media is a crucial part of the effectiveness and efficiency in achieve the learning objectives. Overall, according to Straubhaar and LaRose McKnow (1997), media is consisted of several functions such as:

- Change of formal education, which means the learning media can change from previously abstract into the concrete, which previously theoretical teaching into practical functional.
- Generating motivation to learn
- Clarify the presentation of messages and information. Stimulating to learn or desire to find out.

The function of the media, especially the visual media is also expressed by Levie and Lentz, as cited by Aref R Sadiman (2002) that the media has four functions: the function of attention, affective function, cognitive function, and compensatory functions.

Pedagogic Competence is the ability to educate about what and how to educate as well as possible. Meanwhile, according to the Greek sense, pedagogy is the science that guide children to talk about problems or issues in education and educational activities, such as educational objectives, educational tools, how to carry out education, students, educators and so on. Therefore pedagogic viewed as a process or activity that aims to change human behavior. This ability not only to, or directed to the context of education, but this ability can also be exist from the person’s behavior patterns, for example, an ability to design learning, implementing the learning process and the ability to assess the process and outcomes of learning media and learning technologies.
Thus the function of pedagogical-based learning media also include attention, visual media can attract and direct people's attention to concentrate on the lesson content. Affective functions of visual media can be observed from the level of "pleasure" of individuals or groups when learning (reading) display text, images or even visual symbols can arouse one's emotions and attitudes.

Diffusion Of Innovation Through Learning Communication Media

Concept of Diffusion of Innovations is consists of two equivalents, namely diffusion and innovation. Rogers (1983) defines diffusion as the process by which an innovation is communicated through certain channels in a given period of time among the members of a social system or the process by which an innovation is communicated through certain channels overtime among the members of a social system).

Diffusion can also be regarded as a kind of social change is a process of change that occurs in the structure and function of a social system. Innovation is an idea, practice, or object that is considered / felt new by individuals or groups of people. The phrase is considered / deemed new to an idea, practice or object by some people, not necessarily as well at others. All of it depends on what is perceived by individuals or groups against the idea, practice or object is. Based on the above understanding of the diffusion of innovation is a process of absorption disseminator of ideas or new things in an effort to change a society that occurs continuously from one place to another, from one period to the next period, from a particular field to another field to a group of members of the social system.

1. Innovation diffusion process consists of four (4) basic elements According to Rogers (1983), namely: an innovation is communicated through certain communication channels, within a period of time and occur among members of a social system. Innovation (ideas, actions or items) that are considered something new by people. In this case, the novelty of innovation is measured subjectively by the individual views of those who receive it.

2. The communication channel is a tool to convey messages about innovation from the source to the recipient. If the communication is intended to introduce an innovation to the audience that many and widespread, it is more appropriate communication channels, fast and efficient, is the mass media. But if the communication is intended to change the attitudes or behavior of the recipient in person, then the most appropriate communication channel is interpersonal channels.

3. Period of time, the process innovation decision is started from people who knows until decides to accept or reject it. Inauguration of the decision is very related to the dimension of time. At least the time dimension visible in (a) the decision-making process of innovation, (b) a person innovation (relatively earlier or later in accepting innovation), and (c) the adoption time of innovation in the social system.

4. The social system is a collection of different functional units and bound in collaboration to solve problems in order to achieve a common goal.

RESEARCH METHODS
Research Type

This research is use a Mixed-Method Research. This research type combines qualitative and quantitative research methods (triangulation). A mixed methods study involves the collection or analysis of quantitative and qualitative data in a single study with a few attempts to integrate the both approaches in one or more of the expectations of the research process (Donyei, 2007).

Thereby researchers divided the stages of data collection in this study combines the quantitative and qualitative data. Alternatively the first stage using qualitative methods and quantitative methods of the second stage. Qualitative methods due to the nature of emphasis on breadth of qualitative methods (Breadth) and depth (depth) and enables researchers to study specific issues in depth and detail because data collection is not limited to specific categories.

Research Locations And Objects

Location of the study covers two (2) provinces that become centers of cocoa plantations ini Sulawesi Corridor, South and Central Sulawesi. Determination of the location of each subcenter is chosen by area region based on extensive cocoa plantations and cocoa production. Locations include Luwu, North Luwu, East Luwu and Parigi Moutong district.

Object of this study are individuals or groups of cocoon farmers and cocoa farmer in the study site. The focus of research is conducted on the object-oriented research on the use of media and technology learning pedagogical, special cocoa farmer group members. Competence farmer groups either individually or in groups to access and disseminate information through media exposure of learning.

Options And Total Source Of Data Research

The selection of data sources of this study is determined by identifying the source or informant sample data and research. Researchers refer to the data sources or informants and research to replace the term that is the subject of research that provide information about his own understanding of the experience and what is happening around them in this case cocoa farmers.

The number of data sources of this study with a qualitative method determined by the study informants How to determine this by using non-probability sampling / non-random purposive sampling type. Purposive sampling focused on the selection of cases (individu) who have specific information that can answer the research question (Patton, 2002). Therefore, in purposive sampling, researchers have determined beforehand the characteristics of small groups that will be observed directly, that is: Cocoa farmers who have been planting cocoa less than 5 years and above, have a certification certificate, and chairman of the farmer groups and to understand the problems in this study. Based on the technique of determining the informant then set the number of informants chairman of the farmers’ group in 2 (two) centers of South Sulawesi cocoa cropping centers are as many as 17 people informant farmer group leader.

Previously is conducted random sampling area to represent areas (districts), which became the center of the planting area representatives in South Sulawesi and Central Sulawesi. The results of the sampling area resulted in 3 (three) districts for cocoa cropping regions in South Sulawesi namely: Luwu, North Luwu and East Luwu as a representation of the central region of the cocoa.
plantations. Then for the area Central Sulawesi regency area represented by Parigi Moutong as the Central Sulawesi cocoa plantations. Then for the number of sampling from the random sampling process to selected farmer groups as much as 3 farmer groups consisting of 25-30 people or as many: 80 cocoa farmers.

Data Analysis

Data analysis in mixed methods according to Onwuegbuzie and Tiddie (2003), consists of seven stages: data reduction (data reduction), exposure of data (display data), data transformation (data transformation), the linking of data (the data correlation), consolidation of data (data consolidation), the comparison of data (data comparison), and integration of data (data integration).

RESEARCH RESULT

Subsentra cocoa plantation centers in South Sulawesi is centered in Luwu, North Luwu, and East Luwu and subsentra of Central Sulawesi is centered on Mautong Parigi district. Center of cocoa planting farmers as a representation of a farmer or group of farmers from other district.

Communication is a fundamental social process and vital to human life. It is said to be fundamental because every human society, whether primitive or modern have desire to maintain an agreement on various social rules through communication. Similarly, members of farmer groups in subsentra cocoa plantations in South Sulawesi and Central Sulawesi have a need to communicate socially by using social media communication technology and directly communication media to increase their economic productivity and prosperity. By reason that in any activities, man has always utilize communication media. This communication medium is able to penetrate all strata of human life.

Diversity of Media and Learning Technology Pedagogy-based that used by Farmers Group Member Referred To Improve Variety of Knowledge and also Quality of Cocoa Learning in Cocoa Planting In Centers of South Sulawesi and Central Sulawesi

The diversity of media and communication technologies, especially the communication medium used for learning as a forum to meet their needs of information and knowledge about cocoa and the various problems that occur, such as: cultivation/planting, maintenance, disease/pest/pesticide, quality cocoa beans, price Local/National/International.

Utilization and development of learning media and technology cocoa farmer group members paradigmatically is a process of receiving message from someone about the cocoa to them to tell or changing attitudes, opinions, or behavior, whether direct or indirect verbal communication through the media with the aim of improving their economic productivity. Media communication is an object or device that is used as an intermediary to communicate with each other. Communication media as a container/vehicle that can be used by individuals to keep abreast of information flow.

Personal learning media (extension) include: government counselor media and non-privat counselor communication media (mediated) includes: via HP, Brochures, Leaflets and Posters. Utilization of instructional media (communication media consuming) as a behavior, not limited in
number, but the operational consuming media (learning media) due to two (2) factors: first, the relevance or interconnections information itself with the individual, and second, the level of uncertainty messages related to the subject. The greater the relationship of information and greater uncertainty with the subject, the greater the individual needs of an information-oriented media.

Every human life certainly requires communication to meet the needs of interaction and information science is a social process that is very basic and vital to human life. It is said to be fundamental because every human society, whether primitive or modern, desire maintain an agreement on various social rules through communication. Said to be vital because each individual has the ability to communicate with other individuals thus increasing the chance that individual to stay alive. The need to communicate as a group (the public) with the crowd (mob) filled with group communication and mediated communication. Group communication can take place and addressed to a specific group of people or community, such as for example, the communication context subsentra cocoa plantation farmer groups in South Sulawesi and Central Sulawesi consisting of groups of 30-45 people in the form of education aims to menyampaikan informasi according to the needs of the group.

Similarly, the context of mediated communication (mediated) is a communication context in delivering the message using a particular communication medium. Various communication media shape and type, is associated with the function and use of the content of the media messages. For example, learning media serves to provide a variety of knowledge and information content of the message to invite or persuade the recipients of the message to increase knowledge, reinforce attitudes and behavior.

Learning communication media has a strategic role and function to achieve the learning objectives. The use of media rich and varied learning, not only makes the motivation to learn increases, but also make learning more meaningful results. Instructional media can be interpreted as all forms of intermediaries used by humans to convey or spread ideas, ideas, or opinions that ideas, ideas or opinions expressed it to the intended recipient.

Cocoa farmer group members Learning media of subsentra cocoa plantations in South Sulawesi and Central Sulawesi is a communication activities related to the delivery of a special message learning information about cocoa commodities include: cultivating / planting, maintenance, disease / pest / pesticide, the quality of cocoa beans, the local price / national / international. This learning media needs to be well designed and properly, so that may affect learners (cocoa farmer groups) achieve educational goals that have been set. The purpose of education is essentially ushering the students toward the behavioral changes both the intellectual, economic productivity, morale and social order to be able to live independently and prosperous as members of the cocoa farmer.

Diversity of Pedagogy competency-based learning media that is used by cocoa farmer groups is a type of media that has competence to educates as well as possible. Pedagogical competence is the ability to continue or discuss issues or problems that continuous learning. Pedagogic viewed as a process or activity that aims to change human behavior. This ability not only to, or directed to the context of education, but this ability can also be born of the person's behavior patterns, for example, an ability to design learning, implementing the learning process and the ability to assess the process and outcomes of media and technology are geared to learning and to others.
Learning media of government counselor and non-privat counselor and mediated communication media (mediated) includes: via HP, Brochures, Leaflets, Posters and functions as a media-based learning pedagogical functions include attention, visual media can attract and direct one's attention to concentrate on the content lesson. Affective functions of visual media can be observed from the level of "pleasure" of individuals or groups when learning (reading) display text, images or even visual symbols can arouse one's emotions and attitudes.

Learning media that based on pedagogical competence counseling is a process of delivering a message directly by government and non-private to a learning process for cocoa farmer groups so that they are willing and able to help themselves and others, and to organize themselves in cultivating/planting, maintenance, disease/pest/pesticides, the quality of cocoa beans, the price of local/national/international. Learning through outreach activities intended that the Cocoa farmers, members of groups, communities and families are able to independently Organizing themselves and their communities to Can Live More Prosperous and independent.

In addition to media persona extension forms of learning, using a variety of instructional media other types of media (mediated communication), known as the bottom line is an advertising medium that uses special media, and media that are nirmassa or non-mass media. Nirmassa or non-mass media are drawn to one person or a relatively small number of people. (Widyatama. 2007:78).

Instructional media for cocoa farmers, should continue to be pursued and empowered. Even the function field extension of the government or the private sector should serve not only facilitators who teach and help solve the problem, how the cocoa planting, cultivation, pests and diseases of cocoa, or cocoa price fluctuations in the world who follow the United States. Further, the extension of government and private sector should work together to provide guidance cocoa farming profits so they do not move from plant to plant cocoa, oil palm or other short-term. Aspect to note is the government and private economic value and economic produktitas cocoa plants present and future.

Learning media persona in the form of counseling both by the government and private non functioning lighting and not more than propaganda, but as lighting atu notice something to someone or a group of people where the lighting being given attention. Serves a propaganda-developed business sense and public attitudes towards the problem, causing a feeling of interest and knowledge transfer.

Development Model and Utilization of Media and Technology Learning Pedagogy-Based for Strategic Economic Productivity Increase Cocoa Farmer Groups in Cocoa Planting Centers In South Sulawesi and Central Sulawesi

Development model and the use of media and technology competence pedagogical-based learning to increase in the economic productivity of the cocoa farmer groups in the center of the cocoa plantations in South Sulawesi and Central Sulawesi is a picture of a model of diversity and exposure to or use of instructional media should not be seen or assessed in terms of the sophistication of the medium, but more important is the function and role in helping to improve the quality of the learning process.

The structure of the cocoa farming communities, including the use of media and technology pembalajaran and culture, the availability of a variety of learning media (personal, group, mediated) and instructional media exposure (frequency and duration) present creative
messages relating to the role of cocoa farming Leader (head of farmer groups) has the competence to communicate a message pedagogik as a source of formal or non-formal in the form of messages into certain symbols and participant members of farmer groups and various parties as recipients of the message that is understood as providing increased productivity of cocoa farmers.

Based on that approaches, the active form of individual characteristics. As stated by Frank Bocca that quoted in Frank Littlejohn (1996), namely, (1) selectivity choose the media that will be used, (2) benefit (utilitarianism) to meet the needs and achieve the goals, (3) for use with a specific purpose, (4) involvement to think about and use media, (5) is not easily influenced/instigated media.

Level of acquisition experience learning outcomes cocoa farmer group members in increasing the productivity of the economy as a process of communication using instructional media. The material to be conveyed and the desired participant referred to as cocoa informational message. Role of Leader or Key Farmer (farmer group leader) as the source message has poured pedagogical message into certain symbols and members of farmer groups as recipients interpret these symbols so understood as a message through interpersonal communication, especially the content of the message is the novelty of learning media innovation for farmers. Innovation is an idea, practice, or object that is considered/felt new by individuals or groups of people. The phrase is considered/deemed new to an idea, practice or object by some people, not necessarily as well as others. All of it depends on what is perceived by individuals or groups against the idea, practice or that things.

Leader pedagogical-based capabilities through interpersonal communication dalah direct communication skills to educate the question of what and how to educate as well as possible. Pedagogy is the science guiding children to talk about problems or issues in education and educational activities, such as educational objectives, educational tools, how to carry out education, students, educators and so on. Therefore pedagogic viewed as a process or activity that aims to change human behavior. This ability not only to, or directed to the context of education, but this ability can also be born of the person's behavior patterns.

Leader acts as a transmitter of diffusion of innovation, which is a form of the propagator uptake activity ideas or new things in an effort to change a society that occurs continuously from one place to another, from one time period to time period the following, from a certain field to another field to a group of members of the social system. Media-based learning as a pedagogical function also includes the impact of the message attentional function, visual media can attract and direct one's attention to concentrate on the lesson content. Affective functions of visual media can be observed from the level of "pleasure" of individuals or groups when learning (reading) display text, images or even visual symbols can arouse emotions and attitudes of members of farmer groups.

Acceptance or rejection of an innovation is a decision that made by a farmer group members in receiving an innovation. According to Rogers (1983), the innovation decision process is the mental process whereby a person/individual passes from first knowledge about an innovation to forming an attitude toward the innovation, to decide whether to reject or accept, implement new ideas and strengthen the innovation decision. Image workflow model is presented in the form of the following images:
Development model and use of pedagogical-based competence learning media for the increase in the economic productivity of a cocoa farmer group behavior and consciously or unconsciously driven by several factors. For example, looking at the behavior of social psiologis
approach was due to the factors psilogis personal (individual) and the factors that come from the outside (environmental factors) are by Edward E. Sampson (1976) cited Rakhat (2000:33-47) call persona-centered perspective (person-centered perspective) with a centered perspective on the situation (situation-centered perspective).

Learning media can enhance the learning process of learners in learning which in turn is expected to enhance the learning outcomes achieved. There are several reasons, why the media can enhance the learning process of learners. With regard to the benefits of learning media in the learning process of students include: Learning will be of more interest to the students so as to foster learners’ learning motivation, learning materials will be more clear meaning that can be understood by the students, and allow students to master learning objectives better.

Then, teaching method will be more varied, not solely verbal communication through the narrative of the words by the teacher, so that students do not get bored and the teacher does not run out of power, especially when teachers teach to every hour lessons and more learners perform learning activities, because not only listen to the description of the teacher, but also other activities such as observing, doing, demonstrate and others.

Variety and exposure to instructional media used by Rosengren (1985) as part of a social structure that includes individual factors (individual) include: situational and questioned the need for the internal factors, attitudes, instincts, motives, personality, and cognitive systems explains human behavior. While the situational perspective of Edward Sampson cited Rakhat (2000), include; objective environmental aspects: geographical factors, temporal factors, the behavior of the atmosphere, social technology organization; stimulant that drive (motivation) and influence the behavior of people and driving situations using the media. For example, a factor which encourages audiences psilogis media by using motivational psychologist is to achieve a goal, meet the needs of a specific nature that is evolving in the social environment is approached in two ways, so there are four possible behavior in the face of media audiences. Grouped into two possibilities. First, the drive to get the satisfaction or gratification of the needs of the media, because the media use for consumption (positive gratuities), and secondly, there is another akstrimitly which avoids the use of media (negative gratuities) in the face of media. (Rosengren, 1984).

Furthermore, the factor structure of the mass media (mass media structure) includes a media organization (institution) and the contents of the message are generated (output) and also plays a role influencing audiences use the mass media. Like, noted Katz, et al. (1974) cited Rosengren, et al (1985:124), that the medium offers a "combination unit" (a) the characteristics of contents ... (b) ... the typical properties of the print or broadcast ... and (c) typical exposure situations ".

With the availability of access, type, and content of media products, which will form the habit of media (media habits), the tendency of individuals choose particular media content and aspects of exposure (media exposure) leads to the actuality that the tendency of media and take the time for a particular message, which is then developed as media orientation influenced by media content (media content) and individual situations as part of social situations (social situation). Based approaches, the active form of individual characteristics. As stated of Bocca by quoting Frank Littlejohn (1996), namely, (1) selectivity choose the media that will be used, (2) utilitarianism to meet the needs and achieve the goals, (3) kesejaan for use with a specific
purpose, (4) involvement to think about and use media, (5) is not easily influenced / instigated media.

Furthermore, messages or information cocoa (messages related to increased economic productivity) cocoa farmers presented in a variety of instructional media used farmer groups in the form of images, media bottom line, counseling, and mediated, further pedagogical conducted by the Leader or Key Farmer, pedagogical ability to function as a source of learning process to members of farmer groups and various parties (family, friend/friend, members of farmer groups) delivered in the context of interpersonal communication, under circumstances of formal and informal. Interpersonal Process Leader with the ability pedagogical learning takes place through the stimulus picture and word stimuli or visual and verbal as a continued process of receiving messages or information to be used to improve cocoa productivity of family members of the farmers' economy.

Leaders who have Pedagogic competence is an ability to educate the question of what and how to educate as well as possible. Pedagogic viewed as a process or activity that aims to change human behavior. Competence is not just for or directed to the context of education, but this ability can also be born of the patterns of behavior of members of farmer groups.

Furthermore, the process of interpersonal communication message reception Leader to cocoa farmers groups influenced by the desires, needs, establishment (attitudes), and factor psilologi each farmer group members. For example, modern psychologists see that receiving messages is a complex process and involves several things that allow it, like what was said Berelson and Stainer (1964) cited Saverin and Tankard, Jr. (1992) that the receipt of that message is: "complex process by the which people select, organize, and interpret sensory stimulation into a meaningful and coherent picture of the world". This understanding gives an active role (transactional view) a person in receipt of the message by the object perceived, and influenced by a number of factors psilogis include past experiences, cultural expectations, motivations (needs), the situation feeling (mood), and the establishment or attitude.

In contrast to the classical view that psychologists call it common sense view (the view of common sense) that the acceptance of the message begins with a look at what the human (physical or mechanical process), then the eyes and other senses to think about what's in the camera or tape recorder. This view is enough to see a rapprochement between the "external reality" and the person's perception or what the mind. (Saverin and Tankard, Jr., 1992). For example, a simple poster that can inspire not use toxic pesticides, far more valuable than the picture of a film showing a clean city, just to achieve the learning objectives in cocoa farmers. Similarly, the image and therefore the use of instructional media relies heavily on learning objectives, learning materials, ease of obtaining the necessary media as well as the leader's ability to use it in the learning process.

An alternate view message reception Leader as a process, process, store, and reproduce (intrapersonal), as described Rakhat (2000) involves elements psilogis: sensation, perception, memory, and thinking. The sensation of the early stages in the reception information (stimulant), derived from the word "sense", meaning that connect the sensing device sensing the environment.

This illustrates that a communication process related to the use of instructional media communication message reception process depends not only on one element, but each element of each role to be able to create an effective message, in addition to the ability of the message to the audience selectivity, for example, the message recipient (receiver) will receive messages
according to their needs, attitudes, beliefs and values, goals, capabilities, experience, and the habits and experiences.

Thus the use and acceptance of the content of media messages relevant to the idea of a conscious and planned effort in using publicity (media learning) for the purpose of informational or change attitudes and behavior. Changes in this increase in economic productivity farmer groups are exposed to the information after experiencing a process known as communication effects. The effects of this communication, takes place according to Stamme and Bowes (1990) differentiated into two basic phases, namely the primary effects (main effects / first) includes exposure (exposure), attention (attention), and comprehension (understanding) and secondary effects (second effect) include cognitive changes (changes in cognitive) and behavioral changes (change in behavior), namely: the first stage effects, exposure to someone receiving information or messages (information exposure) through the mass media, is not going to simply take advantage of that access. Occurs because it is not reading or listening to the radio. At this stage the physical sensory happen. Then, attention (attention) and filter case, in which the use of reason to select and pay attention to the flow of information (cognitive readiness and attention). At this stage it is automatic sensory memory.

Furthermore, phase information comprehension and integration where the matching process between the new information that has come up with a long disimpaninya information through personal contact, social organization and the surrounding environment. This process occurs in the short memory. Still change is still in process. The second stage effect, this process takes place through a process of continuous penetration and cognitive (information retention), through a variety of considerations and the influence of socio-cultural environment, information that can be received or occurring change of cognitive (cognitive change) includes knowledge and attitude (attitude), hereinafter response of the real behavior (behavior change). It is clarified Littlejohn (1996) noticed that the making and receiving of messages as a psychological problem, focusing on the properties, the state, and the individual processes. Members of the group do not just receive the stimulant given series of instructional media. Although less powerful media messages in changing attitudes, except that the messages actually reinforce the values and beliefs (belief) audience, while stimulants conflicting messages are filtered through the levels of selectivity that is composed of attentional selectivity (selecting particular attention to the message), selectivity perception (choose to perceive a particular message), retention selectivity (choose given a specific message), and the selectivity of action (select to make certain acts), as the key to the acceptance of media messages and learning technologies.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions
Based on the results of the study and discussion of this study is summarized as follows:
1. The diversity of media utilized include personal learning media (extension) and instructional media communication media (of media). Personal learning media (extension) include: media and government outreach and counseling for Private Non mediated communication media (mediated) includes: via Hp, brochures, leaflets, and posters.
2. Development model and use of learning media and technology pedagogical-based competence to increase in the economic productivity of the cocoa farmer groups is a picture of a model of diversity and exposure to or use of instructional media should not be
seen or assessed in terms of the sophistication of the medium, but more important is the function and role in helping to improve quality of the learning process. Role of Leader (head of farmer groups) as the source of the message has pedagogic messages pouring into certain symbols and members of farmer groups as recipients interpret these symbols to be understood as a message through interpersonal communication. Capability Leader Pedagogic competence-based communication through interpersonal, formal and informal direct communication is the ability to educate the question of what and how to educate as well as possible.

Recommendations

1. Increasing of diversity, exposure, creativity and effectiveness of media learning pedagogical-based needs to be improved to maintain and enhance the role of cocoa in the central region of South Sulawesi cocoa plantations and Central Sulawesi as the center of the corridor Sulawesi largest cocoa producer. The formation of pedagogical competence through the development and utilization of learning media and technology, empowerment in economic activity to improve the sustainability of the production process, quality, independence and well-being of the lives of cocoa farmers group Sulawesi.

2. Creating development and utilization of instructional media and technology strategies based on local wisdom through economic empowerment activity centers cocoa farmer groups in South Sulawesi cocoa plantations and Central Sulawesi through the efforts of the financial management of the household economy, business groups, expand market opportunities, ease of gaining access to resources, develop businesses and capital for cocoa farmer group members.

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