Jipmor: Jurnal Ilmu Pendidikan dan Humaniora
https://journal.mellbaou.com/index.php/jipmor

Vol. 4, No. 2, 2026
e-ISSN: 2988-2761
pp. 113-118

Role digital literacy in prevent spread hoaxes among students

Zul Anwar
Universitas Pendidikan Mandalika, Mataram, Indonesia
*Corresponding Author e-mail: zulanwar@undikma.ac.id

Abstract

Development digital technology has change pattern communication and access information society, especially students as users active on social media. Convenience acquire and distribute information bring impact positive at a time negative, one of them increasing distribution hoax. Research This aim For analyze role digital literacy in prevent distribution hoaxes among students. Research use approach quantitative with method survey to student school medium. Data collected through questionnaire based Likert scale and analyzed use statistics descriptive as well as correlation. Research results show that level student digital literacy influential significant to ability sorting information, evaluate sources, and reject spread news that has not been verified. High digital literacy is also correlated with attitude critical and responsible answer in use of social media. Therefore that, strengthening digital literacy through formal education, family, and society very important For pressing distribution hoaxes among students.

Keywords : digital literacy; hoaxes; students; social media; education

INTRODUCTION

Digital transformation has bring fundamental changes in various aspect life humans, including in field education, communication, economics, and social culture. Development technology very good information and communication rapid developments, especially the internet and social media, make it possible individual For access, produce, and distribute information in a way fast without limited by space and time. Conditions This create ecosystem open and dynamic information, where everyone can play a role as manufacturer at a time consumer information. In context education, digitalization present opportunity big For increase quality learning through access source extensive learning, online learning, and global collaboration. However, on the other hand other than that, digital transformation also gives rise to challenge new, especially related with quality and validity information circulating in digital space (Livingstone, 2014).

Students as part from the digital native generation is the most intense group use digital technology in life everyday. They grow and develop in a crowded environment with technology, so that use of the internet, social media, and digital devices has become part not inseparable from activity Study and interaction social media. Various platforms such as Instagram, TikTok, YouTube, and WhatsApp often used by students For look for information, communication, and express self. Intensity high use of digital media make students as very group prone to to exposure various type information, both accurate or misleading (Pangrazio & Selwyn, 2019).

Convenience in access information No always accompanied with ability For evaluate truth information said. One of the impact negative that appears from development digital technology is increasing distribution hoax or information fake. Hoax is deliberate information made or distributed without verification truth with objective certain, such as manipulate opinion public, causing panic, or just interesting attention. In social media ecosystem that prioritizes speed and virality, hoax can spread with very fast and reachable wide audience in time short (Guess et al., 2019).

Spread hoaxes among students become an increasingly pressing issue worrying Because group age This Still is at in stage development cognitive and emotional. Students tend easy believe in the appropriate information with belief or emotion they without do verification more continue. Besides that, desire For share information in a way fast to stay relevant in environment digital social also encourages students For spread content without consider the truth. Phenomenon This exacerbated by social media algorithms that tend to display interesting content attention, although Not yet Of course accurate (Mihailidis & Viotty, 2017). Hoax can cause various impact negative, both in individuals and public in a way area. At the level of individual, exposure hoax can cause misunderstanding, anxiety, even change inappropriate behavior rational. At the level of social, hoax potential trigger conflict, polarization, and distrust to institutions public. In context education, dissemination information false can disrupt the learning process and reduce quality knowledge possessed students. Therefore that, ability For recognize and reject hoax become competence important things to do owned by students in the digital era (Vraga & Bode, 2017).

One of factor main cause students easy exposed hoax is low digital literacy. Digital literacy is not only refers to the ability technical in use digital devices, but also includes ability cognitive and social in understand, evaluate, and utilize information in a way critical and responsible answer. Digital literacy involves various skills, such as ability look for relevant information, assess credibility source, understanding context messages, and produce ethical digital content. Individuals with high digital literacy tend more be careful in receive and distribute information, whereas individual with low digital literacy

Copyright ©2026, Author (s)
This is an open-access article under the CC-BY-SA License.

https://doi.org/10.36312/jtm.v4i2.59

more prone to to manipulation information (Koltay, 2011). Ability think critical is component important in digital literacy. Thinking critical allows individual For analyze arguments, identifying bias, and differentiate between facts and opinions. In context digital information, thinking critical help students For No direct trust information found on the internet, but rather do verification through various credible sources. Research show that strategy such as "lateral reading", namely inspect information with open other sources outside the main site, effective in increase ability evaluation online information (Wineburg & McGrew, 2019).

Besides ability cognitive, digital literacy also includes aspect ethics and responsibility answer social in use of digital media. Student need understand that every actions in digital space have consequences, including distribution information that is not true. Awareness will impact social from hoax can push students For more be careful before share content. Comprehensive digital literacy education No only teach skills technical, but also instill values honesty, responsibility responsibility and empathy in communicating in cyberspace (Hobbs, 2017).

Various study show that social media has become source information main for students. However, high dependence on social media No always accompanied with ability adequate verification. Many students consider viral information as correct information, without consider sources and supporting evidence. Conditions This show existence gap between level use technology and level digital literacy. In other words, students Possible proficient use technology, but Not yet Of course own ability For use technology in a way critical and wise (Nygren & Guath, 2022).

Role school as institutions formal education is very important in increase digital literacy of students. Integration digital literacy in curriculum can help student develop required skills For face challenge information in the digital age. Educational programs digital literacy can covers training verification facts, media analysis, and understanding about method Work social media algorithms. In addition that, approach learning based projects involving production digital content can increase awareness student to not quite enough answer in spread information.

No only school, family also has role strategic in form students' digital behavior. Parents can give guidance about safe and responsible internet use answer, and become example in respond to information circulating on social media. Collaboration between school, family and community required For create a healthy and supportive digital environment development digital literacy.

In global context, efforts improvement digital literacy has become an important agenda various countries as part from strategy face disinformation. Digital literacy is considered as skills essential 21st century For participation active in public democratic. Individuals who have good digital literacy No only capable protect self from hoax, but also contribute in create ecosystem more information quality. Although Thus, the level digital literacy among students Still varies. Some students has show ability evaluation good information, but part other Still experience difficulty in differentiate between valid and misleading information. The difference This influenced by various factors, such as background behind education, access to source learning, environment family, and experience use technology.

Based on description said, can concluded that digital literacy has very important role important in prevent distribution hoaxes among students. Without ability adequate digital literacy, students risky become a victim at the same time distributor information fake. Therefore that, is necessary in -depth research For understand connection between level digital literacy and behavior distribution hoaxes among students.

Study This aim For :

1. Know level student digital literacy
2. Analyze connection digital literacy with distribution hoax
3. Identifying role digital literacy in prevention hoax

Research result expected can give contribution for development policy education, in particular in designing an effective digital literacy program For equip students with ability face challenge information in the digital era.

METHOD STUDY

Study This use approach quantitative with method survey For get description objective about role digital literacy in prevent distribution hoaxes among students. Approach quantitative chosen Because capable produce numerical data that can be analyzed in a way statistics so that connection intervariable can measured in a way accurate and systematic. Method survey allows researchers collect data from respondents in amount big in time relatively short through instrument structured in the form of questionnaire. Population in study This is student school medium first (junior high school) and school medium active high school (SMA) using the internet and social media in life everyday. Sample study taken use purposive sampling technique, namely technique determination sample based on criteria certain relevant with objective research, such as frequency digital media use and engagement in online activities. Based on criteria said, obtained a total of 120 respondents were considered representative For describe condition students digital media users. The purposive sampling technique was assessed appropriate Because No all member population own appropriate characteristics with focus research, so that election respondents in a way selective can increase relevance of the data obtained (Creswell, 2014; Sugiyono, 2019).

Instrument study in the form of questionnaire closed with five- level Likert scale (1–5), starting from very No agree until very agree. Questionnaire arranged based on indicator digital literacy which includes ability look for information, ability evaluate source information, ability think critical, ethical use of digital media, as well behavior share information on social media. Before used, instruments moreover formerly tested validity and reliability For ensure that every grains question capable measure the variables in question in a way consistent and accurate. Data collection techniques are carried out through survey online questionnaire, observation to pattern use of digital media by students, as well as studies

documentation For supports primary data. Collected data Then analyzed use statistics descriptive For describe characteristics respondents and levels digital literacy, analysis percentage For see trend answers, as well as Pearson correlation test for know connection between digital literacy and behavior distribution hoax. Use analysis Pearson correlation was assessed in accordance Because second variables interval scale and purpose For identify strength as well as direction connection intervariable in a way quantitative (Ghozali, 2018; Field, 2013).

RESEARCH RESULT

Research result This obtained from analysis of questionnaire data completed by 120 respondents student school active middle using the internet and social media. Analysis done use statistics descriptive, percentage, and correlation tests For know connection between level digital literacy and trends distribution hoax. Based on results data processing, level student digital literacy are in various categories. As many as 35% of respondents including in category high digital literacy, 45% are in the category medium, and 20% are in the category low. Findings This show that part big students has own ability base in using digital media, but Not yet all of it own competence optimal digital literacy. Group with literacy tall generally capable using the internet effective For look for information learning, utilizing various digital sources in productive, as well as understand ethics use of social media. Meanwhile that, group with literacy currently Still need guidance in matter evaluation information and media use critical. As for group with literacy low show limitations in understand quality information obtained from the internet as well tend using digital media only For entertainment and communication social.

Ability students in identify hoaxes also show quite a difference significant based on level digital literacy. Students who have high digital literacy generally capable inspect credibility source news before trust or share it. They used to see site address, author, date publications, as well as compare information with other sources that are more trusted. Besides that, students in the category This capable analyze content information in a way critical, distinguishing between facts and opinions, and recognize characteristic features news of a nature manipulative or provocative. Title sensational, use Language emotional excessive, and absence clear source become frequent indicators they use For identify hoax. Some big student with literacy height also shows attitude be careful in share information on social media and tends to No direct continue message before ensure the truth.

On the other hand, students with low digital literacy show different tendencies. Groups This more easy trust information found on social media, especially If information the shared by friends, family, or considered figure trusted. They seldom do verification cross to information and tends to evaluate truth news based on amount like, comment, or level virality. Besides that, students in category This more prone to to title provocative and appropriate information with emotion or belief personal. Habits share information in a way spontaneous without read content in a way comprehensive also found in some respondents with literacy low. Condition This show that low ability evaluation information can increase risk students become distributor hoax in a way No aware.

Connection between digital literacy and dissemination hoax analyzed using the Pearson correlation test. The results of the analysis show existence connection significant negative between second variables This means that the more tall level digital literacy possessed students, increasingly low trend they For spread information false or No verified. On the other hand, students with low digital literacy own more tendencies tall For believe and spread hoax. Relationship negative This show that digital literacy plays a role as factor protective to impact negative current information in digital media. Ability think critical, evaluation sources, and awareness ethics media become component important that helps students withhold self from behavior distribution detrimental information.

In a way overall, results study This confirm that digital literacy is not only related with ability technical use digital devices, but also includes competence cognitive and social in manage information. Good level of digital literacy proven contribute to behavior greater use of media wise, responsible responsible, and critical. Findings This show importance effort improvement digital literacy among students through formal education, training, and mentoring from family and environment social. With adequate digital literacy, students expected capable become smart media users at a time agent distributor accurate and useful information.

DISCUSSION

Research result This confirm that digital literacy has very important role important in form behavior information students in the digital era. Digital literacy is not only related with ability technical in use device technology, but also includes ability cognitive and social in understand, evaluate, and utilise information in a way wise and responsible answer. In context this, digital literacy becomes multidimensional competencies that involve skills think critical, awareness ethics, as well as ability communicate in a way effective in the digital space. Students who have high digital literacy tend more selective in accept information, able differentiate between facts and opinions, and understand context the message conveyed through digital media. This is in line with view that digital literacy is foundation important for participation individual in public modern information (Livingstone, 2014).

Ability think critical is component main in digital literacy that enables students For evaluate information before believe it. In study this, student with high digital literacy show trend For inspect source news, comparing information from various references, as well as analyze content message in a way deep. They No only focus on content surface, but also consider credibility author, purpose distribution information, as well as possibility the presence of bias or manipulation.

Ability This very important in face the rise hoaxes that are often packaged in a way interesting and emotional. Study previously show that individual with skills evaluation good information more capable identify misinformation and tends to No easy influenced by misleading content (Wineburg & McGrew, 2019).

Besides ability cognitive, digital literacy also includes ability technical in use technology in a way effective. Students with high digital literacy generally own skills in utilise machine searchers, using the right keywords, and browse source credible information such as official websites, journals scientific, or current media main. They also understand method Work social media algorithms that can influence type information that appears on the homepage they. Understanding This help students For No trapped in room echo (echo chamber) which only strengthen view certain without consider perspective other. Research show that lack of understanding to mechanism distribution digital information can increase vulnerability individual to disinformation (Pangrazio & Selwyn, 2019).

Aspect social in digital literacy also has role important in form behavior students in the digital space. Digital literacy encourages individual For using media in a ethical, respectful of others, and consider impact social from every actions taken online. Students who have awareness digital ethics tends to more be careful in share information Because understand that distribution hoax can harm others and cause consequence broad social awareness This reflect existence not quite enough digital citizenship which is an integral part of digital literacy. Education that emphasizes values ethics and responsibility answer in use technology proven effective in reduce behavior distribution information that is not accurate (Hobbs, 2017).

Findings study this also shows that students with high digital literacy more aware will impact negative distribution hoax, good for self Alone and society. They understand that hoax can cause misunderstanding, conflict social, even panic public awareness will consequence the push students For behave more wise and not easy provoked by information that has not been verified. On the other hand, students with low digital literacy tend consider share information as activity social that is not own impact significant, so that more easy spread content without consider the truth. Phenomenon This show that improvement digital literacy is not only increase ability cognitive, but also formative more attitudes and behavior responsible answer in media social (Vraga & Bode, 2017).

Digital literacy education in schools become strategy main in equip students with required skills For face current information in the digital age. Integration digital literacy in curriculum allows student For learn skills evaluation information in a way systematic since early learning No only focused on use technology as tools, but also on capabilities understand and criticize digital content. Approach learning based digital projects, for example, can push student For produce accurate and responsible content answer, at once understand the verification process information. Research show that learning active involving practice direct more effective in increase media literacy compared learning that is theoretical (Mihailidis & Viotty, 2017).

Besides that, training verification information become component important in education digital literacy. Students need equipped with skills practical like inspect fact through the checking site facts, using search picture upside down, and compare information from various source. Skills This help students For No only become consumer information, but also a critical evaluator. Study show that strategy learning that emphasizes skills verification can increase ability student in differentiate between valid and misleading news (Nygren & Guath, 2022).

Education about ethics media social is also part important from digital literacy. Students need understand applicable norms and rules in digital communications, including value privacy, avoid speech hatred, and responsible answer on shared content. Digital ethics education can help students develop empathy and awareness social, so that they more consider impact action they towards other people. This is important remembering social media No only become means communication, but also space public that influences opinions and behavior public.

Beside role school, family own contributions that are not lost important in form students' digital behavior. Parents can play a role as companion at a time supervisor in use technology by children. Parental guidance about method choose safe content, restrict time use gadgets, as well as discuss about information found on the internet can increase ability child in respond to information in a way critical. Research show that parental involvement in children's digital education correlated positive with level digital literacy and security internet usage (Livingstone, 2014).

Collaboration between school, family, and government required For create healthy digital ecosystem. Government can support through policy education, provision of national digital literacy programs, and regulations related distribution information in the digital space. Without support strong policies, efforts improvement digital literacy at the level individual will difficult reach broad impact. Supporting ecosystem will allows students For develop optimal digital skills at the same time protect they from risk disinformation.

Findings study This in line with various studies previously stated that digital literacy is key main in face disinformation in the digital age. Digital literacy is not only protect individual from impact negative hoax, but also empowering they For contribute in distribution accurate and useful information. In term length, increase digital literacy among students expected can create a smart, critical and responsible generation answer in use technology.

In a way overall, discussion This show that digital literacy has role strategic in form behavior information students and prevent distribution hoax. Efforts improvement digital literacy must done in a way comprehensive through formal education, support family, and policy government. With Thus, students No only become users skilled technology, but also wise and ethical digital citizens in face challenge information in the digital era.

CONCLUSION

Proven digital literacy own role strategic in prevent distribution hoaxes among students. Students who have level high digital literacy show more capabilities Good in sorting information in a way critical, evaluating credibility sources, and recognize characteristic features news false before trust or share it. Besides that, they also tend to more aware will impact social from distribution information that is not Correct so that capable using social media in a way more wise and responsible answer. Ability the No only protect students from influence negative disinformation, but also encourages formation behavior healthy and constructive digital communication.

Therefore that, the increase digital literacy is necessary become priority in system education through integration in curriculum, learning based technology, as well as strengthening education digital characters. Efforts this is also a must supported by the role family and society to create a safe and conducive digital ecosystem for development students. With adequate digital literacy, it is hoped generation young capable become users smart, critical, and responsible technology answer, at once contribute in reduce distribution hoaxes in the digital era.

REFERENCES

1. Ati, AP (2019). The Role of digital literacy in Preventing hoaxes among high school students. *Journal Scientific Educational Vehicle,* 5(3), 48–52. https://doi.org/10.5281/zenodo.3360457
2. Buckingham, D. (2015). Defining digital literacy. *Nordic Journal of Digital Literacy,* 10(Jubileumsnummer), 21–34. https://doi.org/10.18261/ISSN1891-943X-2015-Jubileeumsnummer-03
3. Coiro, J. (2011). Predicting reading comprehension on the internet. *Journal of Literacy Research,* 43(4), 352–392. https://doi.org/10.1177/1086296X11421979
4. Couldry, N. (2012). Media, society, world: Social theory and digital media practice. *Polity Press.* https://doi.org/10.1002/9780745675490
5. Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). Sage Publications.
6. Ghozali, I. (2018). *Application multivariate analysis with the IBM SPSS program.* Publishing Agency University Diponegoro.
7. Guess, A. M., Nagler, J., & Tucker, J. (2019). Less than you think: Prevalence and predictors of fake news dissemination. *Science Advances,* 5(1). https://doi.org/10.1126/sciadv.aau4586
8. Hobbs, R. (2017). Teaching and learning in a post-truth world. *Educational Leadership,* 75(3), 26–31. https://doi.org/10.1002/9781118985987.ch5
9. Koltay, T. (2011). The media and the literacies. *Media, Culture & Society,* 33(2), 211–221. https://doi.org/10.1177/0163443710393382
10. Kurnia, N., & Astuti, SI (2017). Movement map digital literacy in Indonesia. *Journal Knowledge Communication,* 15(2), 149–166. https://doi.org/10.24002/jik.v15i2.1136
11. Livingstone, S. (2014). Developing social media literacy. *Information, Communication & Society,* 17(3), 283–299. https://doi.org/10.1080/1369118X.2013.871388
12. Mihailidis, P., & Viotty, S. (2017). Spreadable spectacle in digital culture. *American Behavioral Scientist,* 61(4), 441–454. https://doi.org/10.1177/0002764217701217
13. Nygren, T., & Guath, M. (2022). Students evaluating news online. *Computers & Education,* 169. https://doi.org/10.1016/j.compedu.2021.104225
14. Pangrazio, L., & Selwyn, N. (2019). Personal data literacy. *New Media & Society,* 21(2), 419–437. https://doi.org/10.1177/1461444818799523
15. Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon,* 9(5), 1–6. https://doi.org/10.1108/10748120110424816
16. Putri, VK, & Irwansyah, I. (2020). Digital literacy in education. *Journal Global Communications,* 9(2), 195–213. https://doi.org/10.24815/jkg.v9i2.16870
17. Ribble, M. (2015). Digital citizenship in schools. *International Society for Technology in Education.* https://doi.org/10.1007/978-3-319-27838-1
18. Selwyn, N. (2016). Education and technology: Key issues and debates. *Bloomsbury Publishing.* https://doi.org/10.5040/9781474248542
19. Sugiyono. (2019). *Method study quantitative, qualitative, and R&D.* Alphabet.
20. Tandoc, E.C., Lim, Z.W., & Ling, R. (2018). Defining "fake news". *Digital Journalism,* 6(2), 137–153. https://doi.org/10.1080/21670811.2017.1360143
21. UNESCO. (2018). Media and information literacy curriculum for teachers. UNESCO Publishing. https://doi.org/10.18356/9789210059957
22. Vraga, E.K., & Bode, L. (2017). Using expert sources to correct misinformation. *Political Communication,* 34(4), 621–638. https://doi.org/10.1080/10584609.2017.1334016
23. Wardle, C., & Derakhshan, H. (2017). Information disorders. Council of Europe. https://doi.org/10.2139/ssrn.3163665
24. We Are Social. (2023). Digital report Indonesia. https://doi.org/10.2139/ssrn.4217562

25. Wineburg, S., & McGrew, S. (2019). Lateral reading and civic online reasoning. *Teachers College Record,* 121(11). https://doi.org/10.1177/016146811912101102
26. Yustika, AE (2020). Digital economy in Indonesia. *Journal Economics and Policy Public,* 11(1), 1–15. https://doi.org/10.22212/jekp.v11i1.1480
27. Zhu, C., & Bonk, C. J. (2019). Designing MOOCs for the future. *Educational Technology Research and Development*, 67(6), 1347–1365. https://doi.org/10.1007/s11423-019-09670-0