



Digital Literation in Increasing Reading Interest and Overcoming Hoax News from Social Media in Basic School Students

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Abstract: Digital literacy is one of the reading movements that elementary school students must-have in the 21st century. Social media allows students to be actively involved in increasing the reading interest of elementary school students to obtain new information. The role of digital use in today's modern era is very effective and efficient to increase reading interest, but in the context of language learning, teachers still have to be guided by using social media facilities so that students don't fall into consuming hoax or fake news. From the hoax news that is spread, researchers suspect that increasing reading interest from social media through digital literacy has a very big effect. This study aims to determine and analyze the relationship between digital literacy and reading interest from social media in dealing with hoax stories of elementary school students. The method used in this research is literature study or literature study. The results showed that in general, the application of digital literacy was able to increase reading interest in overcoming hoax news from social media. Furthermore, suggestions from researchers so that students have good reading interests need to be trained continuously by applying digital literacy in elementary schools.

Keywords: Digital Literacy, Reading Interest, Hoax News

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INTRODUCTION

The industrial revolution 4.0 is the fourth phase in the historical journey of the industrial revolution which began in the 18th century. The impact of the 4.0 revolution era is certainly very large for industry and people's behavior. In Indonesia, the development of technology and information occurs very rapidly. All needs now have happened digitally. The era of the industrial revolution 4.0 has had a lot of influence in the world of basic education to apply old literacy which was originally only reading, writing and arithmetic to be renewed into data literacy, digital technology literacy, and human resource literacy or humanism.

The phenomenon of revolution 4.0 has become a new reinforcement for elementary school education teachers as a key change in the revitalization of the literacy-based curriculum. Statistical data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 2019 states that

of a total of 61 countries in the world, Indonesia is ranked 60th with a low literacy rate.

In line with the above conditions, future teachers will have new challenges. The big challenge for teachers in the 21st century emphasizes the development of information technology media in literacy learning. As explained by Daryanto (2017, p. 3) divides the skills of 21st-century teachers into five categories including (1) able to facilitate and inspire student creativity learning; (2) designing and developing learning experiences in the assessment of the digital age; (3) become a model for learning and working in the digital era; (4) encouraging to become a model of digital society responsibility; (5) and participate in professional leadership and development. About the skills of teachers in the 21st century in the context of literacy learning, Suwandi (2019, p. 20) states that in addition to obtaining new information and knowledge, literacy is a learning activity that involves a series of reading, thinking, writing



activities in processing which leads to understanding, concluding, interpret, describe, and analyze all the things that have been learned. Underlying the explanation of literacy, the trend of the role of digital literacy is very important to balance learning in the era of revolution 4.0 and the 21st century. According to Brian Wright, the important benefits of digital literacy include saving time, learning faster, saving money, getting the latest information, always being able to. connected easily, can make better decisions, and can affect the world (Yahya, 2019).

The digital era cannot be separated from literacy skills because it is always related to how to get new knowledge and information. On the other hand, the presence of digital also has negative impacts and dangers for elementary school students. The results of the study show that the use of communication media such as the internet and cellphones or gadgets endangers the safety of children because they can lead to an increase in cases of child abuse (Murni, 2017). Another case that is still similar in this digital era is the large amount of hoax information or fake news that is prone to consumption by the Indonesian people, including children who can create unnatural anxiety and fear (Fitriarti, 2019). One of the supports that can be done to overcome this problem is digital literacy.

Reading is one part of literacy. Reading is an important part of human life as a gateway to knowledge. An important aspect of developing reading potential can be implemented by optimally implementing reading interest. The results of the Progress in International Reading Literacy Study (PIRLS) in 2006 were designed to measure the reading literacy achievement of children in grade IV primary schools around the world under the coordination of the international association for the evaluation of educational achievement (IEA) stated that Indonesian children were ranked 41st out of a total of 45 countries (OECD, 2006).

Related to the problem of reading, which shows the role of teachers in schools is very

important in providing variations in learning. Reading interest is one of the keys to success in knowing and increasing knowledge. The low interest and ability of students to read, among others, the surrounding environment that does not support reading habits, the low purchasing power of people's books, the minimum number of libraries with adequate facilities, the negative impact of electronic media development, inappropriate reading learning systems (Wahyuni, 2009). In line with the increasingly rapid development of science and technology, especially in digital technology, more and more information is stored in it. At all levels of education, the ability to read is a priority scale that students must master. Efforts that can be made to create breakthroughs are implementing the school literacy movement (GLS) in elementary schools as literacy learning communities.

Along with the increasing internet access, social media is one of the applications that are widely used to integrate GLS in elementary schools. The school literacy movement used is digital literacy. To achieve the goals of literacy learning in developing reading habits and abilities, in general, it must consist of three stages according to Abidin (2018, p. 183) explaining that three stages of activities in the literacy learning process include pre-reading activities, reading activities, and post-reading activities.

Effective educators must be able to direct students to learning topics that will be studied by students by directing attention to activating student schemes related to the reading text. Currently, there is a lot of information through social media that shares false or hoax information. Fake or hoax information can circulate quickly in society, especially in the world of education. According to the master survey about the national hoax epidemic, several types of hoaxes that are often accepted by the public are hoaxes about the government or social and politics, hoaxes about *SARA*, hoaxes regarding health, hoaxes against food and beverages, hoaxes for fraud, and finance,



hoaxes to bring down a company (Matel, 2017).

The above conditions are also experienced by students as readers' consumers. Not a few students have become victims of hoax news because they have not been able to sort out which news is correct and which is wrong. This is due to the use of social media for the majority of elementary to university students who have Facebook, WhatsApp, Instagram, and others. The rise of hoax news has hurt all parties, especially education.

Therefore, the role of teachers and parents in preventing and overcoming hoax news against students is necessary. Teachers and parents must be able to insert warnings about the dangers of hoax news and increase students' reading interest. From the explanation of the problems that occurred, the researcher was interested in conducting a literature study on Digital literacy in increasing reading interest and overcoming hoax news from social media in elementary school students.

METHOD

The data collection used in this research is the literature study method. This research is based on the results of a study of several books, journals, and other literature searches related to the problems raised by Komariah and Satori (2011) explaining that literature study is research support starting from the views of experts in writing in the form of reference books, journals, research reports or other scientific works. So, a literature study is a method to find research sources from the results of a review of several pieces of literature related to the problems raised by researchers. Research procedure According to Zed (2004) there are several stages in the literature study as follows:

1. Prepare the equipment

The tools that must be prepared include digital equipment as a means of searching for data and means of entering data such as laptops, smartphones, and internet

networks, both for marking sentences and equipment for recording important things manually such as pens and notebooks.

2. Prepare a bibliography of the work

This study uses books as the main source. This study also uses journals and the internet to obtain additional resources.

3. Set the time

This research starts from collecting books and journals related to the problem to be studied as a source and then looking for information related to the problem. After that, the researchers examined the information. Until writing papers based on the information that has been reviewed. Every research process must be carried out effectively and efficiently.

4. Read and take research notes

Important notes in research that are written and marked from various sources are compiled into a paper.

Data Collection Techniques and Instruments

The data collection techniques and instruments used in this study were literature study techniques. Quoting the necessary data, confirming, and classifying based on research systematics from books, papers, and journals as well as several other important notes.

Data Analysis Technique

Holsti (1969) says that any technique for making conclusions objectively and systematically identifies the characteristics of a particular message. The literature study method does not do calculations but studies from several books, journals, and other reliable sources. The information obtained from these sources is then analyzed to obtain important data for research.

RESULTS AND DISCUSSION



Researchers reviewed several books and journals related to the issues raised. Each variable under study is associated with other variables so that it can answer the problem raised. Also, this study is strengthened by previous research that examines the variables used in this study.

Digital Literacy

According to Abidin (2018, p. 1), The basic concept of literacy is a process to develop with a variety of different abilities from many sources and can draw the meaning used. The 21st and 4.0 centuries are often referred to as the technological era and all information can be freely accessed easily using digital technology or gadgets. Digital Literacy according to Husna (2017, p. 1) states that digital literacy is defined as the ability to understand, analyze, assess, organize and evaluate information with digital technology. The source quoted from Wikipedia also explains that the notion of digital literacy is a response to technological developments in using media to support people who can read. So, the concept of literacy with digital technology based on the description above is mutually sustainable in supporting skills in the field of reading. Currently, digital media is growing very rapidly. The invention of gadgets (smartphones) and computers has accelerated the transformation of information and communication technology into digital media. Following are various types of digital media platforms that are often used according to Herlina (2019: 125) as follows:

1) Content-based websites

Users can access film content, music, news, and knowledge. For example Kompas.com, Vidsee, and Bobo.grid.

2) Search engine

Users can access using the internet. Examples of search engines: Kidrex, Google, and Yahoo.

3) User-generated website content

Users can access using the application space according to the maker's request. For example Kaskus, Wikipedia, and Blog.

4) Social media

Users can access by interacting with fellow users. For example Facebook, Instagram, Twitter, WordPress.

5) Website service

Users can access a variety of widely available services. For example E-mail, E-learning, E-banking.

6) Marketplace

Users can access it for buying and selling purposes. For example Bukalapak, Lazada, Zilingo.

7) App store

Users can access it by downloading the application. For example Play store,

Apple store.

8) Crowd-sourcing

Users can access various service transactions. Example:

Uber, Gojek, AirBnB.

Reinforced by research results from Kurniawan (2018) explaining digital literacy in learning in elementary schools 99% of elementary school student respondents have used smartphones. 62% of respondents admit to owning their smartphones. 62% of respondents claimed to have used a smartphone before the age of 9. So, it can be concluded that at the primary school level students are no longer familiar with using smartphones or gadgets for various purposes freely.

Reading Interests



Increased interest in reading can be influenced by several roles according to Suwandi (2019, p. 124) as follows:

1. The role of parents
Parents need to direct their attention from television to books, from watching culture to reading culture because through reading the activity of children's minds and imaginations is growing.
2. The role of the teacher/school
The active participation of teachers to increase students' interest in reading is needed. The teacher must provide an example of love to read and have good reading skills.
3. Role of Government
The role of the government is needed to expand the reach of services to the public in reading access.
4. Role of the Community
Creating a conducive environment for learning and reading activities.

A way that can be done to increase reading interest can use the Explore-Ask-Read-Tell-Harvest (EARTH) model according to Rahman (2019, p. 48) explaining that the steps of the EARTH model are as follows:

1. Explore (Investigate all reading assignments)
Students can observe the title or cover of the reading.
2. Ask (thinking about the questions)
Students can write some questions that they want to know from the reading.
3. Read (read the text)
Students read the text in the hope that they can relate to the predicted content of the text.
4. Tell (communicate)
Students can explain the content of the reading and explain implied messages.
5. Harvest (reap or conclude)
Students and teachers conclude learning outcomes by providing feedback about the work that students understand.

This method can be done to examine and analyze hoax news for elementary school students from social media. Research results from Dewantara (2017) on the effectiveness of literacy culture to increase reading interest can also be done by getting used to reading sustainably starting early.

Hoax News

The widespread of information is no exception, it can create new loopholes to spread fake news or hoaxes. Hoax news in various media can have a bad impact on today's young generation. One example of the spread of hoax news can be seen from the commercial broadcasting system of Indonesian television as a means of supporting global capitalism, as explained by Armando (2016: 32), common media owners in establishing, buying, and investing in their media companies are only for financial gain reasons.

In connection with the above, the school literacy movement can become a strategic solution in tackling hoax news. Winaya's research results (2019) reinforce that to overcome hoax news, the following stages of implementing the school literacy movement (GLS) are: (1) reading habit stage, (2) reading interest development stage, (3) literacy-based learning stage.

The following is research conducted by several researchers who apply digital literacy in increasing reading interest and overcoming hoax news from social media, including:

1. Allcott, & Gentzkow (2017) "Social Media and Fake News in the 2016 Election" Journal of economic perspectives. This research explains the issue of spreading hoax news in the US presidential trump election. The results obtained from one time the spread of hoax news on social media is faster than advertisements on television, getting 0.02% of votes in favor of one of the presidential candidates. The impact that is felt is



that there is still no person who spreads hoax or fake news, besides that there is still a contradiction between readers and the authorities.

2. Gumilar, (2017) "Media Literacy: Smart Using Social Media in Tackling Fake News (Hoax) by High School Students" Journal of Community Service. This study discusses one of the efforts to improve media literacy through the implementation of Community Service in the form of discussions and knowledge sharing held at SMAN 1 Cirebon. To increase the media literacy competence of the younger generation in dealing with hoaxes, this activity was carried out by providing contemporary examples and exposure related to the risks of hoax spreading. This activity is intended as an effort to build a media education and literacy model to increase the competence of the younger generation in recognizing and responding to hoaxes.
3. Meliyawati (2020) "Digital Learning as Media Literacy in the Industrial Revolution Era 4.0" Journal of Community Service. This study focuses on community service activities (PKM). This study aims to provide learning to students of SMPN 3 Panimbang how to wisely use social media. This activity was carried out in Panimbang, to be precise in Gombong Village, Panimbang Pandeglang Banten. The method used in this activity is lectures.
4. Social Media in Post-Truth Era" Journal of Communication Science. This research shows that digital literacy must be integrated with communication ethics. About digital literacy, it is very necessary to increase the critical capabilities of digital media users, while ethics leads the public to always think about and consider the pros and cons of such communication activities.

From the research results, it can be seen that the role of digital literacy affects reading interest. Also, there is a description

of activities and understanding in dealing with hoax news issues.

CONCLUSION

Digital literacy skills for students are very much needed in the 21st century and the current 4.0 development. The roles of teachers and parents should often include digital literacy in every day's activities with good mentoring facilities. Social media-based digital literacy is an alternative solution to solving hoax news problems. Based on several sources, examples of implementing digital literacy can increase students' reading interest. There is the significant value when researchers examine several research results taken from several journals and other sources. Several research results stated that the success of increasing students' reading interest in overcoming hoax news was due to how to apply digital literacy with appropriate steps. Digital literacy focuses on overcoming hoax news through digital literacy from social media by students.

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