

# Strengthening Civic Literacy through Media Literacy in Jabar Saber Hoaks

Ari Febrian  
Civic Education  
Universitas Pendidikan Indonesia  
Bandung, Indonesia  
arie109463@gmail.com

Iim siti Masyitoh  
Civic Education  
Universitas Pendidikan Indonesia  
Bandung, Indonesia  
iim.sitimasyitoh@upi.edu

**Abstract**— Today Indonesia is facing an abundance of fake news circulating on social media. This condition is exacerbated by the lack of digital media literacy accepted by the people. The existence of Jabar Saber Hoaks serves as an excellent step to strengthen civic literacy among the citizens against fake news in social media. This research used a qualitative approach with a case study design. The results of the study show that in strengthening civic literacy of the citizens, Jabar Saber Hoaks implement media literacy in both online and offline forms. The existence of media literacy from West Java Saber Hoaks requires that there are concrete steps from the government in fighting false news and as a Strengthening Progressive Civil Society among Southeast Asia efforts.

**Keywords**— *fake news, social media, civic literacy, digital media literacy*

## I. INTRODUCTION

Nowadays, advances in technology, information, and communication (ICT) are very rapid. The existence of various media, including online media, has facilitated many people to access information easily. The efficiency offered by online media makes this media an information forum that influences society [1].

This online media is internet based where a user may interact and present themselves to a broad audience. Social media is also used by the entire community for business, politics, media, advertisement, police, and emergency services. At least it has become the key in provoking thoughts, dialogues, and actions around social issues [2].

However, behind the convenience offered by online media, there are some problems caused by the use of this media. This problem is the abundance of fake news that is disseminated through online media. Many people, including educated people, cannot distinguish between real and fake news. The spread of this news without correction has an impact on the law and hoaxes can separate people [4]. □

The results of the Mastel (Masyarakat Telematics) survey on the hoax outbreak in the national level in February 2017 shows that the hoax outbreak has become a national problem which includes separation, political instability, and security disturbances that have the potential to hamper national development. Based on the survey results, it is also known that social media is the primary source of hoax circulation. The survey process was conducted online and involved 1,116 respondents. 91.8 percent of the respondents said that the news about Social-Politics, whether related to the Election of Regional Heads or the government, was the most common

type of hoax, with a percentage on social media of 92.40 percent. [3] In addition, 62.8 percent of the respondents claimed to often receive hoaxes from short message applications such as Line, WhatsApp, or Telegram. Other hoax distribution channels are web sites of 34.9 percent, television of 8.7 percent, print media of 5 percent, email of 3.1 percent, and radio of 1.2 percent. 75.90 percent of respondents also think hoax can disrupt the harmony of the community [3].

Based on the results of the Mastel survey, hoaxes have become a real threat to the stability of social life, especially in the political context. The relationship between fake news and politics has happened since a long time ago, especially in the first world war that was used by Britain and America as political propaganda and formed a public opinion [5].

Because of the widespread of hoaxes, the community must have civic literacy. Civic literacy is an essential and necessary matter to face the progress of the digital age today. The purpose is to optimize the positive impact of the development of information and communication technology, and more specifically to deal with the rise of hoax news, the use of social media as a means of provocation (separation), to the use of technology for all kinds of fraud [27].

The increase in civic literacy can be improved in three ways, including education, media, and political institutions [6]. This research examines the strengthening of civic literacy by Jabar Saber Hoaks through digital media literacy. Before the establishment of Jabar Saber Hoaks, several parties had made efforts to improve citizens' digital literacy. This effort has used many kinds of approaches. There are those who use a general approach, namely the provision of digital literacy in general. It also includes thematic approaches, which aim for certain content such as "anti-hoax", "internet security", or focusing on certain cohorts. However, the risk is that the digital literacy movement seems sporadic and does not have a clear agenda [7]. It is different from Jabar Saber Hoaks. Although digital media literacy is given specifically about anti-hoax, Jabar Saber Hoaks has a clear purpose and agenda as an anti-hoax campaign program to audiences within the West Java Province [8].

The government has also performed efforts to eradicate fake news by issuing several related regulations. These include Law Number 11 of 2008 concerning Information and Electronic Transactions (UU ITE), Regulation of the Minister of Communication and Information Technology Number 19 of 2014 concerning Handling of Negative Content Sites, and Circular Number 137 of 2018 concerning Information Dissemination through Social Media for State

Apparatus. However, the fact is that it has not been able to make the perpetrators of the hoax's deterrent.

Given the importance of strengthening civic literacy in the abundance of fake news, especially regarding political and racial content, digital media literacy serves as concrete action in educating the public and forming a critical awareness of citizens against hoaxes.

## II. LITERATURE REVIEW

### A. The Concept of Civic Literacy

Civic literacy is closely related to civic knowledge. Citizens' literacy is defined as the knowledge possessed by the citizens to understand the political situation that is happening in their country. The citizen's literacy can be increased through three aspects including education, mass media use, and political institution. Civic education is the most supportive subject to encourage increased civic literacy [6].

Civic literacy is knowledge about how to be active in responding problems that occur in the community, such as those related to environmental damage, health, and knowledge concerning ways to change a bad thing in a community. Improving civic literacy will be useful in public involvement. Such involvement is "trying to make changes in social life, through political or non-political processes" [9]. In the science of citizenship, civic literacy is a basic element of the political virtue of citizenship. The civic literacy implies mastery of citizens' political knowledge and will be manifested in citizenship activities [10].

There are two indicators to measure the level of civic literacy including factual knowledge and cognitive proficiency. Factual knowledge refers to knowledge about the political system and government of a country. Therefore, there is no standard instrument for measuring this level of factual knowledge. However, some things are commonly asked in each country regarding the most important political positions in each country (prime minister, finance, ministers, etc.), and ask the respondents for the name and political affiliation of those who occupy these positions. A series of other questions can test the knowledge about the position of a large party on critical issues and constitutional practices and institutional basic such as the interval between elections, the composition of the legislative committee, or certain powers from the local government. Cognitive Proficiency is obtained from the learning material of Civic Education in school [6].

According to Cheng (in Wei and Jing, 2014), the main component of literacy refers to knowledge, abilities, attitudes, and values obtained. The achievement of these components is obtained through a dynamic process and education. The interaction between citizens and citizens, citizens and nature, citizens and the wider community, must be based on adequate civic literacy in the form of knowledge, ability, and right attitude [11].

### B. The Concept of Media Literacy

Media Literacy is originated from English consisting of two words, media, and literacy. Media means a platform of exchanging messages while literacy means awareness, which

then known in terms of media literacy. In this context, media literacy refers to mass communication. The equivalent of the term media literacy also known as Melek media, which has the same intentions [12].

The development of media literacy has existed since 1930. At that time, Britain and Australia were the only countries concerned with media literacy. Educators in these two countries suggested the existence of education of media literacy so that children and adolescents critically distinguish what is good and what is bad from the media [13]. Therefore, according to Livingstone, this study of media literacy is felt very important to do [14].

Studies on the development of media literacy in the community are mostly performed by community organizations, especially NGOs. Indonesia is classified as a developing country that experiences a leap of history where one nation that growth in the types of mass communication media almost takes place simultaneously. The readiness to develop attitudes, knowledge, and behavior to come into contact with certain media has not developed yet, but new communication media have emerged [19].

Media literacy can be understood as a process of accessing, critically analyzing messages contained in the media, then creating messages using media tools [15]. Another understanding of media literacy as stated by Rubin is that media literacy is an understanding of technological sources, information, codes used, messages produced, interpretation selection, and the impact of the message [16]. Media literacy is a competency that needs to be mastered by becoming a mass media consumer. Because of this reason, in various countries, the concept of media competence was developed as a part of personal and social competence [17].

The discussion of media literacy is now entering new media literacy. New media is a media that can be accessed by communicants to access information that is conveyed where they can respond to messages contained in the media to communicators at the same time. Whereas new media literacy is a communicant skill in receiving information, not only to understand the message conveyed but also proficient in receiving information obtained by a communicant [20].

Media literacy, civic literacy, and global awareness are essential components in forming good citizenship. Media literacy supports civic literacy to understand and influence citizens' decision making. Additionally, the ability of citizens to exert influence over their surrounding environment is based on information and an understanding of government processes, the importance of participation in the public sphere, and awareness that the decisions in the local domain will have a global impact [18].

### C. The Concept of Hoax

A hoax is misguided information and dangerous because it misguides people's perception by revealing fake information as the truth [21]. A hoax is able to influence many people by tarnishing an image and credibility [22]. As the message of fake and misguided information, Hoax also can scare people to accept the news. Thus, hoax should be able to be described, defined and classified [24]. The research related to hoax has been conducted to a domain of hoax email [22], [23].

Much fake news recently is a manifestation of the gap between technical progress and ethics. The leap of progress in the creation of techniques has given rise to a variety of message reproduction technologies. Unfortunately, technology created is not always used for the benefit of human life. This is the basic problem and the main character of technology [25]. To enhance people's trust toward news, news should not only provide factual information but also actual and it does not delude the public[26].

Hoaxes can damage people's reasoning if they read them. The results of the Mastel survey (Telematics Society) about the Hoax in a state in February 2017 that the hoax has become a national problem, among others, divisions, political instability and potential security disturbances that hinder national development [3].

The definition of hoax explained by respondents based on the survey of Mastel about hoax in Indonesia, 90.30% of respondents revealed that hoax was intentional, 61.60% of respondents said that hoax inciting new, 59% of hoax was not an inaccurate information, 14% of respondents considered that hoax was a science fiction, 12.60% revealed that hoax cornering the government, 3% said that hoax is the dislike news and 0.60% said that they did not know[3].

### III. METHOD

This research was conducted with a qualitative approach. The research design was studied case. This was based on a number of reasons. First, this research was limited to certain units, such as programs that were activities carried out by Jabar Saber Hoaks. Second, even though the research was limited to one particular unit but it did not eliminate the substance and orientation of the study because it was conducted in a comprehensive and in-depth manner. Third, this research focused on the relationships and processes of West Java Saber in strengthening the civic literacy of citizens, meaning that research was conducted in a natural setting to determine the process and impact of the process. Data were obtained through interviews, observation, and documentation studies. Research participants were West Java Saber Hoax Coordinator, West Java Saber Hoax (Jabar Saber Hoax Staff, and 6 people from digital media literacy participants both online and offline. Data analysis used models which included data reduction, data display, and verification. To enhance the value of trust toward research data, it was conducted triangulation according to the technique of collecting data and triangulation based on a data source.

### IV. RESULT AND DISCUSSION

Jabar Saber Hoax is a special unit initiated by the government of West Java Province. The establishment of West Java Saber Hoaks is an answer to the many hoax news circulating in the society, especially the people of West Java. The initial breakthrough was carried out by Jabar Saber Hoaks, which launched the Jabar Saber Hoaks dissemination program and anti-hoax campaign through the publication of positive content as part of the educational work program for the public towards Jabar Cyber Province. The purpose and objective of West Java Saber are to develop dissemination content as part of the anti-tax (education) campaign program to the public in the West Java region. The breakthrough of

the West Java government, of course, is new hope for the development of media literacy in Indonesia, which was previously only carried out by non-governmental organizations (NGOs) [19].

In arranging dissemination content, it is conducted planning. At this planning stage, West Java Saber Hoax team analyzes the content that will be provided to the public. This plan uses SWOT analysis, such as Strengths, Weaknesses, Opportunities, and Threats. Strengths and opportunities are factors of positive consideration in the implementation of the content of Jabar Saber Hoax. Whereas weakness and threats are grouped in negative conditions that may arise in the content compilation program[8].

In the result of finding in a field about strengthening civic literacy in Jabar Saber Hoax, there were several programs implemented by Jabar Saber Hoax. First, there was a digital media literacy in the form of online. Media literacy in this online form was Jabar Hoax providing education to the public through Instagram, Facebook, Twitter, and the WhatsApp chat application. This education was in the form of dissemination carried out by Jabar Saber Hoaks for reports from the public on news that is doubtful in its truth. Specifically, the work-flow from West Java Saber Hoaks is monitoring.

The monitoring included reporting, screening, and priority. Furthermore, they are classified. This form of clarification was checking the news reported by the community and categorizing the news according to the facts and which news was not in accordance with the facts. Then the last was to do dissemination. At this stage, Jabar Saber Hoaks conducted documentation and publications on news that had been previously clarified through social media. In doing this workflow, Jabar Saber Hoaks was assisted with several instruments such as social media monitoring software, hoax analyzers, standard operating procedures, and community networks and volunteers. The workflow from West Java Saber Hoax illustrated how the business of West Java Saber Hoax in developing citizen competencies, both personal and social competence, so that they critically receive messages from the media [17]

Second, Both digital media literacy conducted by Jabar Saber Hoax was offline. The second activity was part of dissemination such as training the community, school children, building networks and digital literacy awareness. Training for communities and students was carried out in Garut. Findings in the field found some unique data. The unique data here is that there are some students who have not yet known about Jabar Saber Hoaks. Nevertheless, students feel interested in the material of digital media literacy provided by Jabar Saber Hoaks. This is not happened without a reason, based on the researchers' observation a few weeks later, there was a change from the way the student looked at the news that allegedly fake or hoax. The student admitted that before receiving digital media literacy from Jabar Saber Hoaks, they had difficulty to differentiate which news was real and which news was fake. However, after receiving digital media literacy from Jabar Saber Hoaks the student was able to tell which news was real and which news was fake. According to the students, they are currently analyzing the news that the truth still in doubt.



The way they carried out this matter is to look at the parts in the photos and videos. Such as street names, place names, vehicle license plates, and others. Then, they match the parts in the photos and videos with the data obtained from the google search engine. The changes that are felt by these students after receiving digital media literacy showed that at least these students have been able to access and critically analyze the messages contained in the media [15].

In addition to these benefits students also claimed to know where to report when they received a message that allegedly fake or hoax. While the findings on the community have differences. In the community itself, their awareness of the fake or hoax news has been formed a little. They claimed that they often held discussions related to the news they received on social media. This discussion is usually done in chat applications or occasionally when there is a meeting.

Nevertheless, they claimed that they still had difficulties in distinguishing which news was real and which news was fake. Not infrequently, there are still some of them who spread the news that has not been proven the truth through social media. Based on researchers' observation a few weeks later after digital media literacy conducted by Jabar Saber Hoax, a member of the community claimed to receive the benefits of digital media literacy. These benefits, namely, they become aware of how to determine and analyze fake news. Then they also became aware of the political motives of both opposites' parties. The way they understand these motives is from the various kinds of information dissemination given by Jabar Saber Hoaks through social media. They disseminate the information in such a way that they get a conclusion about which parties are often spread fake or hoax news and which parties are often attacked by fake news.

The ability of members of the community in concluding a media message in particular regarding politics, giving the fact that the existence of media literacy has given them new knowledge and a new way of looking at a political problem that is happening. This proves that through media literacy, a citizen can understand the political situation in the country in the midst of fake news or hoaxes [6].

Previous studies on civic literacy have been studied. Among them is the influence of civic literacy in learning Citizenship Education [28], strengthening civic literacy in the formation of good citizenship through the activities of Dusun Binaan Mutiara Ilmu [29], and the role of online news portals in improving civic literacy among students [30]. This research is different from previous research. This study shows that the strengthening of civic literacy in the midst of fake news can be done through digital media literacy.

## V. CONCLUSION

Strengthening civic literacy through media literacy in Jabar Saber Hoaks is carried out via online and offline. Media literacy in the online form is Jabar Saber Hoaks providing education to the public through Instagram, Facebook, Twitter, and the WhatsApp chat application. While media literacy in the offline form is Jabar Saber Hoaks conducts social and media literacy training in areas in the West Java Province. These programs are certainly a good step in shaping the skills of citizens in the midst of the spread of fake news. The existence of media literacy from West

Java Saber Hoaks requires that there are concrete steps from the government in fighting false news and as a Strengthening Progressive Civil Society among Southeast Asia efforts

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