



Empowering students: a campaign to combat fake news through literacy education

Eros Meilina Sofa^{✉1}, Ahmad Burhanuddin¹, Mislina¹

¹English Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Central Java, Indonesia

[✉]E-mail: erosmeilinashofa@uingusdur.ac.id (corresponding author)

ABSTRACT

Fake news has become widely consumed by society in all circles, dealing with the intentions and dangers. This study investigates how students identify fake news and educate the community on its circulation. This study employed a qualitative approach and a descriptive qualitative design. It investigated the fake news found, how to identify it, and how to educate others about fake news. This study recruited sixty-four participants, comprising students who had been educated on the characteristics of fake news and critical reading skills. To collect the data, this study used a questionnaire and interviews. The identification of fake news included several steps, which depend on the character and form of the news itself. These steps began with identifying the image or appearance of the news itself and then examining the sentence patterns used by the news to persuade readers to believe it. In addition, they were also willing and able to educate other people not to believe fake news easily. They took several steps, including educating people on how to identify the date of publication and checking the source. This study provided practical information about the steps involved in identifying and educating people about the widespread dissemination of fake news.

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Introduction

Fake news is news that is currently easily spread on electronic media. This news typically uses language that is easy to understand, making it easier for readers to believe it. In addition, fake news spreads easily and quickly, so it easily gets many readers. Manipulative words and language styles are a characteristic of fake news. Fake news creators on digital media utilise language as a tool to manipulate facts and disseminate misinformation (Iswara & Bisena, 2020). This manipulative language style is usually closely related to the use of provocative

words. Eight hundred thousand sites are spreading fake news and hate speech in Indonesia (Rahmadhany et al., 2021).

Fake news has become widely consumed by society in all circles, accompanied by the intentions and dangers. The effects of spreading fake news can extend to various spheres, including social, cultural, political, and economic (Valencia-Arias et al., 2023). In the political sphere, fake news may be used to discredit or undermine certain political figures. In the health sector, fake news disseminates several unfounded health tips and tricks, as well as similar examples in other fields. Definitely, the spread of fake news hurts readers. The lightest impact is that the reader gets wrong information, which becomes a basis for them to respond to something related to that matter. For this reason, readers should be able to equip themselves with the ability to analyze the information they get by becoming more familiar with literacy. Fardiah et al. (2020) stated that media literacy helps readers sort information, clarify, and determine the truth of information from multiple sources.

The literacy movement is very intensively promoted by the government and literacy activists. For this reason, the Ministry of Education and Culture prepared a National Literacy Movement Guide in 2016, which contains theoretical and technical guidance on implementing the literacy movement, from the family to the community (Tell, 2023). Media literacy education can empower them to navigate the digital landscape effectively, reducing their vulnerability to fake news. It not only helps in preventing the spread of fake news but also promotes engagement among students (Dianah & Tetep, 2024). One of the significant actions that can be taken in society to support the literacy movement is preventing the spread of fake news (Pathak & Patel, 2020). Several studies have discussed this term, as elaborated in the following paragraphs.

Research conducted by Al Zou'Bi (2022) discusses the impact of Media and Information Literacy (MIL) on students' ability to detect fake news. It revealed that information and media literacy are assets in analyzing fake news. This study employed quantitative methods to investigate students. The results indicated that studying MIL has an impact on students' acquisition of the skills needed to detect fake news. Along with the term, another study also revealed that there are three ways to prevent the spread of hoaxes: monitoring, receiving complaints, and educating the public (Fardiah et al., 2020).

Regarding the students' ability to evaluate fake news, Khairunissa (2020) employed a descriptive approach at Gajah Mada University to explore how deeply students were able to identify fake news and differentiate it from facts. This study shows that students can identify fake news and recognize its characteristics, but they do not always convey to others whether the news is fake or factual. In addition, for the more emphasized source, De Paor & Heravi (2020) discuss the role of librarianship in fighting fake news and misinformation circulating in society. The results of this study provide ways to identify fake news, analyze circulating information, and design efforts that librarians can make to educate the public on preventing fake news. The literacy movement seeks to empower individuals through a comprehensive understanding of literacy, which extends beyond mere reading skills to encompass a lifelong learning process aimed at improving overall quality of life (Ilis, 2024). In response, the National Literacy Movement Guide, published by the Ministry of Education and Culture in 2019, outlines key dimensions of literacy, i.e., reading and writing, numeracy, science, digital, financial, cultural and civic literacies.

Reading and writing literacy includes the skills necessary for reading, writing, and analyzing texts, as well as applying these skills in everyday life (Fauzan et al., 2023; Lan & Yu, 2023; Shara et al., 2020). Numeracy literacy focuses on the ability to use symbols, tables, numbers, graphs, and other visual aids to solve problems and make informed decisions (Cheung et al., 2021; Iswara et al., 2022). Scientific literacy pertains to an individual's capacity to investigate problems and develop solutions using scientific principles and technology (Fakhriyah et al., 2017; Fortus et al., 2022). Digital literacy involves the ability to effectively use digital media to access and analyze information, making it applicable to real-life situations (Burkhardt, 2017; Tinmaz et al., 2022). Financial literacy encompasses the ability to understand, process, and address various financial issues (Garg & Singh, 2018). Lastly, cultural and civic literacy involves awareness and knowledge of cultural matters and issues related to citizenship (Lestari & Ramadan, 2023).

In addition to these dimensions, the International Federation of Library Associations (IFLA, 2017) provides essential steps for identifying whether news is original or fake. First, users should visit the website of the news provider to gain a deeper understanding of the information's origin. Examining the credibility of the author can help determine the reliability of the news being presented. It is also crucial to verify publication dates to ensure that the news is current and not a repost of outdated information, as relevance is key.

Readers should approach news with an open mind to prevent biases from influencing their judgments. It is important to read beyond the headline to grasp the full context of the news, as sensational titles may mislead readers (Aimeur et al., 2023). Reliable news should be corroborated by additional documents or reports from other credible sources. Understanding whether the news is legitimate or potentially misleading allows readers to question discrepancies and avoid being easily swayed (Iswara & Bisena, 2020). When in doubt, individuals can seek verification from information centers, such as libraries or news organizations, to confirm the accuracy of the news.

One effort to promote literacy is to create a literacy movement, both at the school, community, and national levels. The literacy movement is an activity that guides its activists not only to read, but also to apply the results of what they get from these reading activities, one of which is analyzing fake news. People tend to build a perspective through knowledge structures that have been constructed in the ability to use information. Additionally, in another sense, namely the ability to evaluate and communicate information in various formats, including both written and unwritten (Ali et al., 2021). The realm of the literacy movement encompasses schools, families, communities, and the assistance provided should enable people to make better use of information (Ministry of Education and Culture, 2017). This movement should be able to provide the public with education about what fake news is, its characteristics, and prevent the spread of fake news itself. The spread of information must be balanced with the ability to discern what is true and what is not. Critical readers can identify the characteristics of fake news easily, based on their prior knowledge in analyzing texts (Machete & Turpin, 2020). Numerous studies have examined the spread of fake news and strategies to anticipate it. However, the way of educating people is something that rarely appears in those studies. Therefore, to address the problems associated with the spread of fake news, this study reveals how students identify fake news and educate those around them about it.

Method

Research design

This study employed a qualitative approach, specifically utilizing a descriptive qualitative design. This design is grounded in the principles of naturalistic inquiry, which emphasizes understanding phenomena in their natural context. Such an approach provides significant flexibility in terms of theoretical frameworks, sampling methods, and data collection strategies, making it particularly advantageous for a diverse array of academic disciplines (Hall & Liebenberg, 2024). The focus of this research was to explore the prevalence and characteristics of fake news, examining not only the various forms it takes but also the methods by which individuals can effectively identify it. Additionally, the study sought to develop strategies for educating the public about the nature of fake news, thereby enhancing media literacy and critical thinking skills. By employing this qualitative design, the research aimed to capture the nuanced experiences and perceptions of participants, providing rich, detailed insights into the complexities surrounding the issue of misinformation in contemporary society.

Research settings and participants

The study involved a total of 64 participants of English language education department, comprising 41 females and 23 males. These participants were selected from a cohort of university students in a public university in Indonesia, all of whom had received education focused on the characteristics of fake news and the development of critical reading skills. This educational background was essential, as it ensured that the participants possessed a foundational understanding of the issues surrounding misinformation and the tools necessary for critical analysis. The selection of participants was intentional, aiming to gather a diverse range of perspectives from students who are actively engaged in higher education. By focusing on this demographic, the study aimed to investigate how their prior education affected their ability to recognize fake news and their approaches to media literacy. The participants' experiences and insights were invaluable in understanding the effectiveness of educational interventions in combating misinformation and fostering critical thinking in the digital age.

Data collection

The data collection for this study was conducted using a structured questionnaire designed to gather insights into the participants' experiences with fake news and their proactive measures to educate others about its characteristics. The questionnaire comprised 10 carefully crafted questions that focused on two primary areas: the strategies participants employed to identify fake news and the specific actions they took to educate others on how to analyze and discern misinformation. To facilitate a deeper understanding of the participants' perspectives, the questionnaire included open-ended questions. This format allowed participants to provide detailed and nuanced responses, enabling them to elaborate on their thoughts and experiences in a comprehensive manner. By encouraging participants to express their views in their own words, the study aimed to capture a rich array of insights regarding the methods they use to identify misleading information and the effectiveness of their educational efforts in promoting media literacy among their peers. The open-ended

nature of the questions not only fostered a more engaging dialogue but also provided the researchers with qualitative data that could reveal underlying themes and patterns in the participants' approaches to tackling fake news. This qualitative data collection method was instrumental in gaining a holistic understanding of the participants' knowledge, attitudes, and behaviors related to fake news and media literacy.

Data analysis

In analyzing the data collected from both the questionnaire and the follow-up interviews, this study employed a framework based on the steps for analyzing fake news as outlined by the International Federation of Library Associations (IFLA, 2017). This framework served as a critical indicator for identifying instances of fake news and provided a structured approach for understanding how participants educate others about these misleading narratives. The IFLA's guidelines offer a comprehensive set of criteria that can be utilized to evaluate the credibility of news sources and the authenticity of the information presented. By applying these steps, the study aimed to systematically categorize and interpret the participants' responses regarding their strategies for identifying fake news. This included examining their methods for assessing the reliability of news sources, recognizing common characteristics of misinformation, and understanding the broader context in which fake news operates.

Data trustworthiness

To ensure the validity and trustworthiness of the data collected, follow-up interviews were conducted with four selected participants from the original cohort. These participants were chosen based on their active engagement in educating others about the characteristics of fake news and their efforts to combat misinformation within their communities. By focusing on individuals who demonstrated a commitment to promoting media literacy, the study aimed to gather in-depth insights into their specific actions and strategies. The interviews were conducted in Bahasa Indonesia, the participants' native language, to facilitate clear communication and ensure that they could express their thoughts and experiences without language barriers. This approach not only made the participants more comfortable but also allowed for more nuanced and detailed responses. Each interview consisted of five open-ended questions designed to elicit comprehensive answers regarding the participants' methods for analyzing news and their initiatives to inform others about identifying fake news. By employing open-ended questions, the interviews encouraged participants to elaborate on their experiences, providing rich, qualitative data. This method was instrumental in capturing the complexity of their actions and the rationale behind their educational efforts. The combination of the questionnaire and the follow-up interviews contributed to the overall trustworthiness of the data, as it allowed for triangulation of findings and a deeper understanding of the participants' perspectives on fake news and media literacy.

Findings and discussion

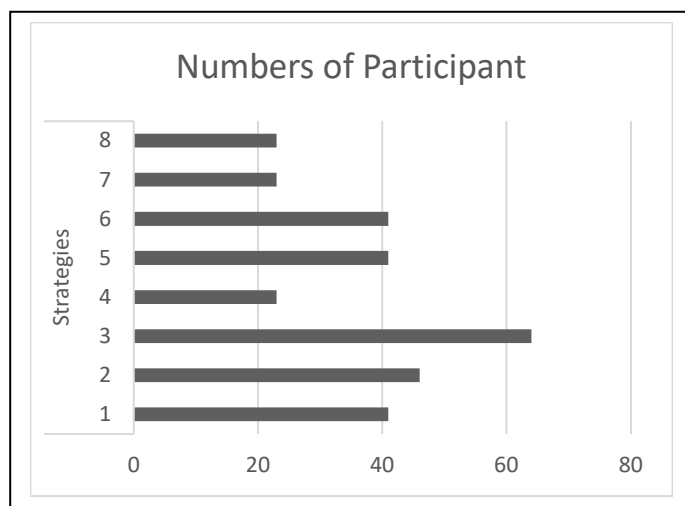
Based on the questionnaire and interview, this study elaborated on the steps taken by students to identify fake news and their actions in educating others about the news. It provides data based on the questionnaire distributed to the students and the results of the interview.

Strategies in identifying fake news

This study distributed a questionnaire to 64 participants to assess their strategies for identifying fake news. The researcher used eight strategies of identifying news released by the International Federation of Library Associations (IFLA, 2017). The results can be summarized in the following figure.

Figure 1

Number of Participants in Using the Eight Strategies by IFLA



Based on Figure 1, there are differences in identifying fake news. The most common strategy is checking the publication date. Creators of fake news sometimes use old information taken from other sources to manipulate the readers (Burkhardt, 2017). Checking the publication date is the easiest and fastest way to verify the validity and accuracy of the news, allowing readers to recheck the truth.

Checking publication date

Checking the news date is the easiest step to check the news's validity. A significant amount of outdated information is disseminated through social media, often inadvertently shared by users. Contemporary fake news is nothing new, and suggestions that we have entered a post-truth era where alternative facts run rampant are wrong—at least in the sense that there has never been a 'truth era' (Novaes & de Ridder, 2021). For books, the publication date can typically be found on the copyright page, which is usually located on the page opposite the title page. For articles, the publication date is often listed at the top or bottom of the article or in the citation information. Even, most of such information does not have a date of publication, which is very ambiguous and provokes people to take unnecessary action. Fake news creators often reuse older articles and modify them to appear as if they are current news. Therefore, readers need to verify the date of the information and ensure that the content remains relevant to the date (Narwal, 2018).

All the interviewed participants said that checking the date of the article is the first and easiest way to analyze the truth. S₁, one of the participants, said, "I always check the dates of the publication, just to anticipate". By checking the date and year of publication, people

suggested that they should be suspicious when encountering news written with provocative, excessive, or even nonsensical titles. Netizens can ensure that news is read and uploaded at the time it is received (Jannana et al., 2021). This indicates that the news has just been received, not the result of reposting old news. Outdated news may not be relevant to current events. Apart from that, participants were also advised to be cautious of news that was written carelessly, for example, with numerous typos or spelling errors, because it could have been written by someone other than a trusted professional journalist. A person's ability to think critically is essential for accurately receiving and interpreting information. Readers are expected not to immediately believe all the information in the news, but must also check the truth and validity of the information conveyed. Truth in the news media, thus, becomes an anomaly (Zaryan, 2017).

Checking the news writer

Checking who writes a text, especially a news article, will provide readers with early information about the topic the text addresses. This strategy is the second most popular approach used by participants to determine whether news is factual or not. The proliferation of various social media platforms enables anyone to become a news writer with minimal effort, thereby creating an epidemic of fake news (News et al., 2018). In reality, some people take a chance by paying creators or writers to produce interesting or attractive news content with manipulative language to increase popularity among readers. By doing it this way, they gain popularity and attraction instead of providing the truth (Burkhardt, 2017).

Based on the interview, two participants, S₁ and S₃, claimed that they would believe in some news based on the writer. A writer who uses provocative language in a political issue will shape the image of their text. Therefore, by identifying the writer of the text, readers know what to expect from it. Moreover, fake news also has the potential to distort public opinion and influence political outcomes. Individuals who are exposed to false or misleading information may develop biased perceptions and make decisions based on inaccurate beliefs (Ilis, 2024). Identifying the writer of the news is also part of checking the validity of the text. The participants believe that knowing the writer helps them to find the topic and purpose of the text itself. The characteristics of journalistic language of a news item are a measure of the quality of the information conveyed. If a news item meets all the criteria for the attributes of journalistic language, it can be said that the information is of very high quality (Halimatussa'diyah et al., 2022).

Checking sources and content

Sources provided in the news are the most common strategies to analyze text for critical readers. However, finding sources in a text is not an easy way to do, because some writers provide the sources implicitly. Brodsky et al. (2021) mentioned that college students lack fact-checking skills, which may lead them to accept information at face value. Some recent fake news is accompanied by a website address that appears to be proof of the news' existence. One sign of fake news is the lack of clarity regarding the source of the information provided.

In fact, when readers open the site, it sometimes cannot be opened, or it turns out that the site provides other news. This is very easy for students to identify, considering that they are part of the millennial generation, who are already skilled at using gadgets, so they can

easily verify the validity of news with just one click. However, sometimes the desire to check the validity of the news with one “click” is not carried out, not because they do not know this step, but because they are too lazy and indifferent to the information presented. The lazy audience refers to the finding that users tend to avoid participatory features entailing substantial creative effort (Spyridou, 2019).

A quick way to determine the topic of a text is to read the title or headline. The headline is the main lure for readers, enticing them to read more about the news. News headlines on social media are not just about attracting attention and generating clicks, but also about creating share-worthy content (Lamot et al., 2022). However, some fake news is very easy to identify just from the headlines, which are too far-fetched to attract readers’ curiosity. In the article entitled “Jokowi Inaugurates the New Indonesian Flag,” students can already realise that this is impossible to happen, because the flag is not something that can be changed easily.

S₁ said, “I would like to ensure the article...such as checking the sources. It's hard, sometimes, but I need to know because I' too afraid to spread the wrong info.” The news title serves as the entry point for readers, determining whether they will continue reading the story or not. Because it turns out, the title of a news story is the main lure for readers. A phenomenon in our society reveals that many readers often spread news because the title lures them without reading the contents in their entirety. When individuals share or interact with disinformation they see online, they have essentially been persuaded to do so by its originators (Id, 2020).

Understanding the content and meaning of a text can be difficult, which sometimes consumes the reader’s time. However, this activity is beneficial in identifying the validity of news, whether it is fact or fake. The example has been provided in case of Putin’s Orders to destroy all COVID-19 vaccines in Russia, which discusses Putin’s reputation. For readers who have a clear understanding of and information about Putin’s actions so far, he will immediately identify the news as fake news. The public will be easily influenced by unclear issues, which, by changing the context of the title to something more interesting, will result in opportunities for readers to misunderstand the actual context of the news. Unknown local and foreign media sources can influence public opinion to an extent similar to established mainstream news outlets on the same issues (Peterson & Allamong, 2022).

Avoiding prejudice, identifying the type of news and asking the experts

Creating an assumption or building an argument about a specific text and its author after reading it is a standard action. However, a critical reader or those who are not easily swayed by others will avoid doing this to protect themselves from making incorrect assumptions based on only a few and untrustworthy pieces of information. In some conditions, prejudice can result from analyzing the type of news and content. Knowing the real purpose of the text helps the reader to determine the type of text they are reading. These steps enable them to chain messages on WhatsApp, often using excessive punctuation, which serves to attract the reader’s attention and persuade them to believe the information. Punctuation marks that are usually overused are exclamation marks and question marks. What is the actual function of excessive use of these two punctuation marks? Absolutely, to attract readers’ interest. The

true essence of a news story will not be affected by the number of punctuation marks that appear.

Fake news often shows images that should not be displayed. For example, there is fake news that carries the title about child kidnapping, and presents a photo of a girl whose mouth is covered. Definitely, this is very unethical to show, because a journalist or reporter cannot exploit a child without considering the future effects. Apart from images, the date the news was published sometimes escapes the eyes of the fake news maker. They forgot to edit the date and year, so the events presented with that tag appear out of place.

Based on Mastel (2017) research results, the types of hoaxes most frequently received by the public are in the social and political fields (Regional elections, government) and racism issues. Based on the data above, the research subjects in this study include cases in the form of information/news and hoax images related to the Joko Widodo government, the DKI Jakarta Regional Election, and SARA issues involving the Governor of DKI Jakarta, Basuki Tjahaya Purnama, which were very popular on social media.

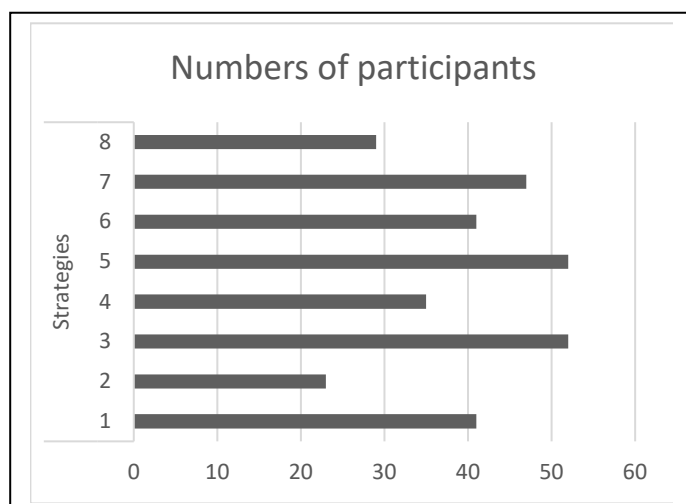
Educating people about fake news

Being able to identify the difference between fact and fake news can help the nation prevent the spread of fake news. However, the participants in this study are students who play a significant role as the next generation for this nation. Their contribution to combating the spread of fake news can be in the form of educating people about the characteristics of fake news and how to identify it.

The first step in protecting oneself from fake news is to cultivate a critical, even skeptical, attitude towards news. The rise of fake news is often attributed to the weak critical reasoning of readers, who tend to believe information easily. Consequently, fake news is increasingly prevalent because many people are becoming its consumers. The spread of hoaxes through mass media is straightforward if the readers are unable to act and think critically. In the digital era, fake news has significantly altered perceptions of journalism, the credibility of news, and the way information is accessed (Ilis, 2024). The following figure shows the strategies used by participants to explain to others how to identify fake news.

Figure 2

Strategies for Educating People about Fake News



Informed in Figure 2, the research found that the most common ways to educate people about characteristics of fake news are showing the publication date and content of the news. Another popular strategy is to explain the type of news, followed by the sources cited in the text.

Showing the publication date and content of the text

Valid news provides a publication date which is suitable for the content of the text. Showing the date is the easiest step to educate people about the validity of the text itself. The out-of-date news is easily recognized if the dates of publication are stated in the news itself. It also helped students guide others in finding the date of publication, as the first step in preventing fake news. People can analyze by themselves whether the date or year of publication is suitable for the content of the news. Some information is disseminated without verifying the date, resulting in the sender sending expired information without checking its validity. Ignorance continually passes from one person to another, who spreads outdated information.

The four interviewed participants claimed that this is the easiest way for them to explain to others. They just needed to show the dates and the general content of the article. S₂ said, "showing the date is easy, and people cannot refuse it. But sometimes explaining the general content is a little bit hard". Besides checking the date, the students also try to show the content of the news in general by displaying the title and skimming the text. This technique helps readers identify the validity and trustworthiness of the text. Typically, online news site managers present very appealing news headlines, even if the content is distant from what is promised in the headline. This is one of the consequences of the phenomenon of online news manager competition (Purwatiningsih & Lubis, 2024). However, skimming needs skill, which discourages readers from practicing it. By reading the title, readers can at least analyze whether the news is significant and relevant to them, suitable for the current issue and publication date.

Explaining the type of news

Various types of news are widely disseminated throughout society, including hard and soft news, which require people to be more selective in determining which credible and trusted news to believe. The types of news can indirectly promote readers' knowledge and contribute to their engagement in some cases (Andersen et al., 2016). By explaining the kind of news, the participant could motivate and engage the people who had thought about the text they had read. Asking the readers to skim the text could help them reveal the real purpose of the text. However, it needs reading comprehension skills. They could build their assumption, at least, to totally believe in the text from the beginning or try to find the evidence before believing in it. Certain types of news also spread at specific times for specific purposes, rather than informing the public about a particular event.

Based on the interview, participants S₂, S₃, and S₄ were asked to explain the general content of the text itself briefly. In this step, they must have presented the content objectively. After they explain it briefly, the readers could assume for themselves the type of text itself. Several types were identified during the research, including informative, persuasive, provocative, and misinformative.

One way to identify the type of text is by analyzing the language style used. It is a common way to attract readers' interest and comprehension in the information being delivered (Wahyuni et al., 2022). Students are learners who understand the use of provocative or informative words or sentences. For this reason, by analyzing the use of provocative words in the news, they can identify fake news. In general, it can be stated that the general characteristic of the structure and language of hoax news is the use of language that is bombastic, provocative, and tends to play on readers' emotions with the main aim of convincing readers that the information is essential and true. In addition, critical reading learners easily identify those characteristics, but explaining them to others is a new challenge. S₃ said that describing the type of news could encourage the other reader to think more critically about the trustworthiness of the news, rather than simply spreading it.

Questioning the sources

Some readers take and forward information they have received without checking the sources, simply because they believe the information is beneficial to people. Ignorance can potentially lead to the spread of irresponsible news. In fact, verifying the accuracy of trusted sources is crucial because many news sources often provide less significant information to attract more readers (Purwatiningsih & Lubis, 2024). One of the skills that the millennial generation can utilize is leveraging the internet's sophistication to find the information they need. In this case, they can look for information related to specific characters or terms in the text that they doubt is true. In this situation, guiding readers to verify the source or creator of the news is crucial to ensure the information is reliable. The unreliable information cannot guarantee that the news or text produced is valid.

Finding sources of a specific text can be complicated if the sources are not provided. This also reflects laziness, as it wastes readers' time and effort. A news story will be trustworthy if the news also provides evidence about what is being reported. For this reason, every time an incident occurs in a newspaper, there is always evidence of statements from related figures, as a guarantee that the information presented can be trusted. The statement is also given in the form of a direct quote, thereby preventing misinterpretation. Further, fake news may not necessarily provide this evidence, for example, in the text with the theme Lato-lato. The text states that Lato-Lato is a confession of "I am Jewish." This lacks firm evidence, as the text does not provide the origin of 'lato-lato'. In addition, one of the characteristics of fake news is the use of manipulated evidence. The purpose of this manipulation is to make it difficult for readers to verify the accuracy of the news.

The next step, the participants also suggested cross-checking the news from other sources. You can enter the exact keywords in a search engine; it will be easy to find similar news. Often, readers will find news with the same photo, but it turns out the editorial has been changed or edited. This is what news readers should do because it is actually easy to find similar news, whether in the form of text or video. Frequently, fake news involves a screenshot of a video that has been edited, accompanied by a caption that differs from the original news.

High digital literacy skills are evident in the ability to utilize social media and the internet, as well as the capacity to analyze the validity of information. Apart from that, it is also evident in the ability to utilize digital media to verify the information received, ensuring its accuracy.

All of the interviewed participants believed that this step was not easy; therefore, they stated that this approach is more suitable for adults or academic practitioners, rather than for educating children or teenagers. S₁ noted that, "I know the meaning of the news, but...explaining to the teenagers is very hard; they usually complain".

Conclusion

This study discussed the steps taken by students in identifying fake news using the eight steps proposed by IFLA. Those eight steps were also used to analyze the students' actions in educating others to identify fake news. The results showed that these eight steps were applied differently in identifying fake news and educating others. Based on the data obtained and data analysis carried out, it was found that students were able to identify fake news circulating on social media around them. The identification they carry out includes several steps, which depend on the character and form of the news itself. These steps begin with identifying the image or appearance of the news itself, and then examining the sentence patterns used by the news to persuade readers to believe it. Apart from that, they are also willing and able to educate other people not to believe fake news easily. They took several steps, starting with advice not to easily believe any news circulating, to guiding how to verify the truth of the news. This study is expected to serve as a reference for further research, which will delve deeper into the circulation of fake news in society. Apart from that, it is also hoped that this study will provide information regarding what students, as the younger generation, need to do in the face of the rise of fake news.

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