# Fight Hoaxes with Literation to Save Generations

**Kheyene Molekandella Boer[1], Kadek Dristiana Dwivayani[2]**
[1,2]*Universitas Mulawarman, Indonesia*
*Delux_boer@yahoo.com, kadekdristiana@gmail.com*

## Abstract

*The explosion of information in this era demands that the public must intervene to at least save themselves. Information moves so fast, which has been able to condition the public, including teenagers, as individuals who are always hungry for any information that impacts dependence on smartphones and social media. This condition is considered a nation's progress because it can be open to technological innovation. However, information technology gradually becomes a problem when there is an increase in false information, known as hoaxes, that dominate social media. Even information overlaps and reaches the public with unclear truth. Therefore, it is feared that the public will accept the essential information and ultimately act on the hoax they consume. Digital literacy is a method for forming public understanding in responding to hoax news. Before digesting the news, the public is expected to evaluate and provide an assessment of the type of news. Therefore, the government and social groups are now actively promoting digital literacy to counter hoax news to create better public quality and maintain Indonesia's unity and integrity.*

## I. Introduction

*"Truthful to use your social media"* these words are often heard as an appeal to Millennials who are infatuated with social media. The generation that is very close to online interactivity, the generation that is ready to be bombarded with an abundance of information, which conditions the teenagers as users who must be active in doing all the social media. Social media is an example of a relatively recent development of information technology (Marbun *et al*, 2020). Communication through social media promises a comfortable state of communication (Marlina, 2020).

Online activities such as writing statuses containing political opinions or confiding in meeting information needs about politics and entertainment are considered progress. Everyone now easily accesses all types of information in digital form. Technological progress is not interpreted as a convenience; this condition is often seen in the circulation of hoax information that will impact fundamental interactions in daily life or politics.

The information age is where now we can freely access any information with the help of technology. An era filled with various interests in information has become a major in the media industry. Information is more popular than the role of a top artist. Everyone has also made information as a necessity of life into the source of livelihood.

Next-generation of the Indonesian people will depend on the quality of today's youth. The generation that is conditioned in the life of sophisticated technology makes teenagers very dependent on technology. Adolescents receiving information are judged to be still incompetent; they receive information not based on truth and digital literacy that results in their character and attitude at their age (Pratiwi, 2017, p.14). When the ability to understand information has not been measured correctly, this will also affect many things, one of which is the decline in the morale of the younger generation. It is because of a

reference in thinking, behaving and even defining the world aimed at the mass media. This is what we need to prevent with the movement of media literacy or digital literacy.

Several studies have revealed that adolescents using social media place more emphasis on personal identity motives. This motive is limited to building relationships or relationships with others, such as making comments on uploaded friends or uploading videos to a personal account. Internet technology advances should be used as much as possible for more practical purposes, such as improving cognitive and psychomotor abilities in using digital media or searching for academic assignments. As a result, many unwanted cases are occurring today, ranging from cyberbullying, cybercrime, and sexual violence among teenagers (A'yuni, 2015, p.5).

Other young people who focus on attention are entering early adulthood, starting from the lecture period until new graduates look for work. Early adulthood is a transition from adolescence. According to Hurlock (2016), early adulthood begins at 18 to approximately 40 years. However, this age cannot guarantee to filter all information. It could be that the idealistic attitude held in this phase shows a more critical and aggressive view. Both groups of young people need to get education about digital media literacy. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020).

According to David Buckingham (2018, p.147), media education aims to develop a critical understanding and active participation. Adolescents as media consumers can make interpretations and assessments based on information obtained. In addition, it enables adolescents to become media producers in their way so that they become empowered participants in the community. Media education is a matter of developing youth's critical and creative abilities. Social media is information and entertainment that cannot be separated from the critical role of choosing the source of information received. That happens it will cause problems in his personal and social life. Examples of hate comments and body shaming often occur on social media. This unthoughtful media will cause psychological, social and politically.

The use of digital media in the learning process is still minimal. 21st-century education requires educational institutions to be responsive to the development and changing times by mastering information technology or digital-age literacy (Rila et al., 2019). The use of social media by educators and parents is a form of concern for the child's growth and development to provide appropriate digital literacy direction. However, when educators and parents cannot use social media, the role of supervision is hampered. Social media for teenagers eagers has a significant influence on lifestyle, habits and social interactions. For example, five friends hold a dinner together when each member is busy with his social media. Interaction within the group becomes disturbed, greeting becomes a courtesy. Digital activities can be seen in smartphones to find information and entertainment, upload and comment on social media.

New Generation, as known as Millenials, must be considered in the process of their instability, the importance of directing them to the present form. Educational training provided indirectly will improve the ability of young people to produce works that contain elements of digital literacy. Millennials who bring changes to a nation must be understood that Indonesia is independent of various youth movements. "Give me 1,000 parents, I will surely pull Semeru from its roots. Give me 10 young men I will surely shake the world". The overflowing spirit of struggle was expressed by Indonesia's first President, Ir. Sukarno. The hero fighters are inseparable from the support of Indonesian youths who are willing to sacrifice their body and soul.

The Head of Social Media Management Center of the staff of the President of the Republic of Indonesia Wisnu said, in launching the Delicious No Hoax campaign organized by So Tango in SMK N 19 Jakarta Teenagers less to read that can see interest in Indonesians ranks about 60th out of 61 countries (20/9/2017).

On that basis, the digital literacy movement needs to be encouraged to form a common understanding of social media users and interpret good news, bad news and not easily provoked by the hoax news circulating.

Digital literacy has developed in various parts of the world. In the Netherlands in 2006 established a media literacy expertise centre, which concentrated on media education studies. Indonesia is moving the media open initially in 2001. The Indonesian Child Welfare Foundation (ICWF) held an Asia-Pacific conference on the impact of children on television. ICWF activists make concerned about the impact of television on children's growth and development. At that time, television was a popular media that was in demand in its time. Although literacy mining in Indonesia is slow, it is starting to be of interest. Many institutions, communities, and literacy activists are now contributing to helping the government directly to the public and favouring media literacy efforts.

Latest news at the beginning of August 2019, the Indonesian Broadcasting Commission (IBC) will oversee Netflix and YouTube media. This was done because the public turned to new media to find information. According to Agung Suprio, as the Chairperson said, the native digital generation born in this new era has consumed a lot of new media rather than conventional. This needs to be monitored to be by the philosophy or personality of the nation (CNN Indonesia, 2019).

Based on the data described above, it is clear that the urgency of activities towards the media literacy movement in Indonesia must be carried out immediately. In its development, the literacy movement also experienced changes in concept according to technological updates.

The literacy movement used to be only the ability to read, write, text, and interpret (Unesco, 2005: 148), until, in the era of 2000, the meaning of literacy became wider, one of which was Gilser (1997: 1-2) who said digital literacy was the ability to understand and use information from digital sources. The Association of Indonesian Internet Service Providers (AIISP,2015) states that internet use is mainly done to access social networks (87.4%), searching (68.7%), messaging (59.9%), reading the news (59.7%) as well as downloading and uploading videos (27.3%).

This situation will be worried when online activities in the community are high; the risk of social conflict will also be high. Online activities need to be balanced with literacy knowledge to distinguish and filter hoax news information. Some time ago, after the announcement of the election of the President of the Republic of Indonesia. The Ministry of Communication and Information restricts some social media from uploading photos or videos and sharing news on their social media as stated in the press release No.106 / HM / KOMINFO / 05/2019 on May 22, 2019. The Ministry of Communication and Information stated that the government imposed a temporary restriction on partial access to social media platforms. It was intended to limit the dissemination of hoax information relating to the Demonstration of Peaceful relating to the announcement of the results of the 2019 General Election.

Some other issues spread in the community about limiting social media as a violation of freedom of information. Therefore, the opinion that develops complex in the Indonesian political situation must be wise to accept the hoax news. This potential conflict will threaten digital if it is not with the ability of media literacy and mainly digital literacy.

Societies are often the perpetrators of the spread of hoaxes on social media. According to the Head of Social Media Management Center from the office of the President's Staff, Alois Wisnuhardana, teenagers easily believe in hoaxes because they tend to be emotional. Based on the online portal beritasatu.com, from the investigation results into the arrests conducted by the Sukabumi Regional Police, the teenage posts contained hoax news and hateful comments and attacks. The hoax news spread on Facebook, social media and the community. As a result, the hoax news posting became viral and had the chance to make internet citizens provoked by the suspects.

Society should be thoughtful in using social media. Primarily, it is an online media influence because social media is a future portfolio. Finding out news sources and comparing with other online news sites on the same issue is a simple way to prevent the spread of hoax news.

# II. Review of Literature

## 2.1 Information of Society

Globalization is a term that describes the collapse of territorial boundaries of State children. A state of distance, time and space cuts become shorter with technological development. Information as a commodity has become a big industry; this comes the term with information access quickly.

Sutarno (2005) explains the characteristics of the information society, are:
a. Source of information affordable by all levels of society.
b. The existence of public awareness about the importance of information on various life activities.
c. Opened views and insights of the public in the use of information technology appropriately.
d. The development of library institutions, documentation and information equally.
e. Progress in human, information and physical resources utilizing knowledge.
f. The information is well managed, presented on time and packaged with technology developed as an economist.

The information society is not a threat, as long as it can organize it well through joint preparations from the government, society and communities. Damnik (2012) states several elements that must be prepared in dealing with the information society:
1. A society that is not illiterate
2. Managing of computers
3. Telecommunications infrastructure
4. Advanced printing industry
5. The advanced Television and Radio industry
6. High reading interest
7. Advanced Library System

Dainik understanding of the criteria in preparing information society must also be seen from the quality of human resources, which most of them can already read and interpret a sentence to the telecommunications infrastructure as an innovation to transfer values or new ways of communicating and understanding the world very broadly and developing of era generations.

## 2.2 Social Media

Social media is an information and communication needs. According to Nasrullah (2015,p. 11), social media is not uncommon on the internet, allowing users to represent

themselves or interact, cooperate, share, communicate with other users, and form social bonds virtually. According to AIISP, as many as 65 million actively use Facebook every day, and 50% join the group. Instagram users are 45 million every day and if it is averaged, post two times more than the global average (2017).

The internet is categorized as a new medium. On the internet, the position is divided into two, that is namely of consumers and producers. This means that the internet can be both a consumer and a producer, known as prosumer (Casearo, 2011,p. 403) or producer (Bruns, 2010). In this context, as consumers who continue to receive news, the public can also take turns at the same time playing the role of producer that is being involved in making a message or disseminating information that has just been received. Flew (2004,p. 19) explains that new media has three aspects; (1) digitization and convergence, (2) interactivity, and (3) network and networking.

Mc Quail (2010,p. 141) explains some critical changes in new media, including; 1) Digitalization and convergence of all aspects of the media, 2) Increased interactivity and network connectivity, 3) Mobility and duplication of sending and receiving messages, 4) Adaptation of publications and roles of audiences, 5) The emergence of various new forms of media gate away namely the entrance to access information on the web or access the web itself, 6) Fragmentation or escape of media institutions. According to McQuail (2000 p.127) explains n*ew media* is divided into four they are:

a. Interpersonal communication media;  telephone and Email, interactive media; video game
b. Information search, media, portal, or search engine
c. Media for collective participation to share, exchange information, establish communication

New generations were born in experimental conditions where almost all of their daily activities are dependent on technology. The millennial generation's needs ranged from transportation services, ordering food and drinks, to home cleaning services.

The power of social media is seen from the strength of the recipient in new media, the ability of the recipient to contribute content, and even create their content (Joseph Straubhaar, 2009 p. 24). As for the distinguishing features between old media and new media (McQuail, 2010 p. 144) including, 1) interactivity, 2) social presence that is the impression and experienced by users, 3) media Richter, 4) Autonomy where users can confront any activity in the media new, 5) playfulness is about new media can provide entertainment, pleasure, enjoyment, 6) privacy and 7) personalization where the use of media is personal and unique.

## III. Results and Discussion

### 3.1 Digital Literation
Gilster states that digital literacy is not just technical skills in operating applications on social media, but rather critical skills, including thinking and gathering information from various sources to lead to conclusions on assessing the quality of news.

Buckingham (2007,p.47-49) statement that digital literacy is related to four components:

a. Representation is digital media that represent the world not only reflect the world itself.
b. Language is individuals are required to speak and understand different content in various codes and conventions.
c. Production is an understanding of who communicates to whom and why communication occurs.

d. The audience is the audience's position to understand how the media get information from another audience.

Gilster (1997,p. 3) categories into four kinds of competencies for someone so that they can be said to be digitally literate, including:

1. Searching on the Internet Gilster (1997,p. 49) explains the agility in social media is a person's ability to use the internet and perform various activities in it. This competency includes several components, known as the ability to search information on the internet using search engines and carry out various activities.

2. Hyster Textual Navigation Gilster (1997,p. 125-127) explains this competency as a skill for reading and a dynamic understanding of the hypertext environment. Someone must understand the navigation of hypertext on a web browser that is different from the text in the book. This competency includes several other components: Knowledge of hypertext and hyperlinks, how they work, and the differences between reading textbooks and browsing the internet. Knowledge of how the web works include knowledge of bandwidth, HTTP, HTML, URL, and the ability to understand the characteristics of web pages.

3. Content Evaluation Gilster (1997,p. 87-89) describes this competence as a person's ability to think critically and assess what is found online accompanied by the ability to identify the validity and completeness of the information referenced by hypertext links. This competency includes several components: that was, we can compare the display and information content, namely, the user's perception of the appearance of a web page visited and the ability to analyze. Background information on the internet is awareness to explore the ability to evaluate a web address by understanding the various domains for each particular institution or country.

4. Knowledge Assembly Gilster (1997,p. 195-197) describes this competency as an ability to compile knowledge and build a collection of information obtained from various sources to evaluate facts and opinions well and without prejudice. These competencies include several components: The ability to search for information via the internet and create a personal newsfeed or notification of the latest news obtained by joining and subscribing to news in a newsgroup, mailing list, or another discussion.

Bawden's (2008,p.29-30) builds digital literacy concepts through four components: underpinning ability, background knowledge, central competencies, attitude, and perspective. Bawden (2008,p. 18) explains that digital literacy can read and understand the information in hypertext or multimedia formats. Media literacy is expected to achieve the goal of responding to the form of a rating of news that appears in their social media. Literacy is considered a way to understand the quality of the contents of information, not limited to working on how to use social media, but more than that.

Martin (2006,p.155) Declaration the definition of digital literacy, they are:
*Digital literacy is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process.*
According to Alkalai (2004), five kinds of skills in digital literacy are;

a. *Photo-visual literacy* is the ability to read and infer information from visuals.

b. *Reproduksi literacy* is the ability to use digital technology to create new work.

c. Literacy branching is the ability to navigate in non-linear media from digital space successfully.

d.  Information literacy is the ability to search, find, assess and evaluate critically information found on the web.
e.  Socio-emotional literacy refers to the social and emotional aspects present online.

Based on data from the Association of Indonesian Internet Service Providers (AIISP), as of 2018, there were more than 143 million internet users in Indonesia, and 66% of them were under the age of 35 as known as Millineal Generation (Warta Ekonomi,2018)

In photo visual literacy, millennials often read and summarize information from meme pictures, photos or other visuals presented on social media. Having high knowledge about internet technology causes weaknesses in terms of security, especially against cybercrime in social media.

Millennials use the internet as a producer of audio, visual and audiovisual works. Now they are actively producing works and making new professions among Millenials. As we know, the influencer on Instagram and Youtubers, who make content creators uploaded on media social both professions, are popular among millennials.

However, many Millenials are not yet aware of the opportunities for technological advancement. Some are only consumptive consumers in social media, so they feel hedonistic and are unrealistic or even too idealistic. Some education and knowledge about media literacy are needed appropriately.  The Worlds Most Literate Nations (WMLN) research on 2016 world literacy rates placed Indonesia 60th out of 61 surveyed countries, where the final position was occupied by Botswana Africa (Koran Jakarta,2019). This fact shows that Indonesia has not been literate in responding to hoax news that circulates freely on social media.



Source: Liputan 6.com
*Figure 1. Anti Hoax pamphlet distributed to the public*

From the data above, this was one way to educate the public in responding to hoax news. Various communication media ranging such as pamphlets or leaflets, are used conventionally with the intention that all levels of society participate in preventing hoax news.

Daily Social try tries the characteristics of hoax distribution from a platform perspective.  In collaboration with the Jakpat Mobile Survey Platform, we asked 2032 smartphone users throughout Indonesia about the spread of hoaxes and what they did when receiving hoaxes. Here are some of the respondents we got. (DailySocial,2018):

1. Hoax information is mainly found on the Facebook platform (82.25%), WhatsApp (56.55%), and Instagram (29.48%).
2. Most respondents (44.19%) were not sure of their expertise in detecting hoax news.

3. Most respondents (51.03%) chose to be silent (and did not trust information) when finding hoax news.

Respondent data above, the first rank shows that Facebook in hoax news, as many as 44% are not sure they have the skills in analyzing hoax news, while the rest 51%, choose silence and do not trust the information. This data will become the basis for digital literacy activists, and we all help educate the public together in counteracting hoax news. The target of hoaxes is all communities, so digital literacy is also carried out for all communities.

## 3.2 Hoax News

Hoax emerged from rapid technological developments. Much information and wide-open spaces condition that anyone can produce hoax messages. A room filled with credible news is equated with fake news with a specific purpose.

News hoax is usually provocative, covering up information by reducing or exaggerating the existing facts to make conditions real. McQuail (2002,p. 302) says that new media conditions the concept of a society dependent on information and allocates most of its activities to search for information and communication.

Indonesian politics cannot be separated from hoaxes such as during the 2012 Governor Election in Jakarta, the 2014 Presidential Election and 2019; all political activities aimed to dominate certain parties to achieve interest. The most prominent victim, of course, is the general public, most of whom are on target, confused with news that changes in such a short time.

A survey conducted by Mastel and Marwan (2017) said that the highest hoax news dissemination came from social media in Facebook 92.40%, Chat Applications 62.62%, and Websites 34.40%. Social media are very close to the people of Indonesia, where the potential for receiving hoax news is even more significant. This will not be a problem when balanced with the ability of digital literacy in criticizing the content of the news.

The government is actively responding to this increasingly rampant hoax. On January 31, 2018, the Ministry of Communication and Information (MCI) and the Election Oversight Body (EOB) signed an agreement for internet surveillance in holding elections to regions throughout Indonesia. The Ministry of Communication and Information, when the announcement of the vote count results carried out by the Indonesian Election Commission (IEC) in 2019, restricts activities on social media such as Facebook and WhatsApp. According to Rudiantara (Minister of Communication and Information) about content restrictions, I have been talking with WhatsApp and leaders of five countries in the world. So it is not just Indonesia, we discussed how to do a limited number of Whatsapp message share" (Kominfo,2019)

The purpose is to minimize the spread of hoaxes, which impact anxiety and lead to a contra final after the president-elect's announcement in 2019.
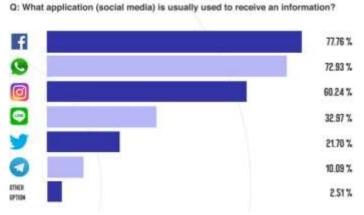
Tekan Penyebaran Hoaks, Kominfo Pastikan Pembatasan Pesan
Terusan WhatsApp Mulai Berlaku Esok

KategoriBerita Kementerian | Yusuf

KEMENTERIAN KOMUNIKASI DAN INFORMATIKA
REPUBLIK INDONESIA
*Menuju Masyarakat Informasi Indonesia*

Menteri Komunikasi dan Informatika Rudiantara bersama dengan Vice President Public Policy and Communications
WhatsApp, Victoria Grand, saat memberikan keterangan kepada pekerja media mengenai pembatasan pesan terusan, di
Kantor Kementerian Kominfo, Senin (21/01/2018) sore. - (AYH)

Source: Communication and Information Website

***Figure 2.*** *Website of Communication and Information Website Before Announcement of Elected President 2019*

The Ministry of Communication and Information explained that there are 800 thousand sites in Indonesia indicated as disseminators of hoaxes and hate (Pratama, 2016)
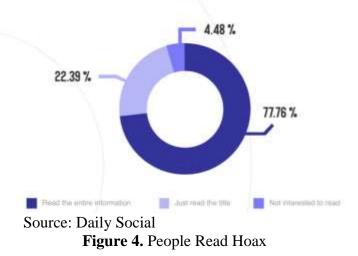
The Mastel Survey (2017) revealed that of 1,146 respondents, 44.3% received hoax news every day, and 17.2% received more than once a day. Even though reliable media can sometimes be contaminated with hoaxes. The media is a channel for hoax information dissemination, each at 1.20% (radio), 5% (print media) and 8.70% (television).



Q: What application (social media) is usually used to receive an information?

| | |
|---|---|
| Facebook | 77.76 % |
| WhatsApp | 72.93 % |
| Instagram | 60.24 % |
| LINE | 32.97 % |
| Twitter | 21.70 % |
| Telegram | 10.09 % |
| OTHER OPTION | 2.51 % |

Source: Daily Social

***Figure 3.*** *The Most Widely Used Social Media to Distribute Hoaxes*

The data above found by the Daily social survey agency in 2017 related to the type of platform most widely used in distributing hoaxes. The first ranked is Facebook, then what is up, and the last application is Instagram.

Q: When you receive an information, do you read the entire material?

4.48 %
22.39 %
77.76 %

Read the entire information   Just read the title   Not interested to read

Source: Daily Social

**Figure 4.** People Read Hoax

The data above also reveals that when receiving news 77%, were not interested in reading, 22.39% only read the title of the information. This data shows how people respond to hoax in social media where information can get quickly.

In the development of information technology, social media has an important in supporting the improvement of the digital economy sector. Digital literacy is also needed for a young generation that can develop business opportunities. The challenge faced by the young generation is the lack of digital literacy, even though that can stimulate increased human resources (HR), especially the productive age generation. The young generation can support the development of the digital economy sector by increasing self-competence, adding insight, and even creating digital products that benefit society. According to the Minister of Industry Airlangga Hartarto statement, industrial growth was determined by three factors, namely investment, technology and human resources (Kemenperin,2017)

Competent industrial human resources will increase productivity and make the industry more competitive, especially in marketing local Indonesian products on social media. The young generation is a crucial generation who can develop the industry 4.0 era. They need to understand the knowledge of the internet era of things (iOS) with big data to spread positive creativity without a hoax. Indonesian is a young generation must remember to a catchword of Bhinneka Tunggal Ika. Different still maintained harmony and national unity as the government wants to realize a superior generation because they are agents of change. The lack of knowledge and understanding of digital literacy can cause negative impacts such as hoaxes and cybercrime.

Nowadays, Indonesia has regulations regarding the Electronic Transaction Law (ITE). This regulation can regulate social interaction the actions of online media. Hate comments which spread irresponsibly can be sanctioned according to ITE Law. Hate comments include insulting other people or groups, inciting or provoking certain parties that cause social conflict.

The Director-General of Informatics Applications at the Ministry of Communication and Information, Samuel Abrijani Pangarapan, said two things about the hoax. First, false news must have the object value of the injured object. Second, violating Article 28 paragraph 2 of Law No. 11 of 2008 concerning Information and Electronic Transactions. Article 28, paragraph 2 statement, "Everyone intentionally and without the right to disseminate information that intended to incite hatred or hostility of specific individuals or groups of people based on ethnicity, religion, race, and intergroup. If the news is creating

hatred, enmity and results in disharmony in the community, a penalty will be of six years and most of 1 billion (Kominfo,2017)

### 3.3 Teration Development in Indonesia

In 2019 research conducted by Syukri et al. With Indonesia:

### a. Period of searching for forms (1990-2000)

This period was started by the Indonesian Welfare Foundation (IWF), which held an Asia-Pacific conference on television and its impact on children. The goal is to provide awareness early on where television should play a role in helping the growth and development of children so that enjoying a variety of shows should still be accompanied by parents.

### b. Maturation Period (2000-2010)

The media literacy movement began to develop and was carried out by activists from various communities, such as holding workshops quickly.

### c. Period of Slow Development (2010-present)



Source: KPI

***Figure 5.*** *The Chairman of the Central KPI, Yuliandre Darwis, opened a media literacy in Padang*

The picture above is the documentation of the Indonesian Broadcasting Commission in 2018 when conducting media literacy seminars in the city of Padang, one of 12 cities held in several Indonesian countries. This activity aims to encourage the public always to be critical in receiving information in various media. This activity invited academics, the community and literacy activists.

Media literacy in the 2000s has been as varied as implementers making appeals to the public directly assisted by the government. So, those media users can have the competence and literacy ability for them.

Research conducted by Digital Literacy Activists Network on mapping digital literacy in Indonesia in 2010-2017 from a journal owned (Kurnia et al., 2017:158-159) collaboration with various communication science study programs in 9 cities; Yogyakarta, Salatiga, Semarang, Surakarta, Malang, Bandung, Banjarmasin, Bali and Jakarta. The literacy activities 342 activities occurred in 9 cities. The top-ranking with the most activities are in Yogyakarta (24.85%), followed by Bandung (23.09%) and Banjarmasin (13.15%), and the least in digital literacy activities in the city of Salatiga (4.09%).

From the research above, the literacy movement in the nine cities is mainly done by universities (56.14%) and then conducted by the government (14.33450, communities (13.52%), non-governmental organizations (5.32%), schools and corporations by 3.68%.

This is the result of the development of media literacy in the past seven years. Various sectors carry out many media literacy activities to call for critical messages in media. This is because it is expected that Indonesia can develop patterns and models of media literacy activities with a variety of more innovative concepts in the following years. So that messages can be easily absorbed quickly to the public to create good awareness in receiving the contents of messages from any media.

## IV. Conclusion

Now we live in an age of information because world companies use media information as to their commodity. The public is the most extensive segmentation for these businesses; quantity by information is made as much as possible with various purposes such as sales, ratings, or the benefit of the opinion in certain conditions. All of this is carried out regardless of the truth or quality of the information.

There are challenges in every technological development, in this case not only seen from the perspective as a sophisticated tool that facilitates all human activities but these challenges must be balanced with the ethical competence of the community when interacting with the technology.

Media literacy in digital form is an effort to ward off hoax news, not easily provoked. The potential to cause minor to large-scale conflicts both in daily life, politics and to potentially destabilize a country. This conflict can affect national unity, which results in physical violence.

The new generation must be wiser using social media. Especially with influencers, because social media is their future portfolio, find out the source of news and compare with several other news sites online about the same issue to prevent the spread of hoax news.

The concern for a new generation who are still unable to sort out information from the media, so that sometimes they neglect to select the quality of media information content. As a developing country, together with rapid technology, it is also expected to be balanced with healthy moral capabilities so as not to erode. The human mentality in a country needs to be increased to face the era of globalization, which is full of technological developments.

## References

A'yuni, Qory Qurratun. (2015).Literasi Digital Remaja Di Kota Surabaya (Studi Deskriptif tentang ingkat Kompetensi Literasi Digital Pada Remaja SMP, SMA dan Mahasiswa di Kota Surabaya). Jurnal Unair. Diakses dari http://journal.unair.ac.id/download-fullpapers-ln53e61a7e60full.pdf

Ana, Lusia. (2017, September 22) Remaja Rentan Jadi Penyebar Berita Hoax Diakses dari https://amp.kompas.com/lifestyle/read/2017/09/22/161600620/remaja-rentan-jadi-penyebar-berita-hoax

Buckingham, D. (2007). Digital Media Literacies: rethinking media education in the age of the internet t. *Research in Comparative and International Education*,2(1), 43-55

Casearo, Giovanni. (2011). From the "Work of Consumption" to the "Work of Prosumer": New Scenarios, Problem and Risk. https://doi.org/10.1002/9781444395402.ch18

Damanik, Florida Nirma Sanny. (2012). Menjadi Masyarakat Informasi. *JSM STMIK Mikroski*. 13(1),73-82.

Diandra. (2017, Januari 13). Penebar Hoax Bisa Di jerat Segudang Pasal Di akses dari https://kominfo.go.id/content/detail/8863/penebar-hoax-bisa-dijerat-segudang-

pasal/0/sorotan_media

Eshet, alkali. (2004). *The Overarching Element for Successful Technology Integrati*on: Springer

Flew, Terry. (Ed). (2004). *"New Media: An Introduction* (2nd Edition)".New York: Oxford University Press.

Gilster. (1997). *Digital Literacy*. New York: Wiley

Isna, Tnayastri.(2018, November 21). Hadapi Industri 4.0 Literasi Digital Untuk Generasi Milenial dinilai penting. Diakses dari https://www.wartaekonomi .co.id/read204390/hadapi-industri-40-literasi-digital-untuk-generasi-milenial-dinilai-penting.html

Jamaludin, F. (2016, December).773 ribu situs diblokir Kemkominfo setahun, pornografi paling banyak. *Merdeka.com*. Diakses dari https://www.merdeka.com/teknologi/773-ribu-situs-diblokir-kemkominfo-setahun-pornografi-paling-banyak.html

Kegiatan Literasi Media di 12 Kota Dimulai (2019 Oktober 10). Diakses Dari http://www.kpi.go.id/index.php/id/umum/38-dalam-negeri/34480-kegiatan-literasi-media-di-12-kota-dimulai

KPI 'Ngotot' Awasi Konten Netflik dan Youtube. (2019 Oktober 18). Diakses dari https://www.cnnindonesia.com/hiburan/20190809111239-220-419796/kpi-ngotot-awasi-konten-netflix-dan-youtube

Kurnia, Novi & Santi Indra.(2019). Peta Gerakan Literasi Digital di Indonesia : Studi Tentang Pelaku, Ragam Kegiatan, Kelompok Sasaran dan Mitra. *Jurnal Informasi,* 47(2)

Laporan Daily Social : Distribusi Hoax di Media Sosial 2018.(2019, Oktober 22) diakses dari https://dailysocial.id/post/laporan-dailysocial-distribusi-hoax-di-media-sosial-2018

M.Wafi Sholiful. (2019, Mei 29). Literasi Digital Jauhkan Hoax. Diakses dari http://www.koran-jakarta.com/literasi-digital-jauhkan-hoaks/

Marbun, D. S., et al. (2020). The Effect of Social Media Culture and Knowledge Transfer on Performance. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, Volume 3, No 3, Page: 2513-2520.

Marlina, et al. (2020). Disclosure of Communication in the Facebook and Impact Social Media on Worship Activities in Dakwah Faculty Students and Science of Communication Media of North Sumatera State University (UINSU). *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, Volume 3, No 3, Page: 2142-2148.

Martin, A. (2006). *"Literacies for Age Digital Age"*. London: Facet.

Mastel.(2017). Hasil Survey MASTEL Tentang Wabah HOAX Nasional. Diakses dari http://mastel.id/infografis-hasil-survey-masteltentang-wabah-hoax-nasional/ tanggal 2 Desember 2017.

McQuail, Dennis. (Ed). (2000). *McQuail's Communication Theory* (4th edition). London: Sage Publication

McQuails, Denis. (2002).*Media Performance: Mass Communication and the Public Interest*. London: Sage Publications

McQuail, Denis. (Ed). (2010). *Mass Communications Theory.* (6th Edition). London: Sage Publication Ltd

Menperin Ajak Generasi Muda Tangkap Peluang Ekonomi Digital. (2017, November 5) diakses dari https://kemenperin.go.id/artikel/18368/Menperin-Ajak-Generasi-Muda-Tangkap-Peluang-Era-Ekonomi-Digital.

Nasrullah, Rulli.(2015). *Media Sosial: Perspektif Komunikasi, Budaya, dan Sosioteknologi*. Bandung. Simbiosa Rekatama Media.

Pembatasan Sebagian Fitur Platform Media Sosial dan Pesan Instan (Siaran Pers No.106/HM/ KOMINFO/05/2019) (2019, September 10) diakses dari https://kominfo.go.id/ content/detail/18868/siaran-pers-no-106hmkominfo052019-tentang-pembatasan-sebagian-fitur-platform-media-sosial-dan-pesan-instan/0/siaran_pers

Penebar Hoax Bisa Dijerat Segudang Pasal. (2017, Januari 13). Diakses dari https://kominfo.go.id/content/detail/8863/penebar-hoax-bisa-dijerat-segudang-pasal/0/sorotan_media

Pratama, A. B. (2016, December). Ada 800 Ribu Situs Penyebar Hoax di Indonesia. *CNN Indonesia*. Diakses dari http://www.cnnindonesia.com/teknologi/20161229170130-185-182956/ada-800-ribu-situs-penyebar-hoax-di-indonesia/

Pratiwi, Nani, and Nola Pritanova.(2017).Pengaruh Literasi Digital terhadap Psikologis Anak dan Remaja". *Jurnal Semantik*, 6(1).11–24. https://doi.org/10.22460/semantik.vo1.p11-24.

Prihatin,Umbari. (2018, Desember 10). Jokowi Sebut Perlu Literasi Digital Agar Rakyat Tak Mudah Termakan Hoaks. Diakses dari https://www.merdeka.com/peristiwa/jokowi-sebut-perlu-literasi-digital-agar-rakyat-tak-mudah-termakan-hoaks.html

Rila Setyaningsih,dkk. (2019 Januari). Model Penguatan Literasi Digital Melalui Pemanfaatan E-Learning. *Jurnal Aspikom*. Diakses dari https://www.researchgate.net/publication/331693743_MODEL_PENGUATAN_LITERASI_DIGITAL_MEL ALUI _PEMANFAATAN_E-LEARNING

Sutarno. (2005). *Tanggungjawab Perpustakaan Dalam Mengembangkan Masyarakat Informasi.* Jakarta.Panta Rei

Straubhar, Joseph, Robert LaRose.,&Lucinda Davenport. (2009). *Media Now*. Belmont: Wadsworth

Saleh, A., Mujahiddin. (2020). Challenges and Opportunities for Community Empowerment Practices in Indonesia during the Covid-19 Pandemic through Strengthening the Role of Higher Education. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. Volume 3, No 2, Page: 1105-1113

Silvana, Hana and Cecep. (2018). Pendidikan Literasi Digital Di Kalangan Usia Muda Di Kota Bandung. Jurnal Ilmu Pendidikan Pedagogia. Diakses dari https://ejournal.upi.edu /index.php/pedagogia/article/view/11327

Syukri, dkk. (2019). Gerakan dan Pendidikan Literasi Media Kritis Di Indonesia (Studi terhadap Yayasan Pengembangan Media Anak). *Jurnal Ilmu Komunikasi Mediakom*. 2(2). doi:2580-1899

Sebarkan Hoax Remaja 18 Tahun di tangkap Polisi.(2019, September 17). Diakses dari https://www.beritasatu.com/nasional/481483/sebarkan-hoax-remaja-18-tahun-ditangkap-polisi

Tekan Penyebaran Hoaks, Kominfo Pastikan Pembatasan Pesan Terusan Whats App Mulai BerlakuBesok. (2019, oktober 30), diakses dari https://kominfo.go.id/content/detail/15990/tekan-penyebaran-hoaks-kominfo-pastikan-pembatasan-pesan-terusan-whatsapp-mulai-berlaku-esok/0/berita_satker

UNESCO. Education for All: *Literacy for Life*. 2005, diakses dalam http://www.uis.unesco.org/Library/Documents/gmr06-en.pdf