Character Building of Young Children in Digital Era through Media Literacy Education

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Abstract. In this digital era, children can access many diverse values and cultures through various media, which may have a negative impact. the information that is accessed by children will affect their perceptions, beliefs, and attitudes, which could be positive or negative [1]. As a result, having media literacy today is essential since it can immunize children through cognitive defences to guard against the damaging effects of media messages [2. For young children, media literacy education can help them to build positive character values in the digital age. Young children can have a greater awareness of many viewpoints and cultures, which promotes empathy and respect, by being taught how to critically analyse and evaluate media content [3]. Therefore, this study elaborates on how media literacy education is used as a strategy to promote positive character values of young children by kindergarten teachers. A qualitative approach was employed in this study by involving 37 kindergarten teachers around West Java Province, Indonesia. *Data collection was done through questionnaires and interview methods to portray teachers' perspective and teaching strategies in Media Literacy Education. Moreover, the validity of the data was carried out by means of triangulation. The data analysis technique was done through data reduction, data presentation, and conclusions or verification. The results showed that* all of the teachers agreed that media literacy education is important for the character building of young children and to be integrated into curriculum. Furthermore, some teachers have implemented media literacy education in teaching activities in their own ways. However, there are still needs some improvement regarding teachers' skills, learning media and digital facilities, support from policy makers and parents. Nevertheless, this study can be an initial overview for later research to investigate the further aspects of building young children's positive values in the digital world.

Keywords : media literacy education; Early Childhood Education; character building.

I. INTRODUCTION

Many information are accessed in digital media can bring conflict to real society. The values received by the children from the media also have the potential to cause psychological and social conflicts [4]. In addition, the digital world we live in today changes very fast, unpredictable, influenced by many factors that are difficult to control, and truth and reality become very subjective [5]. Although media can be a source of joy, education, and social contact, children's media consumption may also have unfavourable effects [2]. Because people's access to information influences their attitudes, beliefs, and perceptions, which may have a favourable or negative impact [1]. This condition not only affects our lifestyle or economic development but also how we will educate our children.

In this situation, media literacy skill is essential to teach to children since it can be used to immunize children with cognitive defences to guard against the damaging effects of media messages [2] In addition, a purely protectionist approach to avoiding children from digital media is no longer effective in the digital age that children live in recently [6]. Children need to have media literacy skill to critically perceive any information. This skill needs to be developed as early as possible because young children are the most vulnerable group to be impacted by the global digital era. Moreover, young children are in the prime time of their lives, when all of their potential is developed [7; 8; 9].

The impact of digital media on children believe and attitudes will lead to their character building. In the Indonesian Early Childhood Education (ECE) National Curriculum (Stated as Kurikulum Merdeka), character education has become one of the important elements that should be acquired by young children. There are some characters that should be built, namely: (1) loving God and the entire

universe; (2) responsible, disciplined, and independent; (3) honest; (4) respectful and polite; (5) loving, caring, and cooperating; (6) confident, creative, hardworking, and never giving up; (7) justice and leadership; (8) being kind and humble, (9) tolerance (Yuliana dan Wurinta, 2020). Therefore, in Indonesian kindergartens, most of the teachers have implemented it in their learning, which is mostly done through modelling, habituation, and repetition in daily activities [11]. However, in the context of the digital era, this topic has not been adequately explored.

Character education is the process of learning attitudes, beliefs, and behaviours to develop children's psychological and physical aspects [12]. This process of learning should be suitable for recent conditions, including the digital world. There are some approaches regarding building character, namely, the traditional approach, the developmental approach, the caring approach, and service learning [13]. In the beginning, the traditional approach was done by putting character building into religion learning through the drilling of some dogmas. Then, the second was the progressive movement of character building in the early 20th century, which was proposed by Piaget and Kohlberg through a developmental approach. The core of this approach was not teaching children something "right and wrong," but teaching children to engage in critical thinking and to have a process in making decisions and actions. The third was the caring approach, which stated that the morality of care is relational rather than individual. It focused on the primacy of moral emotions and sentiments that became the stimulus of moral action and moral reasoning, which could not be justified by universality [14]. It is an attempt to prepare individuals to make ethical judgments and to act on them [14]. This attempt is relevant to the aims of media literacy education aims. Positive character consists of knowing, desiring, and doing the good, which produce habits of the mind, the heart, and action [13]. Moreover, there are three interrelated elements of character: moral knowing, moral feeling, and moral behavior [13].

For young children, media literacy education can help foster positive character in the digital age. Young children can have a greater awareness of many viewpoints and cultures, which promotes empathy and respect, by being taught how to critically analyse and evaluate media content [3]. Young children can be taught to recognize and question prejudices and stereotypes through media literacy education, which fosters inclusion and acceptance [15]. Furthermore, teaching young children media literacy can help them navigate the digital world properly, encouraging pleasant interactions online and reducing hate speech and cyberbullying [16]. Young children can contribute to a more tolerant and peaceful online environment by developing media literacy skills that will enable them to become engaged and responsible digital citizens [17]. Young children can benefit from media literacy education by learning how to critically assess and evaluate media messages, recognize bias and stereotypes, and appreciate the value of multiple viewpoints that will help foster tolerance and concord in the digital age [18].

Teaching media literacy, including digital skills, to children will be effective if teachers get suitable training, complete understanding, and support links that are combined with appropriate equipment, tools, and resources [19; 20]. In addition, one of the crucial factors that influence the practice of media literacy education is teachers' understanding and their teaching ability [19]. Therefore, this ongoing study will focus on evaluating teachers' understanding of media literacy education for young children and its relation to promote positive character values, especially for young children. Additionally, this study can be an initial overview for later research to investigate the further aspects of children's understanding of positive character values in the digital world.

II. METHODS

This study employed a qualitative methodology and involved 32 kindergarten teachers in Bandung, West Java Province, Indonesia. The qualification of the participants kindergarten teachers who have bachelor degree in Early Childhood Teacher Education and 1 year minimum of teaching experience. Questionnaires and interview techniques were used to obtain the data. Furthermore, triangulation was used to confirm the data's veracity. Data reduction, data display, and conclusions or verification completed the data analysis technique.

Some questions were developed for the questionnaire based on some categories, namely, (A) teachers' perspectives on media literacy education in kindergarten, (B) teachers implementation of media literacy education, and (C) teachers' beliefs in media literacy education as a strategy to promote positive character values in young children. The questions for each category were described in the table below:

Tabel 1. Questionnaire Categories

No	Categories	Questions	
A	Teachers' Perspectives on Media literacy Education in Kindergarten	1.	The importance of media literacy education
		2.	Understanding the concept of media literacy skills
		3.	Believe in integration of media literacy education into official curriculum for kindergartens.
		4.	Challenges on teaching media literacy in kindergarten setting
B	Teachers' Implementation on media literacy education	5.	Formal training of media literacy education
		6.	Incorporate media literacy education into teaching method
		7.	Discuss the importance of media literacy with the students
		8.	Teacher's feeling of using digital tools and platforms in teaching
C	Teacher's believe on media literacy education as a strategy to promote positive character values of early children	9.	The potential negative effects of digital media on children's attitudes towards positive character.
		10.	Actively address the potential negatives of digital on children's attitudes towards positive character.
		11.	Resources or support that would be helpful to improve media literacy education efforts in promoting positive values in digital era.
		12.	Comment and suggestion regarding media literacy education for promoting positive character to young children.

The first phase of this study involved spreading out the questionnaire in Google Form format through some teachers in the Professional Teachers Community. The next phase involves some teachers who were willing to be involved in the deep interview. Out of the 37 teachers who fill out the questionnaire, five become volunteers for the interview session. The interview questions were derived from the questionnaire questions for data triangulation purposes.

Furthermore, after the data was collected, some coding processes were conducted based on the categories. The percentage calculation was done in order to help draw conclusions for the A and B categories. For the C category, a conclusion based on the keywords is used to derive the conclusion.

III. RESULT AND DISCUSSION

In this session, the data of the study will be displayed based on the three categories of research questions, and it will be discussed based on some theories and concepts in order to draw a conclusion.

Category A: Teachers' Perspectives on Media literacy Education in Kindergarten

1. The importance of media literacy education

The first aspect that was asked of the teachers was their perspective on the importance of media literacy education for young children. From the pie chart below, the majority of the participants strongly agree that media literacy education is important. Moreover, 50% agree about this issue. However, 12.5% strongly disagree with implementing media literacy education in kindergarten, 6.2% are neutral, and none of the participants answered disagree.
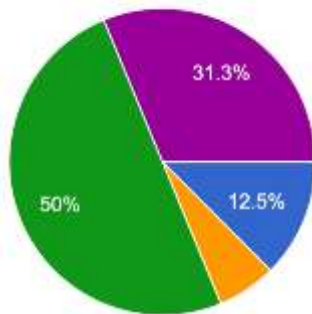
Notes:
12.5% Strongly Disagree
0% Disagree
6.2% Neutral
50% Agree
31.3% Strongly Agree

Picture 1. Teachers' responses on the importance of media literacy education

2. Understanding the concept of media literacy for young children

The second element that elaborated was teachers' understanding of the concept of media literacy skills for young children. Most of the participants were moderately confident about their understanding of media literacy for young children, and 65.6% of the teachers answered this option. In addition, 25% of teachers answered with very confident answers, and 9.4% answered with slightly confident answers. However, none of the participants answered not confident at all or extremely confident. In general, the majority of the teachers have confidence in their understanding, even though they are at a moderate level.
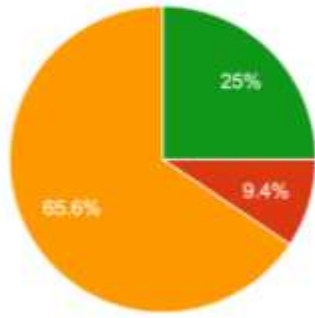
Notes:
0% Not confident at all
9.4% Slightly confident
65.6% Moderately confident
25% Very confident
0% Extremely confident

Picture 2. Teachers' responses on the concept of media literacy skills for young children

3. Believe in integration of media literacy education into official curriculum for kindergartens

Only 20 participants from 37 responded to these questions. Thirteen teachers believe that it is important to integrate media literacy education into the official curriculum for kindergartens. Some of the teachers gives some reasons, such as, (a) by integrated the media literacy education into ECE curriculum will gives the guides for the teachers in implemented it into learning, (b)media literacy education is suitable for the era of society 5.0, (c) It is important because relevant with the recent ECE National Curriculum (Merdeka Curriculum), (d) literacy is one of important skills that should be acquired by young children. Moreover, 2 teachers believe to integrate it into the curriculum if the school has the digital facilities. Lastly, 5 participants do not agree and some of them argued that there are too many challenges and character building is more important than media literacy education.

4. Challenges on teaching media literacy in kindergarten setting

All of the participants answered this question, even though some of them did not give a clear explanation of their answers. Based on the responds, some key points have been concluded that there are 5 the challenges of teaching media literacy in kindergarten, namely,
a) Teacher's knowledge and skills regarding media literacy education are still limited
b) Do not have motivation to learn new knowledge
c) Lack of facilities of digital media
d) Children have disability or developmental/personality problems
e) Lack of support from parents and adults around the children

The order of this response according to the most answer. It means that the hardest challenge is that teachers' knowledge and skills regarding media literacy education are still limited, which relates to the next response that teachers do not have motivation to learn knowledge. Another issue is the lack of the facilities, especially on digital learning media in most of kindergartens in west java Indonesia have not been provided yet. Children's issue is the other challenges, such as children with disability or developmental/personality problems. The last challenge is the lack of parents and family support.

From the findings of category A, it is shown that the teachers' perspectives are positive regarding media literacy education for young children. However, teachers' knowledge and skills still need to be improved. These findings relate to the study conducted by Silawati [19] that kindergarten teachers in Indonesia need a comprehension training or module on media literacy education for children.

Moreover, curriculum, learning media and facilities also become one of the key findings in this session. This fact is supported by [2] that there is a need for governments to create an interactive media literacy curriculum for schools. However, not only curriculum is needed but also other learning elements, since beside curriculum design, the key points issues in media literacy education are also teaching, and assessment [24].

Moreover, family support is also mentioned by the participant as one of the challenging aspects. Character education is influenced by family and other communities where the children interact such as at school [21]. Therefore, the media literacy education program should integrate three elements, namely, students, teachers and parents [4].

Category B: Teachers' Implementation on media literacy education

The second category that investigated in this study was teachers' implementation on media literacy education in kindergarten. Some of the aspects was elaborated and the data is displayed below.

5. Formal training on media literacy education in kindergarten

Based on the data gathered it was found that only 37.5% kindergarten teachers who have followed formal training on media literacy education. Furthermore, 62.5% kindergarten teachers have not been attended format training on media literacy education.
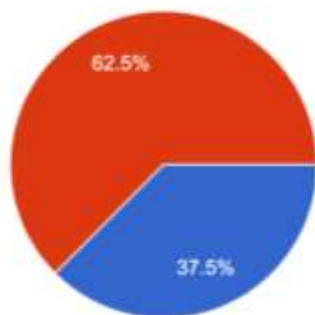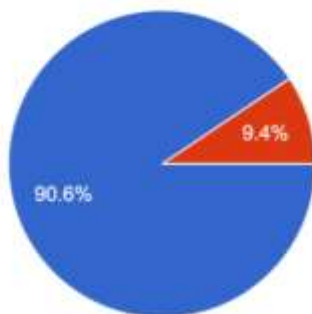

Notes:
37.5% Yes
62.5% No

Picture 3. Teachers' responses on attendance in Formal training on media literacy education

6. Incorporate media literacy education into teaching method

From the data gathered it can be concluded that common teachers have implemented media literacy education into their teaching. While only 9.4% teachers who have not been implemented it.


Notes:
90.6% Yes
9.4% No

Picture 4. Teachers' responses on incorporating media literacy education into teaching method

7. Discuss the importance of media literacy with the students

The majority of the teachers often discuss the importance of media literacy education with the children. While 31.3% occasionally done it and 6% rarely.

Notes:
6% Rarely
31.3% Occasionally
59.4% Often
3.3% Very often
0% Always
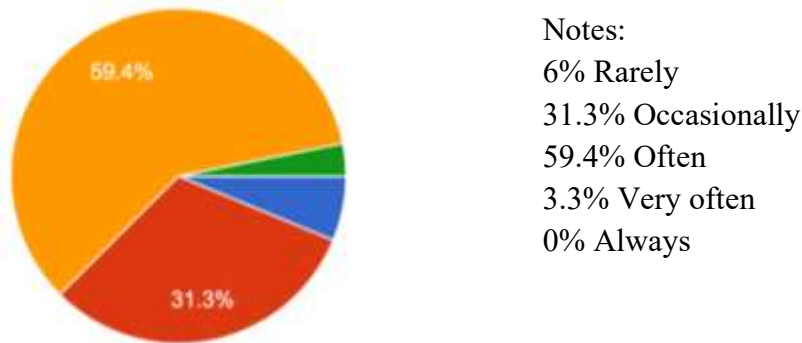
Picture 5. Teachers' responses on discussing the importance of media literacy with the students

8. Teacher's feeling of using digital tools and platforms in teaching

As many as 53.1% respondents felt moderately comfortable in using digital tools and platform in kindergarten. In addition, 25% participants considered extremely comfortable and 21.9% sightly comfortable. It can be summarized that all the participants were comfortable using digital tools in teaching but in different level of feelings.

0% Not comfortable at all
21.9% Slightly comfortable
53.1% Moderately comfortable
0% Very comfortable
25% Extremely comfortable
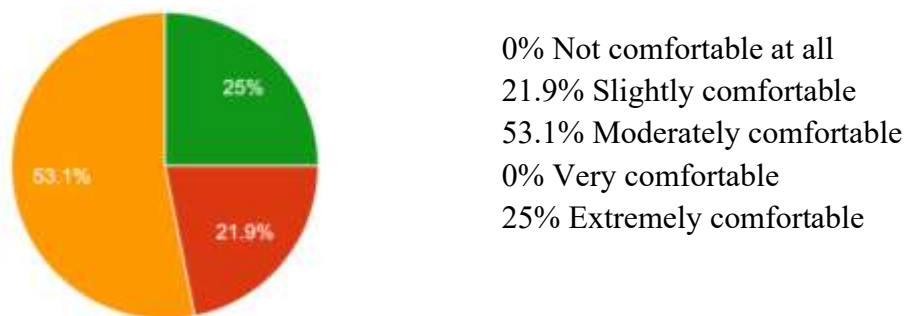
Picture 6. Teachers' responses on feeling of using digital tools and platforms in teaching

From the findings of category B it can be concluded that the teachers have implemented media literacy education and feel confidence in using digital media. However, in category A, the teachers feel the need to have more training and improve their skills in teaching media to early children. This finding gives some worries that the teachers implement an inappropriate concept of media literacy education for young children. Therefore it needs more investigation on the learning assessment of media literacy for children. Furthermore, media literacy education assessment is still a big challenge [22].

Category C: Teacher's believe on media literacy education as strategy to promote tolerance and harmony values on early children

9. The potential negative effects of digital media on children's attitudes towards tolerance and harmony

All of the teachers believed that digital media have negative aspect towards tolerance and harmony values, including for children.
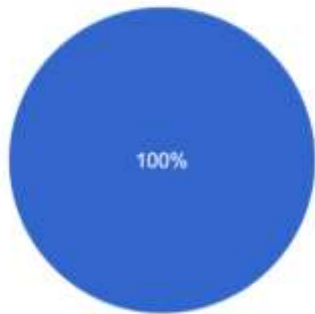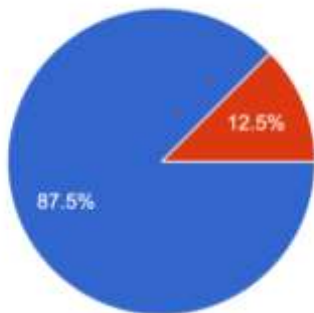

Notes:
100% Yes
0% No

Picture 7. Teachers' responses on the potential negative effects of digital media

10. Actively address the potential negatives of digital media on children's attitudes towards tolerance and harmony

The next question is whether or not the teachers actively address the potential negatives of digital media on children's attitudes towards tolerance and harmony. From the pie chart below it can be derived that 85.5% have been addressed it and 12.5% of the respondent have not.

Notes:
87.5% Yes
12.5% No

Picture 8. Teachers' responses on Actively address the potential negatives

11. Resources or support that would be helpful to improve media literacy education efforts in promoting tolerance and harmony in digital era

The other question was resources and supports needed by the teachers to improve media literacy education for promoting tolerance and harmony in digital era. Based on the respond, there were five points in this aspects, such as,

   (a) Books and video, other learning media and it's user guide
   (b) Teachers' training
   (c) Digital facilities
   (d) Policy proposed by government, school and society
   (e) Parents' supports

12. Comment and suggestion regarding media literacy education for promoting tolerance and harmony for young children.

The last issue that was questioned to the respondents was asking their comment and suggestion regarding media literacy education for promoting tolerance and harmony for young children. from the data it can be summarized that some strategies should be taken related to this issue, specifically,

    (a) Promoting tolerance and harmony values not only given in the media digital context, but also in real world situations.

    (b) Promoting tolerance and harmony values should be done gradually, starting from self-respect and acceptance.

    (c) Teachers and parents should have the same perspective about this issue.

    (d) Promoting tolerance and harmony values should be conducted based on children's interference and talents.

    (e) Promoting tolerance and harmony values should be using interesting media learning.

    (f) Promoting tolerance and harmony values needs support from the policy makers.

Based on the result of category C, the teachers have positive beliefs that media literacy education can be used as the strategy to promote tolerance and harmony in the digital era. Additionally, teaching young children media literacy can facilitate their proper navigation of the digital world, promote positive interactions there, and lessen the spread of hate speech and cyberbullying [15]. However, some similar suggestions with the finding in category A are also proposed regarding the improvement of teachers' skills, media and facilities, legal policy and family support.

Moreover, there is an interesting comment from the participant that promoting tolerance and harmony are still needs relevant with real world situations, even in digital context. In line with the statement, experiential learning theory is one of the basic theories in media literacy education [23]. Experiential learning emphasizes the importance of experience and its role in the learning process and encourages the application of information in real-world situations.

VII. CONCLUTION

Teachers' perspectives on media literacy education for young children are positive even though they are not highly confident. Majority of the teachers all agreed that incorporating media literacy instruction into curricula is crucial for helping young children develop their character. Additionally, some teachers have included media literacy instruction into their lessons in unique ways. Nonetheless, there is needs to improve the abilities of teachers, digital resources and learning materials, and parental and policies support. Moreover, experiential learning methods should be investigated more as one of the learning methods in media literacy education for children.

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The Effectiveness of Digital Marketing in Efforts to Promote Tlangoh Beach in Bangkalan Madura Through Social Media

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Abstract. Social media is a tourism information center for tourists regarding various destinations and activities. Social media is the main attraction for attracting tourists and providing various available information, as well as answering various curiosities. The role of ICT in the world of tourism as facilities and infrastructure in promoting tourism which we often hear electronically is called digital marketing. Tlangoh Beach, which is located in Bangkalan, Madura, is a tourist destination that has beautiful views. Based on this, it encourages researchers to conduct research related to strategies for using digital technology as a medium for conveying information in carrying out promotions, building preferences, and increasing visitors to Tlangoh beach in Bangkalan district. The aim of this research is to determine the effectiveness of digital marketing in promoting Tlangoh beach tourism in Bangkalan Regency. This research uses qualitative methods with the AISAS (Attention, Interest, Search, Action, Share) model. The results of this research explain that the existence of social media makes it easier to communicate with potential visitors/tourists. All input and questions received can be used as ideas for future posts and improvements to the Tlangoh Beach tourist attraction. In other words, social media users/readers can provide inspiration for the development of Tlangoh beach tourism in Bangkalan district. It is important to be more interactive with followers or readers of social media because it serves as a form of real actualization of promotional strategies. The use of hashtags in posts on social media is no less important, for example, the hashtag #pantaitlangoh, so all the content in searches for that hashtag on average contains posts about Tlangoh beach.
Keywords : Social Media, Digital Marketing, Pantai Tlangoh

I. INTRODUCTION

Natural and cultural wealth is an important component in tourism in Indonesia. One of them is the island of Madura which can be used as one of the lists of tourism visits, including: religious tourism, cultural tourism, and natural tourism. Madura has the potential for beautiful natural tourism in many regions, one of which is in Bangkalan Regency. Bangkalan Regency is a district located in East Java, this district holds a million amazing and hidden charms and natural fragrances. Some of the natural attractions that can be visited are: Jaddih Hill, Siring Kemuning Beach, Arosbaya Limestone Hill, Arosbaya Pelalangan Hill, Geger Hill, City Recreational Park, Rongkang Beach, Paseban Park, and Tlangoh Beach.

Tlangoh Beach is a new tourist attraction in Madura, starting to operate around May 2020. Initially, it was known as a therapeutic beach. The majority of tourists who visit have a history of diseases, ranging from itching to having a stroke. They usually come after the dawn prayer to soak themselves and only rise when the sun begins to rise. Unfortunately, the identity as a therapeutic beach is not able to bring economic benefits to local residents. After the opening of the beach tourist destination, the residents of Tlangoh Village welcomed it well. In the end, new jobs are created for them. Many villagers have opened stall businesses along the coast. The village youth now have jobs as tour guides, become operators of All Terrain Vehicle (ATV) motorcycles to serve as security guards at tourist sites.

This phenomenon is in line with a study conducted by Yoeti tourism is an important sector in economic development because tourism is very closely related to all economic sectors, so it makes many important contributions to the regional economy [1]. The tourism sector contributes to foreign exchange revenues, increases business opportunities and various job opportunities, and increases income for the central and regional governments. However, after 2 years of the opening of Tlangoh Beach tourism, not many people know that on the coast of Madura there is a beautiful beach, even

many people around Bangkalan Regency do not know the presence of this tourist destination, thus it is important to promote Tlangoh Beach tourism.

So far, the Government has tried to increase tourist visits to the island of Madura by holding various events and promoting them online using social media such as websites, twitter, Instagram, and others. Social media is a tourism information center for tourists about various destinations and activities. For example, on the tripzilla.id website, tripadvisor.id, travel.detik and the official website of the government. Social media is the main attraction to attract tourists and provide various existing information, as well as answer various curiosities. As well as an advertising means that stimulates people to come to visit Madura. However, not all social media can inform the destinations around the destination to be visited, due to the limited time and information about the destinations around them, tourists often only visit a few places, and cannot explore the destinations around them, so that only certain destinations are crowded with tourists.

The development of technology has made consumer behavior shift, where in the past millennials spent more money on style and style, but now they consume more vacations. So visiting the latest tourist attractions presented in the form of photos is what they are most looking for [2]. The internet is an interesting opportunity for marketers to conduct marketing research on aspects that match the products offered. With digital marketing, it is easier for marketers to market their products, one of which is tourism products. Digital marketing is one of the strategies applied in marketing tourism products in the current era. The existence of digital marketing also makes a person's interest in traveling even higher. Digital marketing activities are usually carried out on websites, social media, online advertising, email direct marketing, discussion forums, and mobile applications [3]. Every content provided in digital marketing will have an impact on increasing the number of tourists who attend.

The role of digital media has been widely used to promote a region [2]. Several previous studies have explained that digital media has a very important influence in promoting tourism and increasing the number of tourists. The results of the study explain that content from social media has an important role. Through the disparbudkab.bdg Instagram account, it produces an informative and persuasive account. This cannot be separated from a well-organized content formation process. The active role of the government to involve experts in the field of social media content is also the key to the success of the disparbudkab.bdg account in managing tourism content in its area [2]. Then the results of other studies show that the role of digital media has an influence on the tourism promotion process to increase the number of tourists [4]. The study aims to analyze how the use of digital marketing in the promotion process carried out by the local government of Magetan Regency, especially the Tourism Office to introduce tourist village objects in Magetan Regency. The results of other studies also show that social media is preferred as digital marketing [5].

Based on the background of the above problems, it has encouraged researchers to conduct research on strategies for using digital technology as a medium to convey information in promoting it, building preferences, and increasing visitors to Tlangoh Beach in Bangkalan Regency through strategic marketing digital marketing social media. The results of this research are expected to be applied to attract the number of tourism visitors, especially on Tlangoh Beach, Bangkalan Regency.

II. METHOD

This study uses a qualitative method with the AISAS (Attention, Interest, Search, Action, Share) model. The data analysis in this study uses the search for the calculation of the mean (average), percentage, and mode or response that often appears in the questionnaire results. AISAS is the process

of a consumer who pays attention to a product, service, or advertisement (Attention) and arouses interest (Interest) so that there is a desire to collect information (Search) about the goods. So this research is included in the type of descriptive study.

Descriptive studies are conducted to ascertain and be able to describe the characteristics of the variables of interest in a situation [6]. Descriptive studies can be simple or complicated; and can be done in a variety of situations. The purpose of descriptive research is to examine the form, characteristic activity, changes, relationships, similarities and differences with other phenomena. Qualitative methods are the accumulation of data on natural conditions by interpreting phenomena that occur [7].

AISAS is a communication model invented by Dentsu that is used to determine tourist behavior based on the use of digital marketing applied to a product. Based on the phenomenon that tourists today have wide access to exchange information, the AISAS Model consists of [8]: 1). Attention, which is how people pay attention to products, services, and advertisements 2). Interest, the attitude of interest by the audience towards the product or service that they have seen. 3). Search, which is the search and collection of information by consumers in order to learn about the product or service first. 4). Action, which is a consumer action related to the purchase of products or services. 5). Share, that is, the action of consumers in the form of sharing information and experiences about products or services.

III. RESULTS AND DISCUSSION

RESULT

A. Results of the Attention sub-variable research

The results of attention analysis on tourists at Tlangoh Beach Bangkalan based on data, respondents' responses to the statement of the attention sub-variable are as follows:

Table. 1 Attention Analysis

Item Number	Statement	Response				Number of samples	Total Score	Ideal Score
		SS	S	TS	STS			
1	I saw the Tlangoh Beach tourist object through social media.	17	23	1	0	41	164	164
2	I have known about Tlangoh Beach, from a long time ago.	6	17	12	6	41	105	164
3	I realized that in Bangkalan there is a beach tourism called Tlangoh Beach.	17	20	3	1	41	135	164
4	The existence of information on social media helps me in	14	25	2	0	41	135	164

reminding me of the existence of Tlangoh Beach tourist attractions.			
Total Score		539	656
Presentase		82,2%	

Based on the calculation in the table above the attention response, it shows that item number one is the highest score where tourists see Tlangoh Beach tourist objects through social media. And the lowest item is the statement that visitors already know Tlangoh Sendari Beach first, this proves that social media provides information that has not been previously known by visitors.

B. Results of the Interest sub-variable research

The results of interest analysis on tourists at Tlangoh Beach Bangkalan are based on data. The respondents' responses to the statement of the sub-variable of interest are as follows:

Table. 2 Interest Analysis

Item Number	Statement	Response				Number of samples	Total Score	Ideal Score
		SS	S	TS	STS			
5	I am interested in visiting the Tlangoh Beach tourist attraction because of the stories and testimonials of people who have visited Tlangoh Beach.	12	21	8	0	41	127	164
6	I am interested in visiting Tlangoh Beach because of the facilities.	3	27	10	1	41	114	164
7	I am interested in visiting Tlangoh beach because of the beauty of the scenery.	18	20	2	1	41	137	164
Total Score							378	492
Persentage							73,7%	

Based on the calculation in the table above the response of interest, it shows item number 7, namely: the statement that I am interested in visiting Tlangoh Beach because of the beauty of the scenery (137) is the highest score where tourists are interested in visiting Tlangoh Beach Bangkalan because of the scenery. While the statement item that I am interested in visiting Tlangoh Beach because the facilities are the lowest (114), it explains that visitors consider that facilities are not the basis for their visit to Tlangoh Beach, this also reveals that Tlangoh Beach facilities are still considered lacking by visitors.

C. Search sub-variable research results

The results of the search analysis on tourists at Tlangoh Beach Bangkalan based on the respondents' response data to the statements of the search sub-variables are as follows:

Table. 3 Search Analysis

Item Number	Statement	Response				Number of samples	Total Score	Ideal Score
		SS	S	TS	STS			
8	Searching for tourism information on Tlangoh Bangkalan beach on the internet site is easier.	14	22	4	1	41	131	164
9	I started searching Tlangoh Beach by using a search engine to know which sites or social media have complete information.	13	25	3	0	41	133	164
10	I first found out the beauty/facilities found on Tlangoh Beach, so as not to be disappointed when visiting it.	10	29	2	0	41	131	164
	Total Score						395	492
	Persentage						80,3%	

Based on the calculation in the table above the search response, it shows item number 9, namely: the statement that it is the highest score where I started the search for Tlangoh Beach using a search engine to know which site or social media has complete information (133).

D. Results of the Action sub-variable research

The results of the action analysis on tourists at Tlangoh Beach, Bangkalan are based on response data. The following respondents to the statement of sub-variables of action are as follows:

Table. 4 Action Analysis

Item Number	Statement	Response				Number of samples	Total Score	Ideal Score
		SS	S	TS	STS			
11	I decided to visit Tlangoh Beach based on the information I had already obtained.	12	16	13	0	41	122	164
12	I consider the reason for visiting Tlangoh beach through comments or testimonials of visitors through internet sites (web, youtube, etc.)	7	24	8	2	41	118	164
13	I consider the reason for visiting Tlangoh Beach through comments or testimonials of visitors through internet sites and social media (facebook, instagram, twitter).	6	26	8	1	41	119	164
	Total Score						359	492
	Persentage						73%	

Based on the calculation in the table above the action response, it shows item number 11, namely: a statement that I decided to visit Tlangoh Beach based on the information that has been

obtained (122), from various information both friends, family, and social media.

D. Results of the Share sub-variable research

The results of share analysis on Tlangoh Beach tourists in Bangkalan based on respondents' response data to the statement of the sub-variable share are as follows:

Table. 5 Share Analysis

Item Number	Statement	Response				Number of samples	Total Score	Ideal Score
		SS	S	TS	STS			
14	I would like to give the story of my experience visiting Tlangoh Beach to friends/colleagues.	10	30	1	0	41	135	164
15	I would like to give a story of my experience visiting Tlangoh Beach through a direct conversation.	10	29	2	0	41	131	164
16	I give stories of my experience visiting Tlangoh Beach Parisiwata through social networking sites, Facebook, Instagram, Twitter, and others.	9	28	4	0	41	128	164
17	I want to provide a story of my experience visiting Tlangoh Beach through my online blog site.	4	17	19	1	41	106	164
	Total Score						500	565
	Persentage						88,5%	

Based on the calculation in the table above the share response, it shows the statement item that I want to give the story of my experience visiting Tlangoh beach to friends/colleagues (135). While the statement item that I want to provide the story of the experience of visiting Tlangoh Beach through the lowest blog online site I have (106), this shows that not all visitors have a personal blog.

F. AISAS Effectiveness Measurement Value

Table. 6 Effectiveness of AISAS on Tlangoh Beach, Bangkalan

No.	Dimension	Persentage
1	*Attention*	**82,2 %**
2	*Interest*	**73,7 %**
3	*Search*	**80,3 %**
4	*Action*	**73 %**
5	*Share*	**88,5 %**

Based on the table above, it is explained that from the 5 measurement dimensions of AISAS (Attention, Interest, Search, Action, Share) revealed that the Share dimension made the highest contribution related to the promotion of tlangoh beach tourism in Bangkalan. This shows that visitors want to give stories of their experience visiting Tlangoh Beach to friends/colleagues either directly or digitally such as social media.

DISCUSSION

The results of this study explain that of the 5 measurement dimensions of AISAS (Attention, Interest, Search, Action, Share) revealed that the share dimension made the highest contribution related to the promotion of tlangoh beach tourism in Bangkalan. This shows that visitors want to give stories of their experience visiting Tlangoh Beach to friends/colleagues both directly and digitally such as their social media.

The results of this study also reveal that there are several factors that support the promotion of Tlangoh Beach through digital marketing. Apart from the factors of facilities, cleanliness, service and so on. The importance of being more interactive with followers, or social media readers, because service is a form of real actualization, of a promotional strategy. With the existence of social media, of course, it is easier to communicate with prospective visitors/tourists.

It is no less important to pay attention to the target market whether it is teenagers, families, children or other ages. The target market for Tlangoh beach tourism is quite diverse, not only teenagers, but also families and communities. The target market will adjust to the design / post of the target market. The function of content in social media is to attract customers to get to know more about Tlangoh beach tourism, because informative and educational content is usually in great demand by audiences on social media.

Social media algorithms, each social media platform has its own algorithm or formula for how it works. For example, Facebook and Instagram will certainly have different algorithms for how they work. You must understand the algorithm of each of these platforms to get maximum engagement and reach the market share that suits the target market of Tlangoh beach tourists. The importance of using hashtags in posts on social media is certainly familiar. It is necessary to type a word using the hashtag (#) and it will automatically become a hashtag. Hashtags have a function as a grouping of content with a specific topic. For example, hashtags #pantaitlangoh, then all content in the hashtag search contains tlangoh beach posts on average.

Some of the inhibiting factors that still need to be developed are in addition to cleanliness such as the lack of trash cans, the lack of playgrounds for children, and some facilities are still paid, so many visitors complain about this. In addition, social media, both Instagram and Facebook managed by the manager of the Tlangoh Beach Tourism Village, are not interactive enough with visitors, and are not active in uploading photos or information related to the development of Tlangoh Beach. The need for a special admin in running digital marketing as an effort to promote Tlangoh beach in Bangkalan Regency

IV. CONCLUTION

The results of this study explain that the existence of social media makes it easier to communicate with prospective visitors/tourists. Through all the inputs, and questions received, can be used as ideas for future posts and improvements in Tlangoh beach tourist attractions. In other words, social media users/readers can be an inspiration for the development of tlangoh beach tourism in Bangkalan Regency. It is important to be more interactive with followers, or readers of social media because the service is a real form of actualization, of the promotion strategy. The use of hashtags in posts on social

media is no less important, for example, hashtags #pantaitlangoh, so all content in the hashtag search contains tlangoh beach posts on average.

This study also explains that of the 5 measurement dimensions of AISAS (Attention, Interest, Search, Action, Share) revealed that the Share dimension made the highest contribution related to the promotion of tlangoh beach tourism in Bangkalan. This shows that visitors want to give stories of their experience visiting Tlangoh Beach to friends/colleagues either directly or digitally such as social media.

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