AT-TAFKIR التفكير

The Disaster of Literacy: Prevention of News Forwarding Tendencies on Social Media

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Abstract: One of the indicators of insufficient literacy knowledge in society is their susceptibility to deal with conflict, hate speech, hoax, and defamation. This article represents research findings aimed at exploring the literacy skills of the academic community of IAIN Langsa in accepting disastrous information on news that leads to harmful and misleading content. Moreover, it also aimed at disseminating preventive information for not forwarding news obtained from social media, which is used as a medium of information, to reduce the disaster risks that trigger a moral loss in society. This research applied descriptive methods. The research subjects were students, lecturers, and staff of IAIN Langsa. Data were collected using a questionnaire via Google form and semi-structured interviews.

Keywords: disaster, literacy, social media

Abstract: Kerentanan masyarakat dalam menghadapi konflik, ujar kebencian, berita hoax, fitnah yang merupakan salah satu indikator kurangnya pengetahuan literasi. Artikel ini merupakan hasil penelitian bertujuan membahas tentang bagaimana literasi civitas IAIN Langsa dalam menerima informasi kebencanaan terhadap berita yang mengarah ke konten negatif, berita yang tidak benar/menyesatkan. Tujuan lain tersampainya informasi pencegahan untuk tidak melakukan forwading berita yang diperoleh dari media social sebagai sarana informasi sehingga dapat mengurangi resiko bencana yang menyebabkan kerugian moril pada masyarakat. Penelitian ini dilakukan dengan menggunakan metode deskriptif. Subjek yang diteliti adalah mahasiswa, dosen, tenaga tendik civitas IAIN Langsa. Pengumpulan data dilakukan dengan kuesioner melalui google form, dan wawancara semi struktur.

Kata kunci: Literasi, kebencanaan, news forwarding, media sosial

INTRODUCTION

The utilization of social media has become an inevitable need nowadays. Information technology has shifted from a secondary need to a primary necessity. The freedom toward information and technology and the development of mass media on digital platforms have continued to rise significantly. Communication media that has changed into digital platforms has also developed into various types. Savitri (2007) mentions that the use of technology supported by the sophistication of smartphones has become a lifestyle for each individual (Rahman et al., 2020). In education, people are required to possess information technology media/smartphones as a tool for learning nowadays. This global challenge caused by the pandemic led people to use smartphones to access various information.

The pandemic outbreak led society to use smartphones as the sole source to access information. Consequently, it becomes a global challenge. Hate speech, bullying, terrorism, and hoax are widely spread on social media. Misleading information or news and rumors are also mushrooming on social media, which are increasingly dangerous.

Social media plays a prominent role in all society borders. People use them to send messages to colleagues, share information, and search for the latest information. It is not surprising one claim that social media has become one of the pivotal necessities for every individual. Conducting prohibited actions that lead to harmful content includes a social disaster. Social disaster causes by an event or series of events generated by humans, including social conflicts between groups or communities and terror (Setyowati, 2019).

Several studies on community response toward literacy showed that public awareness of using social media in disseminating news had been an intriguing finding. People share messages to gain social approval by appearing knowledgeable or providing helpful information to recipients as "status-sharing" activities (Bright, 2016). Lestari's research (2020) on communicative attitudes and perceptions among college students, published in 2010, indicates that social media is a label that refers to digital technology that enables people to connect and interact, produce, and share messages. The participants' responses in disseminating shocking news from unreliable sources reflect their lack of information on literacy, and it is not because of particular motivation or deliberate actions to provide incorrect information to others. In this case, the researcher only explores participants' motivation in dealing with message information on the WhatsApp platform among the people of West Java within four generations Z (19 to 22 years old), millennial (23 to 38-year-old), X generation (39 to 54-year-old), Boomers (55 to 73 year old) for 4 participants, and Silent (74 to 91-year-old) for 3 participants (Lestari & Sekarasih, 2020). The recipients do not provide a positive response toward fake news. The type of fake news participants discuss can be short-lived (Bright, 2016). If the participants respond negatively, they will be cautious about sharing news before confirming them. Information shared is more than news and information. It is also a trust symbol, a sense of attachment, and solidarity (Liu, 2017).

Social networking service from social media called LinkedIn has successfully attracted the considerable attention of its users. Social media itself was founded by

professionals who are developing their careers. LinkedIn has grown and developed almost after two decades into one of the world's leading social media, with more than 675 million users worldwide. LinkedIn is still a social media site for people looking for a job or a company that looks for human resources.

This research explores the tendency of State Institute of Islamic Studies (IAIN) Langsa academic community to disseminate information or news about disasters they obtained from various platforms on social media. The dissemination of the information studied aims at reducing disaster risks that cause a moral loss in the community. The occurrence of disaster is unavoidable, but facing it is a must. Humans' fear of disasters has to be decreased, and they must learn to deal with them. The risk of disaster that leads to harmful content on misleading news generated by a lack of literacy within specific periods can be a sense of security loss, disruption of community activities, and many more.

Efforts can be made to minimize disaster risks by changing human behavior and raising awareness and concern toward threatening disasters. For example, changing human behavior is changing their mindset and getting used to being literate early on misleading news and information and taking prevention by educating themselves through literacy on misleading disaster information to eliminate and reduce the threat of disaster in the misleading news. This research aims to determine the literacy skill of the State Institute of Islamic Studies (IAIN) Langsa academic community in receiving disastrous information that led to harmful content and misleading news on social media. Moreover, it also aims at providing information about prevention to avoid forwarding news they obtained from social media before conducting information literacy. Forwarding information by carrying out information literacy is a means of information; thus, it can reduce disaster risks that generate a moral loss in the community. Furthermore, it contributes to developing relationships in strengthening *ukhuwah* (brotherhood).

RESEARCH METHOD

This research was a descriptive study. The technique of selecting participants using purposive sampling consisted of 82 participants with age ranges between 19- and 60-year-old among the academic community of IAIN Langsa. The classification of participants was divided into four generations (Dimock, 2019); they are Z generation (19 to 22 years old), 22 participants, millennials (23 to 38 years old), 57 people, and X generation (39 to 54 years old), 3 participants. However, no participants were found in Boomers (55- to 73-year-old) and Silent (74- to 91-year-old). The majority of the participants live in Langsa. Moreover, they were selected based on their active internet and social media use. They came from various social, economic, and educational backgrounds, from undergraduate to doctoral degrees. All of them also had adequate internet access.

The data-collecting technique used triangulation (Sugiyono, 2016). The Data were collected through questionnaire via Google form. All questionnaires were recapitulated in tables grouped into literacy indicators against mislead information disaster of academic community of IAIN Langsa. Furthermore, all interview recordings were transcribed. The data reduction process and interview transcription were analyzed thematically (information literacy) (Braun & Clarke, 2008). Similar

responds were collected once, then compared with the questionnaire data. Furthermore, the questionnaire data and the interview transcript were reduced. The researcher and colleagues discussed the results of the reduction process.

RESULTS AND DISCUSSIONS

Based on the carried-out research, the following is the classification of data.

Table 1.

Background of participants' occupation

No	Occupation	Frequency	Percentage
1	Lecturer	8	9,8 %
2	Staff	2	2,4 %
3	Students	72	87,8 %
	Total	82	100 %

Table 1 above shows that the participants are dominated by Z generation students, about 87.7%. Furthermore, millennial generation participants consist of lecturer 9.8% and staff 2.4%.

Table 2.

Types of social media utilized

Option	Common media social used to access information	Frequency	Percentage
A	On line news	6	7,3 %
B	Twitter	6	7,3 %
C	WhatsApp	13	15,9 %
D	Face Book (FB)	7	8,5 %
E	Instagram (IG)	38	46,3 %
	Others	12	14,6 %
	Total	82	100 %

Table 2 represents that Instagram is the typical social media utilized to read and receive information. It is because Instagram is one of the popular platforms among the Z generation, whose background is students to access various information. Based on the interview result, it was found that the millennial and X

generation prefer to use Face Book to access various news, issues, and the latest information.

Table 3.

Activities conducted after receiving information via social media

Option	Activities conducted after obtaining information via social media	Frequency	Percentage
A	Searching further to complete the information	13	43,3 %
B	Searching other related news	10	33,3 %
C	Forwarding to others	2	6,7 %
D	Neither searching nor forwarding to others	3	10 %
E	Others	2	6,7 %
	Total	30	100 %

Considering the participants' answers in Table 3, the academic community of IAIN Langsa did not forward news or information they obtained immediately. This is because they are academicians who are well literate in responding to disasters that potentially occur due to spreading invalid news or information. They considered only acknowledging the information and news they received. Moreover, they searched related news further to guarantee its validity. Few participants, about 6.7%, however, considered simply forwarding the news or information they obtained to people or to other platforms.

Table 4.

Strategies to find out sources of information accuracy

Option	Strategies to find out sources of information aaccuracy	Frequency	Percentage
A	Participants' credibility	13	15.9 %
B	Eligible websites	50	61 %
C	Authors' academic qualification	9	11 %
D	Others	10	12,2 %
	Total	82	100 %

Table 4 demonstrates that the participants are more thoughtful in dealing with the tendency to forward information or news they received. The participants managed inferences of information; for example, they searched the credibility of the

information they received at about 15.9%, and they also found inferences from other credible websites, 61%. It includes an indicator of literacy understanding towards disaster potentially occurring if they manage inferences towards gained information. Only 12.2% of participants avoided investigating the reliability of the information sources they obtained.

Table 5.

Option	Collected information via social media is prominent to read and review before forwarding them	Frequency	Percentage
A	Significantly important	58	70,7 %
B	Important	19	23,2 %
C	Somehow important	5	6,1 %
D	Not important	0	0
	Total	82	100 %

Table 5 shows that 70.7% of participants mentioned that reading and reviewing information they collected from social media was essential before forwarding them. Moreover, about 23.2% stated the similarity. This indicated that the participants comprehended the information or news they collected literally, and the tendency to forward the news could decrease to prevent unexpected problems due to misleading information and hate speech.

Table 6.

Activities conducted after obtaining information from social media

Option	Activities conducted after obtaining information from social media	Frequency	Percentage
A	Clarifying information – reading– identifying information –forwarding the information	38	46,3 %
B	Clarifying information – reading–forwarding the information to others	9	11 %
C	Reading - identifying – forwarding the information to others	17	20,7 %
D	Reading	18	22 %
E	Forwarding the information to others	0	0
	Total	82	100 %

Table 6 refers the need for more willingness of the participants to read the information or news they obtained. This is because their inhibition to reading the news as it is written in lengthy narration. Their ability to identify the topic and the focus of the information in the text should be improved. It includes understanding disasters that potentially occur due to their inhibition to read and identify the news or information topic. Only about 20.7% of participants conducted further efforts after obtaining information via social media, reading and focusing on the text, identifying it, finding its reliability, then forwarding it to others.

Table 7.

Option	Action after information identification and clarification process	Frequency	Percentage
A	Halting temporarily	9	11 %
B	Forwarding to others	27	32,9 %
C	Ignoring gained information	6	7,3 %
D	Forwarding to close friends only	32	39 %
E	Others	8	9,8 %
	Total	82	100 %

Table 7 shows that the students and the academic community of IAIN Langsa tend to forward news on social media to other people or their close friends. Only 7,3 % ignore the information they obtained. Most participants gained the information or news to be forwarded to others through social media. All participants (Z generation; college students) did not read the information they received. It occurs when the information or news is written in a lengthy narration; thus, they are reluctant to read them— however, they tend to collect news to disseminate. The forwarded news is often found in the WhatsApp group platform.

Table 8.

Option	Other efforts conducted before forwarding an information	Frequency	Percentage
A	Concluding the information, reading and forwarding them to others.	27	32,9 %
B	Searching other related sources as a comparison	42	51,2 %
C	Ignoring information being read	2	2,4 %

D	Ignoring to filter the information and directly forward to others	1	1,2 %
E	Others	10	12,2 %
	Total	82	100 %

The analysis of Table 8 illustrates that 32,9 % of the participants culminated events that emerged in the information, then forwarded them to others. Furthermore, almost 51,2 % of the participants searched other related sources of information to compare the accuracy. It means that the participants forward the information they received carefully. This shows that the participants comprehended the information gained. In other words, the academic community of IAIN Langsa did not forward unreliable news. Their understanding of literacy, which potentially causes a social disaster, was considerably satisfying.

Table 9

Option	Effort after forwarding fake news	Frequency	Percentage
A	Revealing the truth about the news that has been shared on social media	21	25,9 %
B	Ignoring the shared news on social media even though the misleading information about the news has been acknowledged.	0	0
C	Gaining insight for not quickly forwarding unreliable news.	53	65,4 %
D	Others	7	8,6 %
	Total	81	

Table 9 demonstrates that the majority of the IAIN Langsa academic community have integrity and their honesty and moral quality are 25.9 % and 65.4% in evaluating and reflecting. Integrity shows one's personality to acts consistently and thoroughly, both in words and deeds, which is by values. Efforts to strengthen dedication and integrity to students are prominent to prepare Generation Z as honest millennial generations in all borders, and this is one of the moral educations instilled in the generation. The awareness of the significance of integrity has led all organizations to place integrity aspects as a priority program, although in various forms (Imam Gunawan, 2017; Yusuf Sobri et al., 2018).

The integrity of moral quality reflected in literacy education toward misleading information includes various aspects of literacy education to take and

generate insights from a phenomenon. There is a tendency to forward the news gained from social media. However, if one has values of honesty and gentle morals to admit and improve him or herself, this is a process of assessing literacy skills for disasters.

Interview Transcription

Literacy / Indicator Sub Indicator	Findings	Statements
Forwarded news content	Amusing news or information, social religion (deeds), insight, satire	"... I fond of amusing news to entertain myself" (Security, lecturer, student)
		".... Currently, I focus on insight, good deeds, and sometime about health" (Lecturer)
Comprehending literally	Identifying topic and focus news or information being read	"... I focus on advising my friends, as it may cause misunderstanding if I remind them directly; thus, I can inform them through a group on social media, no one will be offended" (Students)
	Managing reference toward gained news or information	"... I never read long news or information; I just skim the title. I tend to share information about good deeds promptly" (Students/staff)
		"...I will find the source first; I will share them if I find it reliable and useful" (3 students)

Evaluating and reflecting	Attitude and action after noticing the forwarded information or news was inaccurate	"...Soon as I noticed that the news was a hoax, I admitted that I received the news from my neighbor" (students)
		"... It has already happened" (Security)
		"...Just deleted as it is a hoax, I was afraid of ensnaring the ITE law (Asking friends who received the news to delete them as I felt anxious) (Students 2)

This study described the need for more understanding of disasters of forwarding misleading news and information. Individuals can control themselves against the influence of media, interpret messages, and develop sensitivity to study culture by reading the relationship patterns of media owners and the government's roles in influencing media content—society's critical awareness. The reality of media is the primary purpose of media literacy.

The literacy skill via social media includes 1) obtaining information, identifying participants' goals to seek and gain information, and accessing the information received. 2) literal understanding of information or news, including whether the participants identify topics and focus on the text they read, how they make inferences about the information they received, the selection of information or news content to be forwarded, and their approach to conclude the news.

In this study, it was found that forwarding news was an approach to building interaction. Besides, it has been a medium of learning since the implementation of online learning through the WhatsApp platform, and it is a medium to communicate with others through other platforms for the participants at IAIN Langsa. Furthermore, social media is where they can post their status to show their existence, most of whom are Instagram users.

Information or news spread on social media is used as an intermediary communication between the users to establish strong relationships among them. News becomes an intermediary in building individual interactions and WhatsApp groups (Goh et al., 2019; Swart et al., 2019). The participants gain and forward information or news through various platforms. It will be conducted if the accessed information or news they forwarded triggers responses from other users, for example, amusing news, updated and shocking information or news such as disasters, social issues, ethnicities, religions, race, and class issues from various platforms to establish

communication. However, some participants only forwarded information or news to their close friends and colleagues. It is conducted to anticipate misleading information. In this case, the participants continued forwarding the information/news, but they chose the recipients selectively and carefully to feel safe to share the news on social media. When the news they forwarded is invalid, their colleagues will understand it (Duffy et al., 2020).

The participants established responsive interactions in various ways. In this case, the participants considered the news content they would share. They also tended to forward viral information or news, even though they realized the effect of sharing it. However, they tended not to share the news that triggers conflict and risks, such as political content, even though they received massive information about the issue on Facebook or Instagram, which could be forwarded through WhatsApp groups or individuals depending on the news content. In contrast to politics, the participants immediately forwarded amusing news and particular events to their friends via WhatsApp. To deal with this, they must pay more attention to information literacy.

In line with the social and religious issues, the participants tended to forward the latest news, disasters, and crimes against women and children through other platforms by ignoring information literacy. The reason was that people may find the information helpful. The socio-cultural context of the community environment is critical for developing literacy skills related to information disaster, the fundamental of which is knowledge about disaster alertness. In addition, the participants' alertness toward the disaster dimension varies depending on education level, age, length of work, personal disaster experience, and the situation of affected schools. Participation in the disaster prevention education program is also related to the ability of the participants to prevent disaster (Wisnu Martha Adiputra, 2008). One of the strengths of disaster prevention is to provide information to students to identify the possibility of a disaster occurring early and be aware of the potential of an imminent disaster and how to deal with it. People expect the ability to identify disaster to shape responsible character, generate autonomous students, reduce risks during the disaster and minimize the loss of children's lives (Labudasari et al., 2020).

CONCLUSION

The forwarding information or news among the academic community of IAIN Langsa was utilized as a communication intermediary to strengthen *ukhuwah* (brotherhood). News dissemination without considering its content may generate disaster. Critical public awareness of the reality of media is the primary goal of news-forwarding media literacy. Knowledge and policies are needed before spreading disaster news. People can analyze news objectively based on reality and think critically in conveying opinions about the disaster based on the causes and effects through the news they obtained. Thus, they can propose an appropriate and accurate opinion and be able to deal with an issue wisely. Recognizing the information source is necessary before forwarding them to identify its accuracy.

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