

## Overcoming The Spread of Hoax in Social Media through Strengthening Digital Literacy Contained with Character Education

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### Abstrak

Berbagai kasus penyebaran berita palsu dan bohong (fake news and hoax) di Indonesia telah menjadi permasalahan yang sangat serius. Fenomena hoax ini mampu menjadikan beragam masalah. Tujuan penelitian ini adalah untuk menangkal penyebaran hoax di media sosial melalui penguatan literasi digital bermuatan pendidikan karakter. Penelitian ini menggunakan metode kepustakaan atau library research. Metode penelitian ini menggunakan sumber-sumber data yang berasal dari berbagai jurnal ilmiah, artikel, literatur, buku dan bahan penelitian lainnya yang relevan. Data yang dikumpulkan dari studi kepustakaan dianalisis secara deskriptif kualitatif. Penelitian ini menunjukkan, bahwa literasi digital sudah seharusnya mulai ditanamkan dan kembangkan dalam karakter siswa. Penguatan literasi digital haruslah diimbangi dengan penyisipan muatan pendidikan karakter dengan maksud meningkatkan kemampuan seseorang dalam menemukan, memilih dan menafsirkan suatu informasi dengan tepat. Pendidikan karakter yang perlu ditumbuhkan dalam penguatan literasi digital untuk menangkal berita hoax adalah berpikir kritis. Untuk membentuk karakter berpikir kritis dalam menguatkan literasi digital dapat dilakukan dengan mengajak siswa mengenali karakteristik judul-judul berita yang ada di media sosial, menerima informasi dari media sosial yang bersumber dari akun-akun resmi yang mewakili pendapat Pemerintah, memeriksa kembali substansinya apakah sesuai dengan fakta yang ada di lapangan, mengedukasi siswa untuk ikut serta dan berpartisipasi dalam grup-grup yang secara khusus membahas dan mendiskusikan anti hoax.

**Kata Kunci:** *penyebaran hoax; media social; literasi digital; pendidikan karakter*

### Abstract

Various cases of the spread of fake news and hoaxes in Indonesia have become a very serious problem. The phenomenon of hoaxes can cause various problems. The purpose of this research was to prevent the spread of hoaxes on social media by strengthening digital literacy with character education. This research used the library method or library research. This research method used data sources from various scientific journals, articles, literature, books and other relevant research materials. The data collected from the literature study were analyzed descriptively qualitatively. This research showed that digital literacy should begin to be instilled and developed in students' character. Strengthening digital literacy must be balanced with inserting character education content with the intention of increasing one's ability to find, select and interpret information appropriately. Character education that needs to be grown in strengthening digital literacy to ward off hoax news is critical thinking. To form the character of critical thinking in strengthening digital literacy can be done by inviting students to recognize the characteristics of news titles on social media, receiving information from social media that comes from official accounts that represent the opinion of the Government, re-examining the substance whether it is in accordance with the facts. In the field, educating students to participate in groups that specifically discuss anti-hoaxes.

**Keywords:** *spreading hoaxes; social media; digital literacy; character education*

## INTRODUCTION

The use of social media is currently growing rapidly in Indonesia. Social media emerged as a new platform that received warm welcome from internet users. This social media allows us to be able to exchange information with everyone who is a fellow user of the media. Unfortunately, the behavior of using social media in Indonesian society, which tends to be consumptive, makes true and false information mixed up (Hidaya et al., 2016). This characteristic is one of the factors that drives the increasingly massive spread of hoax news through social media in Indonesia.

According to a Mastel survey, out of 1,116 respondents who received hoaxes more than once per day, as many as 14.7%, then 34.6% received hoaxes every day, and 23.5% received hoaxes once a week, then as many as 18.2% received hoaxes once a month. The media for spreading hoaxes at this time are diverse, including chat applications such as whatsapp, line, telegram as many as 62.80%, websites as many as 34.90%, and social media as many as 92.40% (Instagram, Facebook, Twitter) (Rahmadhany et al., 2021). Meanwhile, based on the format, 62.10% of the hoaxes were spread in the form of writing, while 37.50% were in the form of two-dimensional images (Gumgum et al., 2017)

Various cases of the spread of fake news and hoaxes in Indonesia have become a very serious problem. The phenomenon of hoaxes can cause various problems (Tutiasri et al., 2019). The existence of fake news is not only troubling but also creates various conflicts and crimes in society. Hoaxes have caused society to be divided in their response, thus triggering conflicts in society that lead to divisions (Mujianto & Nurhadi, 2022).

Hoaxes circulating on many social media at this time have caused anxiety not only for the community but also for the government. Hoax news manipulated in such a way has more or less participated in sparking violence in the Republic. The recent violence can be said to be irrational because it is not based on facts and correct information (Iskandar, 2013). Throughout 2018, there were no less than 10 hoax news that had an impact on society, ranging from news about natural disasters, cases of persecution, child abductions, to the distribution of poisoned food (Pranesti & Arifin, 2020).

Ministry of Communication and Informatics (2016) has made great efforts to ward off hoaxes through: (a) outreach activities to the public about the dangers of hoaxes through mass media (print and electronic/online); (2) blocking online sites that are indicated as hoaxes, such as the pos-metro.com; nusaneews.com; Voa-islam.com; Nahimunkar.com; Kiblat.net; Bisjarah.com; Dakwahtangerang.com; Islampos.com; Suaranews.com; Izzamedia.com; and Gensyiah.com; (3) blocking of sites that contain pornography and contain SARA sentiments (ethnic, religious, racial, and inter-group); and (4) revise the Electronic Information and Transaction Act (Act No.11/2008 to Act No.19/2016 concerning ITE), in which hoax crimes are a category of cyber crime (Nashihuddin, 2017). In May 2021, Ministry of Communication and Informatics reported findings of 1,606 hoax issues and 3,475 submissions for take down hoaxes in the media (Sari et al., 2021).

The question arises, whether the efforts and hard work carried out by the Government are able to prevent or stem the spread of hoax news (Suparno & Sukinta, 2021). The reality shows that the regulations made by the Government to prohibit the manufacture and spread of hoaxes have not been effective to combat them. Therefore, to assist the government in tackling the spread of hoaxes, several studies have been conducted, such as (Saputro & Haryadi, 2018) entitled Edukasi Kampanye Anti Hoax melalui Komik Strip which offers one strategy that will be used in the use of social media. The anti-hoax campaign through comic strips using social media is the focus of the writer to assist the police in fighting hoaxes.

It is different with the Group of 66 KKN UMJ which is trying to hold online counseling through YouTube podcasts to ward off hoax news in the midst of a pandemic (Tanjung et al., 2021). Research conducted (Widiatmojo, 2020) entitled Literasi Visual Sebagai Penangkal Foto Hoax Covid-19 offers hoax prevention by emphasizing visual literacy competency in counteracting visual hoaxes on the issue of Covid-19. In fact, to prevent the spread of hoaxes, you need to know in advance why it is so easy to spread in Indonesia (Park & Rim, 2020). Of course, the main cause of the spread of hoaxes in Indonesia is so high because of the low literacy of the public as users of social media.

People who have a low level of literacy will be vulnerable to being exposed to hoax news. This is marked by the attitude of the people who do not consider and check the truth of a news. People easily spread news without knowing the actual source (Maulana Aditia et al., 2021). According to research results (Masril & Lubis,

2020), entitled “Analisis Penggunaan Media Sosial dan Penyebaran Hoax Di Kota Medan”, which showed that hoaxes are thriving through social media at this time, it must be acknowledged that the cause is due to the low awareness of social media users in the process of selecting information that is spread.

The easy spread of hoaxes is none other than the low character of the community's digital literacy. For this reason, a comprehensive and holistic solution is needed, which does not just build digital literacy alone. But also in strengthening digital literacy, character education content is also inserted. The content of character education in question is the values that are used as the basis for warding off hoax news. Therefore, the title raised in this article was Overcoming the Spread of Hoax in Social Media through Strengthening Digital Literacy Contained with Character Education.

## **METHODS**

This research used the library method or library research. This method utilized the library as a source of material to obtain relevant research data by referring to the existing problem formulation. This research method used data sources from various scientific journals, articles, literature, books and other relevant research materials. The data collected from the literature study were analyzed descriptively qualitatively. Furthermore, the data obtained from the results of previous research were categorized and selected, then linked to the main issues to be discussed, so that they can answer the existing problem formulation holistically. This qualitative research used inductive thinking whose process begins with observing data, discussion, justification support and the final result was in the form of general conclusions.

## **RESULT AND DISCUSSION**

To ward off hoaxes is not just having simple abilities in the form of writing or reading some information. In the era of rapid development of technology, information and communication, literacy is not only understood as reading activities (Swarniti, 2021a). Literacy must begin to be instilled and developed in the character of each student so that they have the ability to read, analyze, filter and process information based on digital formats that are spread across various social media. Therefore, strengthening digital literacy must be balanced with inserting character education content with the intention of increasing one's ability to find, select and interpret information appropriately (Sari et al., 2021). According to (Mujahiddin & Said, 2017) that the intelligent use of social media is not only seen from the ability in communication ethics but also seen from the ability to sort out hoax information.

Strengthening digital literacy with character education directs each student to have a strong character that equips them to manage, process and interpret the information they find on social media, so as to avoid news that misleads the mind (hoax). Character education that needs to be grown in strengthening digital literacy is critical thinking. The spread of news on social media is not all true, so it needs to be examined more deeply. The character of critical thinking is needed so that it is not easy to believe the information received. Here students act wisely and smartly in selecting or filtering the content displayed via social media (Alif et al., 2018). By having the character of critical thinking, any information received from social media will be compared with other data or confirmed in advance to related parties (Berta & Swarniti, 2020).

To build the character of critical thinking in strengthening digital literacy, what can be done is to present more than one information on social media with different or contradictory contents (Pietrass, 2007). Even in the research that was done (Palupi, 2020) entitled “Hoax: Pemanfaatannya Sebagai Bahan Edukasi Di Era Literasi Digital Dalam Pembentukan Karakter Generasi Muda” showed that hoaxes can be used as educational material in the era of digital literacy, it is hoped that it will make people think critically, be wiser in filtering and responding to information, so that they can participate in and contribute to peace and national unity (Swarniti, 2020).

In the context of learning, the teacher provides information sourced from social media with different content. Of course one of the information given to students is wrong (hoax) (Khatimah et al., 2022). Such strategies need to be applied to create situations that confuse students' thinking. This is in accordance with the intent and purpose of creating hoax news on social media, namely to confuse other people who know about it. It is from this confusion that the goal of hoax news makers and disseminators on social media is to try to gain confidence from the recipient of the information, that the news they make appears to be true,

even though it is fake (Santika et al., 2019). This is in accordance with the characteristics of hoaxes, it is indeed difficult to distinguish hoax news from genuine news (facts). If there is no caution, netizens will easily fall for hoax news and even spread false information, of course it will be very detrimental to the victims of slander (Kasman, 2019).

A fake news or news that has the aim of deceiving and provoking its readers and listeners to believe the fake news or news, even though the creator of the fake news knows that the news or news he is making is not true (Putri et al., 2020). This is where the news maker will take advantage of the creation of hoax news on social media.

By placing students in a confusing situation is the teacher's attempt to simulate and bring them closer to the actual situation and conditions. With this strategy, students are expected to have a desire to dig deeper into information (Santika et al., 2022). This is where the seeds of character are expected to grow which are based on critical thinking in receiving all information from social media. To strengthen digital literacy with character education to form students who have critical thinking skills, the first and very strategic step that teachers need to take is to direct them to look at information titles on social media.

Students should be invited to recognize the characteristics of news titles on social media. The information contained in social media usually contains elements that are provocative. The title usually has an inflammatory and provocative content that invites the reader to believe the negative narrative. In order to trick readers, generally the contents of the news on social media are changed and modified, so that the perceptions are in accordance with the goals desired by hoax makers and spreaders (Santika, 2020). The character of critical thinking here can be built by finding provocative news. Students are then invited to look for similar information on social media with the intention of being a comparison.

This really needs to be considered, because it will create a balance of news sources. If there is only one source of information, it is impossible for students to get a comprehensive picture. compare the same information from one media platform to another in order to get multiple points of view (Sabrina, 2019).

To strengthen digital literacy with character education through critical thinking skills, students must be invited to only receive information from social media that originates from official accounts that represent the opinion of the Government (Santika, 2018). That way, students will get information that is more accurate and reliable, so that in turn they are able to make them draw the right conclusions. To get information that is valid and can be accounted for, students must be encouraged to build critical thinking characters by looking at the addresses of social media accounts (Santika & Sudiana, 2021). Various information that students get from certain social media accounts must be examined and researched first. If social media information originates from social media accounts that are unclear and unverified, such as using personal social media accounts, then the information can be doubted.

Therefore, students must pay attention to where the information comes from and who the source is. If the information comes from official social media, such as Facebook, Instagram, Twitter and official line of government institutions. Students must be trained not to easily trust sources of information that come from the personal views of observers, mass organization activists, political figures and others whose credibility of information is still very dubious.

The next step in building the character of critical thinking needs to be considered and its substance re-examined, whether it is in accordance with the facts on the ground. Here students are expected to be able to discern the main differences between news made based on facts and opinions made based on personal opinion. Students must understand facts as an event that occurred supported by witnesses and corroborating evidence. While opinions are the opinions and impressions of the author, so they have a subjective tendency. Often students find it very difficult to distinguish between news and opinions on social media (Santika, 2021).

It is not only writing that students should pay close attention to, but visually the pictures or photos that are distributed via social media. This is in accordance with the pattern of spreading fake news (hoaxes) which is generally done by utilizing memes in the form of photos, videos and writings (Prayitno, 2018). The memes that are produced are distributed by utilizing social media networks and relying on the number of followers of each account owned by the spreaders of fake news (hoax).

Some examples of visual hoax news that have gone viral on social media are dead rats in coca-cola bottles. It is known that the image is the result of Photoshop engineering because it is not shown clearly.

There is also news about eleven babies being born to one mother, even though the truth is eleven babies. was born to eleven mothers in an IVF center, and there is much more hoax news circulating in society through social media (Saure et al., 2018) .

With the current development of digital technology, it is not only text content that tends to be manipulated on social media, but also other content, such as photos and videos. Often fake content creators on social media edit videos or photos to provoke readers. The way to shape student character so that they have critical thinking skills is to invite them to check the authenticity of circulating photos or videos. Students are invited to take advantage of the Google search engine, namely by drag-and-drop into the Google images search field. Indirectly Google will automatically display and present similar images on the internet. This way it will be easier to compare (Swarniti, 2021b).

Another step that can be taken to strengthen digital literacy with character education is to educate students to take part and participate in groups that specifically discuss anti-hoaxes. In various existing social media platforms, anti-hoax discussion groups or anti-hoax faspages have been formed, such as the Fanpage Indonesian Hoaxes, Fanpage and Group Indonesia Hoax Buster, Forum Anti Fitnah, Hasut and Hoax (FAFHH) and Grup Sekoci. The presence of communities or groups trying to prevent the spread of Hoax practices in cyber media continues (Priambodo, 2019). The existence of an anti-hoax community like this is a positive method to counteract the circulation of hoax and fake information on various social media. Even now, Turn back hoaxes have appeared which are also equipped with applications that make it easier for social media users to report various information that is allegedly fake.

In these various discussion groups, students can participate by searching for and asking for information on social media, whether the content of the material is hoax or not. Here students will be trained to think critically through various methods. For example, what methods are used by other people to find out whether news is hoax or not and how do other people clarify information that is true or trustworthy. In this context, all members including students can actively contribute, so that it functions like crowdsourcing which utilizes the power of many people.

## CONCLUSION

Based on the discussion above, it was concluded that digital literacy must have started to be instilled and developed in the character of students so that they have the ability to read, analyze, filter and process information based on digital formats that are spread across various social media. Therefore, strengthening digital literacy must be balanced with inserting character education content with the intention of increasing one's ability to find, select and interpret information appropriately. Character education that needs to be grown in strengthening digital literacy to ward off hoax news is critical thinking. To form the character of critical thinking in strengthening digital literacy can be done by inviting students to recognize the characteristics of news titles on social media, receiving information from social media that comes from official accounts that represent the opinion of the Government, re-examining whether the substance is in accordance with facts on the ground, educate students to participate in groups that specifically discuss anti-hoaxes.

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