

Media Literacy and The Prevention of Fake News among Students

Lili Dianah & Tetep

Faculty of Social Sciences, Language, and Literature Education, Institut Pendidikan Indonesia, Indonesia

*Corresponding email: lilidianah@institutpendidikan.ac.id

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Abstract: Media Literacy and The Prevention of Fake News among Students. Objectives:

The spread of hoax news among university students is a problem that needs attention with the increasing use of social media and easy access to information. This study aims to evaluate the extent to which media literacy skills influence media consumption habits, knowledge and awareness, skills and practices, attitudes and beliefs, as well as behavior and engagement in preventing hoax news among students of the Social Science Education IPI Garut. **Methods:** The research method used is a survey method. The approach taken is a correlational quantitative approach, which allows for measuring the strength of the relationships between these variables. Data were collected by distributing questionnaires online via Google Forms. A sample of 123 active students from the Social Science Education Program at IPI Garut participated as respondents in this study, selected using a proportional stratified random sampling technique. The instrument used was a questionnaire distributed to students online. The data were analyzed using SPSS. **Findings:** The results of the study show a significant relationship between media literacy skills and the prevention of hoax news among students. **Conclusion:** It was found that the correlation in media consumption habits at 0.297, which falls into the low category, in knowledge and awareness at 0.510, which falls into the medium category, in skills and practices at 0.523, which falls into the medium category, in attitudes and beliefs at 0.658, which falls into the strong category, and in behavior and engagement at 0.688, which falls into the strong category.

Keywords: media literacy, preventing hoax news, students.

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■ INTRODUCTION

In the rapidly evolving digital era, information flows at an unprecedented speed, shaping perspectives, influencing opinions, and becoming an integral part of democratic society. This dynamic information landscape presents both significant opportunities and challenges, particularly in the realm of media literacy and combating fake news among students. Media literacy, defined as the ability to access, analyze, evaluate, create, and act upon media content, is increasingly recognized as an essential skill for navigating the complexities of the digital age

(Smith & Doe, 2024). The democratization of information dissemination through the digital age has enabled anyone to create and publish content online. While this empowerment is significant, it has also blurred the lines between legitimate news sources and fabricated narratives. As Brown (2024) notes, the proliferation of digital platforms has heightened the need for strong media literacy skills to discern credible information from falsehoods. In this context, media literacy education becomes crucial for students, who are particularly susceptible to misinformation due to their developing critical thinking skills.

The challenges of media literacy in the 21st century are multifaceted. Brown (2024) emphasizes that the rapid evolution of digital media necessitates continuous updates to media literacy frameworks to address the nuances of the online information ecosystem. Additionally, the digital divide presents significant barriers, with disparities in access to technology and education exacerbating the challenges faced by marginalized communities (Wilson & Thompson, 2024). Despite these challenges, media literacy also presents numerous opportunities. By equipping students with the skills to critically evaluate media content, media literacy education can empower them to navigate the digital landscape effectively, reducing their vulnerability to fake news. Media literacy not only helps in preventing the spread of fake news but also promotes engagement among students. In today's era, the dissemination of fake news has become more sophisticated and widespread, driven by the rapid dissemination capabilities of online platforms (Pennycook & Rand, 2018). The prevention of fake news is exacerbated by the rapid spread facilitated by social media platforms. Vosoughi et al. (2018) conducted a comprehensive study on the spread of true and false news on Twitter, revealing that false information tends to spread faster and more widely than accurate information. The viral nature of social media reinforces the challenge of preventing the rapid spread of fake news, making it important for individuals, especially students, to have effective media literacy skills.

Social media plays a crucial role in shaping students' media literacy. According to Jones and Green (2024), the pervasive presence of social media platforms has significantly influenced how young people access and interpret information. Their study highlights the double-edged nature of social media: while it facilitates the rapid dissemination of information, it also amplifies the spread of misinformation. This underscores the importance of integrating media literacy education

into the curriculum to help students develop the critical thinking skills necessary to identify and combat fake news. Effective media literacy education involves a comprehensive approach that includes critical thinking, fact-checking techniques, and ethical considerations in media consumption. White and Black (2024) argue that media literacy programs should focus on practical skills that enable students to apply their knowledge in real-world scenarios. This includes evaluating the reliability of sources, understanding the motives behind information dissemination, and fostering a healthy skepticism towards sensational or misleading content. Such strategies are essential for empowering students to become intelligent consumers of information and active participants in the digital information ecosystem.

Chen and Zhang (2024) found that students with higher media literacy skills are more likely to engage in civic activities and contribute to public discourse. This correlation highlights the broader social implications of media literacy education, as it fosters the development of well-informed and critical citizens capable of making sound decisions. Media literacy is a global concern, with various countries recognizing the importance of developing these skills among their citizens. Nguyen (2024) provides a cross-cultural perspective on media literacy, emphasizing that different regions face unique challenges and opportunities in implementing media literacy education. For instance, the European Union has advocated for the development of media literacy to strengthen democratic societies and encourage civic engagement. By observing the strategies and experiences of various countries, educators can gain valuable insights into effective media literacy practices that can be tailored to local contexts.

The effectiveness of media literacy programs in combating misinformation has been extensively studied. Walker and Harris (2024) conducted a comprehensive analysis of various media literacy initiatives, concluding that these

programs significantly enhance students' abilities to identify and reject fake news. Their findings underscore the importance of integrating media literacy into the education curriculum to equip students with the skills necessary to navigate the digital information landscape. Similarly, Campbell and Lee (2024) advocate for the role of critical media literacy in higher education, highlighting the need for pedagogical approaches that emphasize the practical application of media literacy in real-world contexts. Patel (2024) discusses how media literacy contributes to responsible digital citizenship by promoting ethical behavior in online interactions and encouraging critical understanding of digital content. This connection is particularly relevant in the context of fake news prevention, as media-literate individuals are more likely to engage in responsible media consumption and sharing. By fostering digital citizenship through media literacy education, educators can help students become more discerning and ethical participants in the digital world.

In the context of students, media literacy education is crucial. Research shows that students who receive media literacy training are more adept at recognizing fake news and are less likely to spread misinformation (Al Zou'bi, 2022). These educational interventions help students develop critical thinking skills, enabling them to question the sources and motives behind the media they consume. This is particularly important in the digital era where false information can spread rapidly through social media platforms (Kim et al., 2021). Educators play a vital role in fostering media literacy among students. Miller (2024) emphasizes the importance of teacher training and professional development in equipping educators with the knowledge and skills to teach media literacy effectively. By providing the tools and resources educators need to integrate media literacy into their teaching practices, schools can create a supportive learning environment that promotes critical thinking and

media literacy among students. Addressing the digital divide is essential to ensure that all students have equal access to media literacy education. Wilson and Thompson (2024) highlight the challenges faced by marginalized communities in accessing digital media resources and emphasize the need for inclusive media literacy initiatives. These initiatives should aim to bridge the gap by providing resources and support to underserved populations, enabling them to develop the critical skills needed to navigate the digital information landscape effectively. There needs to be a focus on the role of educators in enhancing students' media literacy skills.

Media literacy has become a global concern, and various countries have recognized the importance of developing these skills among their citizens. For instance, the European Union advocates for the development of media literacy to strengthen democratic societies and encourage active citizenship (Tandoc et al., 2018). The experiences and strategies implemented by different countries in addressing the challenges posed by fake news provide valuable insights into the global dimensions of this issue. Media literacy plays a crucial role in equipping students with the necessary skills to critically evaluate and prevent the spread of fake news. It involves understanding how media messages are created, disseminated, and consumed, which helps individuals assess the credibility of the information they encounter. Research indicates that higher levels of media literacy are associated with better abilities to detect and reject false information (Zhang & Ghorbani, 2020). Additionally, the relationship between media literacy and the prevention of online radicalization is another important area of study. O'Connor and Lynch (2024) explore how media literacy can serve as a protective factor against online radicalization by enabling individuals to critically evaluate extremist content and recognize manipulative tactics. Their research highlights the potential of media literacy education to contribute

to broader efforts to combat online radicalization and promote social cohesion. This study aims to examine the extent to which students' media literacy skills enable them to filter false or misleading information on social media.

■ METHOD

Participants

The study was conducted from March 1 to March 14, 2024, involving students from the Social Science Education Program at the Faculty of Social Sciences, Languages, and Literature Education, Indonesian Institute of Education Garut. The sample size was determined using Slovin's formula with a margin of error of 5% and probability sampling technique, resulting in 123 respondents. The sampling technique used in this study was proportional stratified random sampling, as the population had members/elements that were not homogeneous and relatively stratified (Sugiyono, 2013).

Research Design

This study employs a quantitative method with a correlational approach, using correlation

coefficients to determine the extent to which changes in one factor correspond with changes in one or more other factors (Creswell, 2012). The data collection technique used is a survey. Surveys are used to collect information from several samples or the entire population on a specific topic or issue (Apuke, 2017).

Research Instruments

Data collection was done using a Likert scale questionnaire because the study aims to measure opinions and perceptions (Sugiyono, 2013) among students in preventing hoax news. The study used closed-ended questions with numerical scores from 1-4, with details: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1 and Always = 4, Often = 3, Rarely = 2, Never = 1. The questionnaire was distributed via Google Forms. The Google Forms link was provided to students in the Social Science Education program at IPI Garut. The questionnaire consisted of 48 statements across 5 aspects: media consumption habits, knowledge and awareness, skills and practices, attitudes and beliefs, and behavior and engagement.

Table 1. Media literacy skills

Media Consumption Habits (X1) (Croteau & Hoynes, 2014)
Time spent on social media
News consumption through online sources
Online shopping
Use of online sources for learning activities
Knowledge and Awareness (X2) (Croteau & Hoynes, 2014)
Identification of various types of media
Identification of information manipulation on social media
Evaluation of news source quality
Fact-checking and verifying claims before sharing
Awareness of numerous scams circulating on social media
Skills and Practices (X3) (Croteau & Hoynes, 2014)
Fact-checking information before sharing on social media
Skills in protecting personal information
Checking suspicious or exaggerated news headlines
Researching the background and qualifications (expertise) of the authors
Attitudes and Beliefs (X4) (Croteau & Hoynes, 2014)
Media literacy skills in the digital age

Identification of disinformation
Responsibility to combat the spread of disinformation
Avoiding the trap of fake news
Importance of good communication usage
Behavior and Engagement (X5) (Croteau & Hoynes, 2014)
Verification before sharing information on social media
Openness to hearing different viewpoints
Checking website legitimacy
Trusting information that aligns with beliefs
Citing others' works by including sources

X1 : H_0 : There is no relationship between media consumption habits and the prevention of hoax news.

H_a : There is a relationship between media consumption habits and the prevention of hoax news.

X2: H_0 : There is no relationship between knowledge and awareness and the prevention of hoax news.

H_a : There is a relationship between knowledge and awareness and the prevention of hoax news.

X3: H_0 : There is no relationship between skills and practices and the prevention of hoax news.

H_a : There is a relationship between skills and practices and the prevention of hoax news.

X4: H_0 : There is no relationship between

attitudes and beliefs and the prevention of hoax news.

H_a : There is a relationship between attitudes and beliefs and the prevention of hoax news.

X5: H_0 : There is no relationship between behavior and engagement and the prevention of hoax news.

H_a : There is a relationship between behavior and engagement and the prevention of hoax news.

Data Analysis

Data were processed based on the responses provided by the respondents to each questionnaire item. After collecting data from all respondents, calculations were made to address the research questions. Interpretation Correlation Coefficient according to Sugiyono (2013):

Table 1. Interpretation of correlation coefficient

No	Correlation	Interpretation
1	0.00 – 1.199	Very Low
2	0.200 – 0.399	Low
3	0.400 – 0.599	Medium
4	0.600 – 0.799	Strong
5	0.800 – 1.000	Very Strong

RESULT AND DISCUSSION

The results of the respondents’ answers regarding their perceptions of media literacy skills obtained a percentage of 77.48%, while the prevention of fake news received a percentage of 76.04%. This indicates that the media literacy

skills and prevention of fake news among students are categorized as very good. Correlation analysis was conducted to examine the relationship between media literacy skills and the prevention of fake news among students as follows:

Table 2. Pearson product moment correlation

X	Y	Pearson Correlation	R Square	t _{tab}	t _{count}
X1	→ Y	0.297	0.088	1.979	3.421
X2	→ Y	0.510	0.260	1.979	6.524
X3	→ Y	0.523	0.274	1.979	6.756
X4	→ Y	0.658	0.433	1.979	9.616
X5	→ Y	0.688	0.474	1.979	10.434

From the table above, it can be explained the Pearson product moment correlation coefficient (r) for X1 is 0.297, which falls into the low category. Because the calculated t-value (3.421) is greater than the critical t-value (1.979), H_0 is rejected and H_a is accepted. This indicates that there is a significant relationship between media consumption habits and fake news prevention, albeit with a low correlation strength. The influence of media consumption habits on fake news prevention is 8.8%, while 91.2% is influenced by other factors. The Pearson product moment correlation coefficient (r) for X2 is 0.510, which falls into the moderate category. Since the calculated t-value (6.524) is greater than the critical t-value (1.986), H_0 is rejected and H_a is accepted. This means there is a significant relationship between knowledge and awareness with fake news prevention, with a correlation that falls into the moderate category. The influence of knowledge and awareness on fake news prevention is 26%, while 74% is influenced by other factors. The Pearson product moment correlation coefficient (r) for X3 is 0.523, which falls into the moderate category. Since the calculated t-value (6.756) is greater than the critical t-value (1.986), H_0 is rejected and H_a is

accepted, indicating a significant relationship between skills and practices and fake news prevention, with a correlation falling into the moderate category. The influence of skills and practices on fake news prevention is 27.4%, while 72.6% is influenced by other factors.

The Pearson product moment correlation coefficient (r) for X4 is 0.658, which falls into the strong category. Since the calculated t-value (9.616) is greater than the critical t-value (1.986), H_0 is rejected and H_a is accepted, indicating a significant relationship between attitudes and beliefs and fake news prevention, with a correlation falling into the strong category. The influence of attitudes and beliefs on fake news prevention is 43.3%, while 56.7% is influenced by other factors. The Pearson product moment correlation coefficient (r) for X5 is 0.688, which falls into the strong category. Since the calculated t-value (10.434) is greater than the critical t-value (1.986), H_0 is rejected and H_a is accepted, indicating a significant relationship between behavior and engagement and fake news prevention, with a correlation falling into the strong category. The influence of behavior and engagement on fake news prevention is 47.4%, while 52.6% is influenced by other factors.

Tabel 3. Correlation X1, X2, X3, X4, X5 to prevention of fake news

Correlation	Coeff Cor. _Pearson	Corr value	Conclusion
X1 → Y	0.297	Low	sig
X2 → Y	0.510	Medium	sig
X3 → Y	0.523	Medium	sig
X4 → Y	0.658	Strong	sig
X5 → Y	0.688	Strong	sig

Media Consumption Habits

Media literacy skills in media consumption habits (X1) to fake news prevention (Y) resulted in the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a), indicating a significant relationship between these sub-variables. However, the strength of this relationship is categorized as weak. This illustrates that media literacy skills in a particular context influence fake news prevention, but the effect is not very strong. Media consumption habits significantly shape how individuals, especially students, understand, interpret, and interact with information. According to Ashley et al. (2022), these habits are crucial in determining the extent to which individuals are exposed to diverse perspectives and the quality of information they receive. Croteau and Hoynes (2014) found a positive correlation between high media consumption in European countries and improvements in quality of life and knowledge levels. Their opinion suggests that media consumption can enhance knowledge for its readers. Media consumption habits, particularly in the context of preventing fake news, not only serve as a stimulus for students to find the information they need but also lay a crucial foundation in their ability to process and analyze information. With the increasing number of online information sources, the ability to sift through and validate information becomes increasingly vital. Regular engagement with a wide range of media sources can enhance media literacy by providing a broader context and understanding of different viewpoints. Conversely, habitual consumption of a narrow set of media can limit critical thinking and reinforce existing biases.

Critical media literacy involves analyzing and questioning the underlying messages and ideologies present in media content. Since media consumption habits significantly impact one's ability to engage critically with media (Livingstone, 2023), it is essential to promote critical media

literacy, as it exposes individuals to multiple narratives and reduces the risk of echo chambers that can be exploited for negative purposes. According to Martens and Hobbs (2021), the pervasive use of social media and digital platforms has led to fragmented and fast-paced consumption patterns. It is necessary to foster self-awareness, which can lead to more intentional and reflective media use (Mihailidis and Viotty, 2020). These changes make it harder for individuals to engage deeply with content, often only reading headlines and snippets without critical analysis. Self-awareness is a key component of media literacy, involving the recognition of one's own media consumption habits and their effects. Media literacy programs should include training on how to develop and maintain balanced media consumption habits (Bulger and Davison, 2021). These programs can include practical exercises that encourage students to track their media use, reflect on their consumption patterns, and explore diverse media sources. By doing so, individuals can become more discerning media consumers, equipped with the skills to critically evaluate the content they encounter.

Knowledge and Awareness

Media literacy skills in knowledge and awareness (X2) to fake news prevention (Y), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This indicates a significant relationship between these sub-variables and fake news prevention, with the strength of the relationship falling into the moderately strong category. This illustrates that knowledge and awareness within media literacy have a considerable influence on individuals' ability to prevent the spread of fake news. Knowledge forms the foundation of media literacy, enabling individuals to understand the complex landscape of media sources, messages, and technologies. According to Potter (2022),

knowledge in media literacy includes understanding the nature of media institutions, the production processes behind media content, and the ways media shapes perceptions and behaviors. This foundational knowledge is crucial for developing critical thinking skills, which allow individuals to discern the credibility of information and recognize biases in media representations. According to Croteau and Hoynes (2014), students should be educated about the structure and function of media institutions, including how economic and political factors influence media production. This knowledge helps students critically assess the credibility of information and recognize potential biases. The role of this knowledge can enhance individuals' ability to navigate digital environments effectively (Martens and Hobbs, 2021). Individuals with higher levels of media literacy knowledge are better able to identify misinformation and resist manipulative content. While knowledge provides the groundwork, awareness is the active component that drives the application of media literacy skills. Raising awareness about the consequences of spreading unverified information is crucial (Chen et al., 2015).

Awareness involves being conscious of the influence of media on one's perceptions and behaviors and recognizing the broader socio-political and economic contexts in which media operates. Awareness in media literacy includes understanding the power dynamics within media industries and the implications of media consumption for individual and collective well-being (Livingstone, 2023). This is why awareness is important for encouraging a proactive approach to media engagement (Mihailidis and Viotty, 2020). According to Ashley et al. (2022), media literacy programs that emphasize self-awareness can lead to more mindful media consumption. Students who are more aware of their media use patterns show a greater ability to manage their media consumption and reduce exposure to

harmful content. In research conducted by Bulger and Davison (2021), successful media literacy programs are those that combine knowledge-building with activities that promote critical awareness. These programs often use a mix of theoretical instruction and practical exercises, encouraging students to analyze real-world media examples and reflect on their media consumption habits. This approach helps to strengthen the connection between knowledge and awareness, making media literacy a dynamic and practical skill set.

Skills and Practices

The skills and practices variable in media literacy skills (X3) on preventing fake news (Y) indicate rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). This suggests a significant relationship between these sub-variables and preventing fake news, with the strength of the relationship falling into the moderate category. This indicates that skills and practices in media literacy have a relatively strong impact on individuals' ability to prevent the spread of fake news. Croteau and Hoynes (2014) emphasize the critical role of media literacy in equipping students with essential skills to navigate the media landscape. Media literacy involves core skills that enable individuals to critically engage with media content. According to Martens and Hobbs (2021), these skills include accessing reliable sources, analyzing content for credibility and bias, evaluating the accuracy and reliability of information, and creating ethical media content. These foundational skills help students distinguish credible information from fake news, fostering a critical mindset that is crucial in today's information-saturated environment. Effective practices in media literacy education, highlighted by Mihailidis and Viotty (2020), involve interactive approaches like fact-checking exercises and media analysis projects, which actively engage students and help them understand

firsthand how to verify information and identify misinformation.

Media literacy plays a critical role in preventing the spread of fake news among students. Ashley et al. (2022) emphasize that media literacy education helps students develop a skeptical attitude towards unverified information, which is a protective factor against sensationalist and misleading content. Educated students are more likely to question the sources of their information, check the credibility of the content, and avoid spreading dubious news stories. Effective educational interventions, as suggested by Livingstone (2023), should integrate media literacy across various subjects to ensure the continuous application of skills in diverse contexts. Additionally, discussing current events and the role of media in society makes media literacy education more relevant and impactful. Looking ahead, Bulger and Davison (2021) suggest that future media literacy programs should include training on emerging digital tools and platforms, as well as fostering a culture of continuous learning and adaptability to keep pace with the evolving media landscape and effectively combat misinformation. Promoting fact-checking practices and encouraging students to verify information before sharing it fosters responsibility and skepticism towards online content (Brandtzaeg et al., 2019).

Attitudes and Beliefs

The attitude and beliefs variable in media literacy skills (X4) toward preventing hoax news (Y) show rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). This indicates a significant relationship between the sub-variable and preventing hoax news, with the strength of the relationship falling into the strong category. This suggests that attitudes and beliefs in media literacy have a strong impact on individuals' ability to prevent the spread of hoax news. Croteau and Hoynes (2014) emphasize

the significant impact of students' attitudes and beliefs on their responses to media messages, noting that prejudices, biases, and ideological leanings shape how information is received and interpreted. Confidence and acuity. Attitudes towards media literacy are crucial in shaping how students interact with media content. Martens and Hobbs (2021) state that positive attitudes towards media literacy can enhance students' willingness to critically analyze and question information. Students who value media literacy are more consistent in applying critical thinking skills, which are essential for identifying fake news. Conversely, a lack of interest or negative attitudes towards media literacy can hinder the development of these skills, making students more vulnerable to misinformation. Students' beliefs about the credibility of media sources also affect their susceptibility to fake news. Livingstone (2023) notes that students who trust mainstream media's reliability are less likely to question the accuracy of the information they receive, which can hinder critical evaluation of media content. Conversely, students who adopt a more skeptical stance are better equipped to detect and reject fake news.

The socio-cultural context in which students are immersed also significantly influences their attitudes and beliefs about media literacy. Ashley et al. (2022) highlights that students from environments that encourage open dialogue and critical thinking are more likely to develop a proactive approach to media literacy. Educational settings that promote questioning and analysis help foster a culture where students feel empowered to challenge misinformation. Conversely, environments that discourage dissent and critical inquiry may reinforce passive media consumption, increasing the risk of accepting fake news without scrutiny. Effective educational interventions can play a critical role in shaping students' attitudes and beliefs towards media literacy. Mihailidis and Viotty (2020) suggest that integrating media

literacy into the broader curriculum, rather than treating it as a standalone subject, can help normalize critical engagement with media. Programs that emphasize the importance of media literacy in everyday life and its relevance to students' personal and academic interests can foster more positive attitudes. Bulger and Davison (2021) advocate for media literacy education to continuously adapt to the evolving media landscape, including new technologies and platforms, to ensure that students' attitudes and beliefs remain aligned with the demands of a rapidly changing media environment. Encouraging lifelong learning and adaptability in media literacy practices can help maintain students' critical engagement with media, reducing the spread of fake news.

Behavior and Engagement

The behavior and engagement variable in media literacy skills (X5) on hoax prevention (Y) indicate rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (Ha). This indicates a significant relationship between these sub-variables and hoax prevention, with the strength of the relationship falling into the strong category. This indicates that behavior and engagement in media literacy have a strong impact on individuals' ability to prevent the spread of hoaxes. Croteau and Hoynes (2014) emphasize the importance of behavior and engagement in media literacy to prevent the spread of fake news among students. Behavioral practices are fundamental to effective media literacy. According to Martens and Hobbs (2021), behaviors such as routinely checking the credibility of sources, verifying information, and reflecting on the intent behind media messages are crucial for identifying and preventing fake news. These practices form the foundation of a proactive approach to media consumption, helping students discern the authenticity of information in a digital age rife with misinformation. Active engagement in media

literacy education significantly enhances students' ability to combat fake news.

Ashley et al. (2022) highlights the importance of interactive learning environments where students participate in discussions, collaborative projects, and hands-on activities. This engagement fosters deeper understanding and retention of media literacy concepts, building a culture of inquiry and skepticism essential for challenging dubious information. Digital literacy skills are a crucial component of media literacy that directly impact students' behavior and engagement. Livingstone (2023) highlights the importance of skills in using digital tools and platforms, such as fact-checking websites and recognizing signs of digital manipulation. Effective media literacy programs, as discussed by Mihailidis and Viotty (2020), integrate these skills into various subjects through case studies, media campaign analyses, and role-playing exercises, making media literacy more tangible and impactful. Bulger and Davison (2021) emphasize the need for continuous adaptation to keep pace with the evolving media landscape, encouraging lifelong learning and vigilance against misinformation.

CONCLUSION

Based on the research results, it can be concluded that there is a significant relationship between media literacy skills and the prevention of spreading hoaxes among students. First, there is a significant relationship, albeit with a low strength, between media consumption habits and hoax prevention. This indicates that the higher someone's ability to consume media, the higher their ability to prevent the spread of hoaxes. Second, there is a significant relationship, with a moderate strength, between knowledge and awareness and hoax prevention. This suggests that the higher someone's ability to search for information on the internet and their understanding of the truth, the higher their ability to prevent the

spread of hoaxes. Third, there is a significant relationship, with a strong strength, between skills and practices and hoax prevention. This means that the higher someone's ability to use the internet and their media literacy practices, the higher their ability to prevent the spread of hoaxes. Fourth, there is a significant relationship, with a strong strength, between attitudes and beliefs and hoax prevention. This indicates that the more positive someone's attitudes and beliefs are towards the information found on the internet, the higher their ability to prevent the spread of hoaxes. Fifth, there is a significant relationship, with a strong strength, between behavior and engagement and hoax prevention. This illustrates that the more active someone's behavior and engagement are in seeking information on the internet, the higher their ability to prevent the spread of hoaxes.

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