

Digital Native Generation Strategies in Handling the Spread of Hoax News by Parents on Social Media

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<p>Article History: Received July 21th 2023</p> <p>Revised August 22th 2023</p> <p>Accepted August 29th 2023</p>	<p>ABSTRACT</p> <p>The problem regarding the spread of hoax news has not been thoroughly handled until now, especially on social media. The flow of information circulation is very rapid, forcing people to have a deeper understanding and ability to filter news that is widespread in cyberspace. The problem is, not all people can understand this, especially for groups of people who are just getting used to using technology such as parents. Therefore, it takes the role of digital natives to be able to control and educate parents. In a family environment, someone who has a role as a native is a child. So this research will examine more deeply the role of a child as a digital native in educating his parents about hoax news. This study uses qualitative methods and a phenomenological approach. The results of the study state that there are 2 core stages when a child carries out digital education to his parents, namely the identification and confrontation stages. As for the implementation of educational efforts, a child highly upholds manners and respects the position of parents.</p> <p>Keywords: <i>digital native; parent; digital education; hoax; family</i></p> <p>ABSTRAK</p> <p>Permasalahan mengenai penyebaran berita hoaks masih belum bisa ditangani dengan tuntas hingga saat ini, terutama di media sosial. Arus perputaran informasi yang sangat pesat membuat masyarakat harus memiliki pemahaman dan kemampuan lebih dalam menyaring berita-berita yang tersebar luas di dunia maya. Permasalahannya adalah, tidak semua kalangan masyarakat dapat memahami hal tersebut, terutama bagi golongan masyarakat yang baru terbiasa menggunakan teknologi seperti orang tua. Oleh karena itu, dibutuhkan peranan dari kalangan digital native agar dapat melakukan controlling serta melakukan edukasi kepada orang tua. Dalam lingkungan keluarga, seseorang yang memiliki peran sebagai native adalah seorang anak. Sehingga penelitian ini akan mengkaji lebih dalam bagaimana peranan seorang anak sebagai digital native dalam memberikan edukasi kepada orang tuanya mengenai berita hoaks. Penelitian ini menggunakan metode kualitatif dan pendekatan fenomenologi. Hasil penelitian menyebutkan bahwa terdapat 2 tahapan inti ketika seorang anak melakukan edukasi digital kepada orang tuanya, yaitu tahap identifikasi dan konfrontasi. Adapun dalam pelaksanaan upaya edukasi, seorang anak sangat menjunjung tinggi adab dan menghargai kedudukan orang tua.</p> <p>Kata Kunci: <i>digital native; orang tua; edukasi digital; keluarga</i></p>
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INTRODUCTION

Digital media and technology have various benefits that can be used to support human life, such as for communication, work, entertainment, and news access. (Hidayah et al., 2020). Along with the times, digital media and information are increasingly complex thanks to science and humans who are also growing (Sugiarti & Andalas Fajar Eggy, 2020). Indonesian Internet Service Providers

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Association (APJII) revealed that internet users in Indonesia reached 171.17 million or 64.8% of the total population of Indonesia (Mudawamah, 2020). Parents today have also introduced and familiarized their children with mobile phones as a practical entertainment medium and do not waste much energy (Ristica, 2019). Especially with the pandemic that hit the world in mid-2019 which caused a huge increase in internet usage. This is due to limited community mobilization, both for work, school, and other daily interactions. (Zulfitria et al., 2020). Based on this explanation, it is very likely that in the coming years active internet users in Indonesia will continue to grow. Even so, this phenomenon is considered natural because of the changing times that require humans to continue to innovate and adapt to their environment.

In 2019, the Indonesian Internet Service Providers Association (APJII) explained that the survey results showed that internet users from the age group of 10-24 years amounted to 18.4%, for the age group of 25-34 years amounted to 24.4%, the age group of 35-35 years. the age group of 44 years is 29.2%, the age group of 45-54 years is 18%, and the age group of 55 years and over is 10% (Rakhmawati & Suryandari, 2021). It can be seen that the percentage of internet users from the age group of 50 years and above is less compared to the percentage of internet users from the younger age group. The reason is, when the older generation reaches adulthood, technology and digitalization in Indonesia are just starting to develop. When digital media is fully developed, they are just taking steps to get started and learning to get used to it. In contrast to the younger generation who tend to be accustomed to digitalization at the stage of growth and development (Adila et al., 2020). Looking at the percentage gap between the younger and older generations, it indirectly shows that there is a gap that distinguishes cultures between generations when interacting with digital media.

There are various kinds of software on smartphones that can be downloaded and used, some examples that are most in demand by most Indonesians are Whatsapp, Facebook and Instagram. There are interactive features that can be used to chat, send voice and video recordings, and share information with other users. Ideally, the features found on similar social media are used wisely to establish communication and spread benefits. But in reality, individuals who spread anonymously or openly can use software to create chaos, one of which is by spreading hoaxes. In Indonesia, social media is the highest media for spreading fake news at 87.5% compared to chat software (67%), websites (28.2%), television/radio (8.7%), newspapers (6.4%) and e-mail (2.6%) (Irena & Erwin Budi Setiawan, 2020).

Based on New York University and Princeton University research on Facebook user behavior in the period before and after the United States Presidential Election (AS), It was found that the age category of hoax spreaders aged over 65 (the oldest age category) reached 11%, while hoax spreaders aged 18-29 (the youngest age category) were only 3% (Susanti, 2020). In this study, it was explained that the number of parents aged 45 years and over spread more hoax news. Plus, Facebook users aged 65 and over (the oldest generation) spread hoaxes twice as much as users aged 45-65, and nearly seven times more than users aged 18-29 (Kominfo, 2018). In Indonesia, hoax spreaders are not young people, it is more likely that parents who spread it, such as mothers who do it through chat, as long as they share news without having to read first. The results of international research and presentations from official bodies in Indonesia show that hoax problems still exist among the digitization activities of the older generation (Kominfo, 2018).

The older generation or generation of digital immigrants is still in the stage of adjusting to technology. This generation is more vulnerable to being affected by hoax news that is often spread through social media. Zahrotun Nihayah and Isma Adila's 2020 research entitled "Hoax: Discord Among Information Disorders or Social Psychological Aggression" found that the generation that is more vulnerable to becoming victims and even perpetrators of spreading hoax news is the social group of late adults aged 50 years and over. (Nihayah & Adila, 2020). This illustrated how the experience of social media in the family environment is inseparable from the importance of digital literacy skills in responding to news that is disseminated wisely. The results of research by Septiana Deva Permatasari and S. Rouli Manalu entitled "Pola Konsumsi Informasi dan Pengenalan Berita Hoaks di Kalangan Generasi Tua: Studi Kasus Penggunaan Aplikasi Whatsapp", found an indifferent attitude among older people towards hoax news spread. They believe that the information being spread is true information. If it turns out that the information they spread is a hoax, they feel irresponsible because the responsibility is entirely left to the reader and they feel they are only sharing the message (Permatasari & Rouli, 2021). This indifferent attitude later became one of the strong reasons for the spread of hoax news is still very massive today (Tohari et al., 2020).

Group and homepage features on social media have many benefits including communication and information dissemination. Previous research "Digital Literacy of Lecturers As Whatsapp Group Users in Spreading Hoax Informations and Hate Speech" explained that one form of concern is to share information that is being discussed. The main reason a person disseminates information is related to the perceived importance and usefulness of that information. Sometimes people don't really pay attention to whether the news being spread is a hoax or not, because the main goal is to provide as much information to each other as possible (Cahyani, 2019).

However, there are still some people who care about a poor understanding of the dangers of spreading hoax news on social media. One of the studies entitled "Becoming a Hoax Buster in WhatsApp Groups as an Effort to Limit the Dissemination of Misleading Health Information" about digital literacy, namely "hoax killers". Hoax Buster or also called "anti-hoax" acts as a person who tries to reduce the spread of hoax news, such as by reprimanding, helping to provide clarification, or providing understanding. Their role is to ensure that news disseminated on social media can be trusted, thus preventing fake news or disinformation from going viral and causing more harmful negative effects (Suminar & Hadisiwi, 2021).

Awareness of hoax news is not solely based on age. The main thing is to be aware of the effects that arise from such fake news. The younger generation is a generation that is expected to become the next generation who are smart, creative, and wise in utilizing technology and digital media. Penelitian berjudul "Millennial Generation and Family Literacy Within the Dissemination of Hoax in Whatsapp Group" explained that the younger generation is easier to recognize hoax information, because the media has become part of their living habits. Meanwhile, the understanding of digital literacy in parents is still in the adaptation and learning stage. This young group is believed to be a medium to support every family member to avoid deviant and misleading news (Tutiasri & Kusuma, 2020).

Currently, parental assistance is needed in the use of technology and social media in children, as well as the use of technology by the older generation to reduce

the spread of fake news. Moreover, the older generation as digital immigrants were born when the internet was not yet developed, the older generation had to catch up with digitalization with capabilities that were clearly different from the younger generation (Kesharwani, 2019). This showed that digital technology assistance or teaching to parents needs to be done considering the importance of providing assistance in digitizing children (Ain et al., 2021). This research was conducted within the scope of the nuclear family consisting of father, mother and child. In this research, children are digital natives, namely those who understand technology and digitalization the most compared to parents (digital immigrants) who are still adjusting to the existence of technology. The existence of children in the family is used as a key in eradicating the spread of hoax news by parents on social media by maximizing the function of the family as a place of education.

Based on previous research, there are problems and impacts of the spread of hoax news that often occur on social media. The main purpose of using social media is to establish communication and closeness. However, there is a gap and has not been explained in detail and specifically in these previous studies, namely how the role of the family environment, especially children who are accustomed to using technology, provides understanding to parents who are indicated to make or spread hoax news. Therefore, this study will focus on the role of children as digital natives in providing digital education to parents.

METHODS

The study was conducted with qualitative methods and phenomenological approaches. A phenomenological approach was used in this study to identify and explore children's experiences as digital natives in depth and objectively related to human experiences of different ages when interacting with technology (Nuryana et al., 2019). Phenomenology in this study is used to find out clearly and in detail about the digital native generation when dealing with parents or digital immigrants who interact with news that indicates hoaxes.

The data collection techniques used in this study consisted of observation, interviews, and literature review. Primary data were obtained through an in-depth interview process, while secondary data were obtained from observation and literature studies in the form of journal articles and books. The selection of interview informants in this study used purposive sampling techniques. Purposive sampling is a technique of sampling from data sources with certain considerations (Rosdianto et al., 2017).

In this research there was 9 key informants were children who were familiar with social media and technology, and their parents had spread news that indicated hoaxes. Some criteria that need to be met by key informants or child informants are people born in 1990 and above, accustomed to using technology, have parents who spread hoax news, and have conducted education about hoax news to parents.

There are various kinds of applications and supporting software that researchers can use in assisting the process of qualitative data analysis. In this study, researchers used the Atlas. Technology Information software application to minimize the possibilities that usually occur in processing data that has been obtained. The stages in conducting data analysis using Atlas. Technology Information software are as follows:

1. Open coding

Provide codes in interview excerpts that contain meaning for the research. Open coding begins with an inductive process by identifying data concepts that are disassembled and dispersed into separate units and each named or labeled as a concept. The following is a table of code examples that have been created along with examples of interpreted citations:

Sample Citations	Code
<i>1:2 Informan: Berita hoaks itu ya gampangnya itu berita bohong. Hoaks itu kan berita bohong, jadi berita yang tersebar itu tidak jelas sumbernya</i>	Fake news
<i>3:2 Informan: Menurut saya ya berita hoaks itu berita yang belum jelas benar atau salahnya. Bisa dibilang berita palsu. Terus juga dibilang tidak bisa dipertanggungjawabkan beritanya itu</i>	Fake news
<i>7:10 Informan: Tentang dakwah. Atau misalkan dakwah yang menjurus jurus ke negara... ada bumbu politik, sedikit menggiring kesana. Sedikit propaganda</i>	Propaganda news

2. Axial coding

Pre grouped the codes that have been obtained at the open coding stage into some of the more general categories. The axial coding process in this study has grouped 27 codes into 4 more general categories. The following is an example of the categorization results of the *axial coding* process:

Code Examples	Category
<i>Explain</i>	
Offer other resources	How to educate parents
Prove	
Google	
Heylaw.id	Supporting tools and applications
Hukumonline.com	

3. Selective coding

Select, and compile the code and categories that have been created into a systematic scheme that can be read easily.

RESULT AND DISCUSSION

Children's Awareness as a Digital Native Generation

Native digital workers feel that technology and digitalization are part of their lives that have been inherent since childhood. The instant service obtained facilitates all daily needs ranging from entertainment, education, economic activities. The majority of the digital native generation has utilized all existing features well and maximally. However, for this group of children who are now in their 20s, knowledge about the use of technology and digitalization is not obtained through teaching by their parents, but is self-taught because of circumstances that demand a more advanced civilization.

A child must have the additional role of constantly supervising and teaching his parents how to use the internet and technology. The problem is, the essence of a good user is not only measured by one's understanding and mastery of a program, but also needs to be considered how that person can maximize the function of existing features while using them wisely so that they are useful, maximum and does not harm others.

The results of the study showed several expressions of children's responses related to their position as digital natives and technology experts among family members left behind. All informants claimed to be a place to ask questions for parents when experiencing problems using technology or using social media. Starting from the smallest obstacles such as how to operate features, to demanding how to recover forgotten social media account passwords. Informants revealed that they enjoyed helping parents with social media issues.

The majority of informants admitted that with their excess knowledge of technology, they sometimes feel anxious when they see their parents using social media. There is a feeling of responsibility for all the activities that parents do on social media. Children feel anxious when parents do activities on social media without assistance.

Because of the busy factor, sometimes children are not always able to accompany parents when using social media. Often faced with times when informants are forced to stop "controlling" or are ready to help parents because they are required to go far, such as work or study.

How Children Provide Education to Parents

Efforts made by children in providing education about hoax news to parents are not only done by reprimanding or explaining spontaneously. There are several processes and approaches taken by children so that education and delivery of information can reach parents properly. In detail, the way the child provides education can be described in the scheme below:

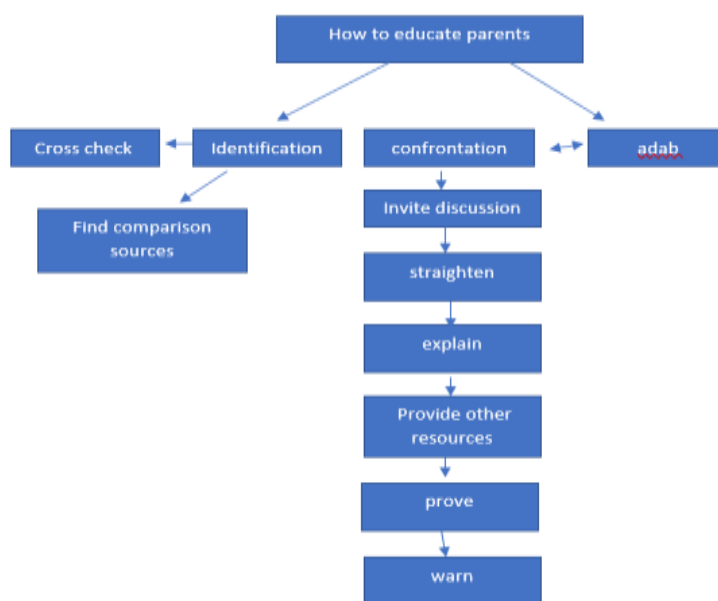


Figure 1. Educational process carried out by children towards their parents

In this research, the educational processes carried out by children can be carried out in 2 stages, namely identification and confrontation.

Identification

Chaplin stated that identification is the process of recognizing, placing objects or individuals in a class according to certain traits (Chaplin, 2009). In educating parents, identification is the first step taken by children by finding as much information as possible about the hoax topic at hand. More attention is one way that children express to identify.

One of the obstacles in trying to pay more attention to parents in using technology and social media is when children cannot directly stand next to parents and are swift in helping all the obstacles they experience. Therefore, the core of the most important identification process is *to cross check* the news and look for comparison sources.

Children as digital natives tend to be able to *cross check* more quickly and accurately than their parents. Understanding of the urgency of checking the news has also been implemented and implemented well by children so that it can facilitate educational efforts. Various sources available out there can be chosen by children to be a comparison material for parents so that parents have other choices in deciding something.

Confrontation

According to Leman, confrontation is a technique that challenges counsellors to see inconsistencies between words and behaviors/actions or body language, initial ideas with the next idea, smiles with pain, and so on (Rosdiana, 2019). The most important part of educating parents is how children should deal with their parents and provide an understanding of hoax news. The essence of this confrontation is depicted when a child has to come face to face with his parents and provide education. Although it sounds easy, children use several approaches so that the educational efforts made can be conveyed well. Some other factors that children pay attention to when confronting parents are manners and the right time so that sometimes the confrontation process cannot be done directly.

- (1) **Invite discussion:** The main step in direct confrontation to educate parents is to invite discussion. Discussion is a responsive scientific conversation that contains the exchange of opinions established with problematic questions, the generation of ideas and the testing of ideas or opinions, carried out by several people who are members of a group directed to obtain problem solving and seek answers (Raden Rizky Amaliah, Abdul Fadhil, 2014). This discussion is considered the most effective in providing education to parents because the approach seems relaxed and can hear the voices of both parties. The discussion process can be done on the sidelines of daily activities such as eating together or while relaxing with family.
- (2) **Straighten and explain:** This process is the part where children can begin to make educational efforts in a way that describes how the position of the news being discussed as hoax news.
- (3) **Offer other resources:** This point is a follow-up to the identification process that has been carried out previously, namely the search for comparison sources. The more sources, the more information options that can be processed so that analytical skills are needed.

- (4) **Prove:** This is also a follow-up to the results of *the cross check* that has been carried out. Information that has been obtained about the truth of a news can be shown by providing much more valid evidence, such as the results of journals and scientific articles, or official release from Kominfo.
- (5) **Warning:** In this section children warn parents not to interact with fake news. As one of the inherent cultures, most Indonesians highly appreciate how the existence of hierarchy and levels in the family can influence individuals in acting or giving reciprocity. Adab is manners, good attitude, one's morals in interacting in everyday life (Nufus et al., 2018). Informants in this study said that *adab* is an important aspect in the process of educating parents about hoax news. When faced with a bad response, children tend to choose to retreat and stop educating rather than continue to argue something that never ends. As if retreat done by the child is not a sign that the child has lost hope to educate parents.

There are still goals that rely more on the self-awareness of the parents themselves. Good education needs to be infused so that it is carried out in order to realize a useful community life. A child's knowledge of the use of technology should not deter parents with the effects of dependence. Parents must also be able to adapt to increasingly advanced and modern times. A child not only provides an understanding of hoax news at one particular moment, but at any time as an effort to warn not to repeat mistakes that have been made before.

Supporting Tools and Applications

In the field of technology, children need to facilitate educational efforts for parents. The following is a scheme of supporting tools and applications used by children when educating parents.



Figure 2. Scheme of supporting tools and applications that children use when educating their parents

Official government websites such as Kominfo are one of the easy tools for children to practice education to parents. Sources and information obtained from other social media, especially Twitter, can be used as a tool to find more valid information compared to other social media.

Children have not found applications that can detect fake news directly, such as by scanning, barcodes, or the like. A child is using more tools and supporting applications in the direction of cross-examination. Like in the Google application, children will search for keywords about news, then the *website* will exit the search and children still have to try harder to check it.

There is one application that is widely used by children in checking the truth on the internet, namely get contact. Reporting from getcontact.com's official website, this application has the main function of 'spam blocker'.

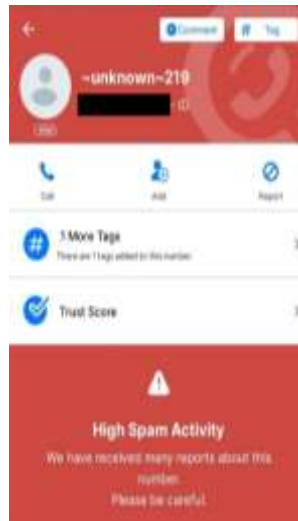


Figure 3. Getcontact.com application which functions as a 'spam blocker'

An example of when children use the *get contact* application is when faced with fraud. By entering a phone number in the get contact app, users can see how others name the number on their respective phones. If the number is a fraudulent syndicate, people will name the contact with a similar name, and the app will identify that the number is a suspicious number or has been detected as a spammer.



Figure 4. Getcontact application which shows detection as a spammer

There are two pages where the public can check information related to laws or laws, namely heylaw.id and Hukumonline.com. Heylaw.id provides learning and consulting features so this application is perfect for students or people who are studying law. Hukumonline.com, the appearance looks more conventional and presents a lot of information in writing, making it suitable for *cross checking* news related to law.

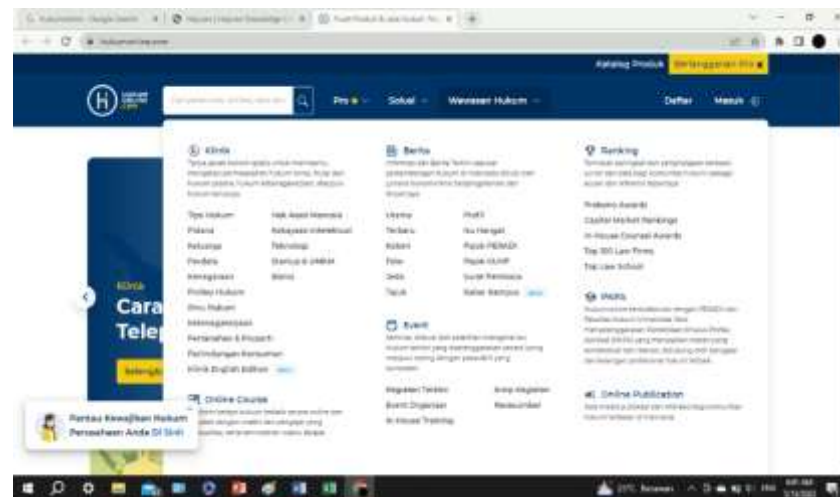


Figure 5. website Hukumonline.com

In Hukumonline.com users can customize their reading to the topic they are looking for. For example, there is a spread of news about job info, so users can click on the 'Clinic' icon and search for job options. So in it will be a lot of articles and explanations about FAQs or questions that are often asked by many Indonesians. Hukumonline.id helps its users to get more accurate information about laws and policies.

These two pages are known only to those who work in the legal field, but if further developed and socialized, all members of the public can access these applications and websites to get answers and increase knowledge about legal issues. As seen in the data collection process, informants with legal education backgrounds prioritize credible and trusted sources. Meanwhile, informants with religious education backgrounds prioritize civilization, especially during direct confrontation.

Response and Impact

Response

There are various responses given by parents when getting education about hoax news. This response will depend heavily on character, ideological robustness, and even ego. Broadly speaking, parents' responses will be divided based on personal characteristics, namely closed and open. Parents with closed characters will respond in denial or feel that they do not accept what they receive.

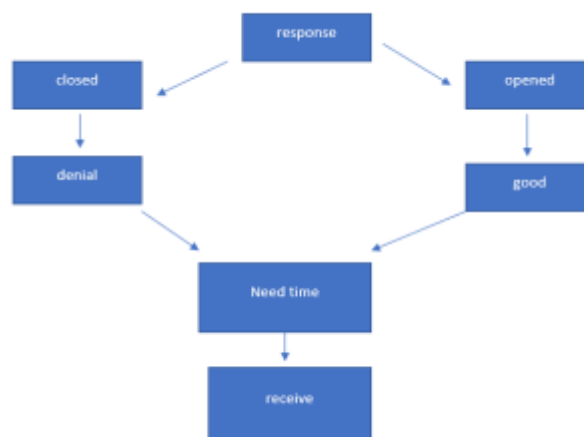


Figure 6. Parents' response to hoax news education

Parents with an open character will give a good response, they can respond to the opinions and information conveyed by their children without any rejection. Although there are two different responses, in the end parents both have a tendency to accept the education provided.

There is no clear time limit for parents in receiving the information their child provides. Pthere are parents with unpleasant responses, the acceptance process relies heavily on self-awareness. Silence or when children have 'retreated' from educational efforts will actually bring their own awareness to parents. While parents often repeat the same mistakes, children have to tell them in a way that repeats themselves.

Impact

The efforts made by children in educating parents about hoax news have had a significant impact. Some of the progress shown by parents when they have been educated about fake news can be illustrated in the scheme below:

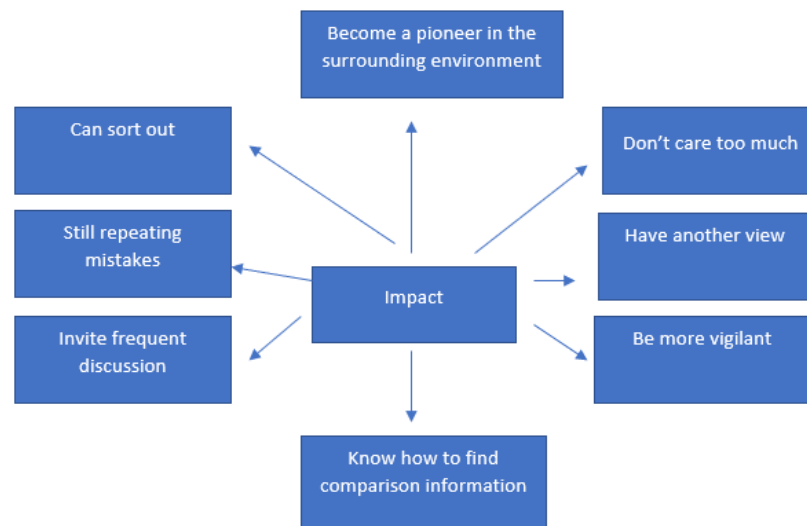


Figure 7. Parents' impact to hoax news education

The impact shown by parents has various values, namely good and neutral. The main positive point that parents understand is how to be more alert and good at sorting out news. When in doubt, parents will independently ask their child about the truth. The neutral impact shown by parents is indifference in responding to news. The parents chose to remain silent and did not spread the word or talk about the topic. Such an attitude sometimes raises questions in children, whether parents really understand hoax news, or just choose to stay silent to avoid conversation. But children still see this attitude as good progress to minimize the spread of hoax news.

Children expect understanding and awareness related to hoax news in parents will continue to strengthen along with the rapid flow of information exchange. Educational efforts about hoax news are considered successful even though parents have not been pioneers in a broad scope, but parents can be pioneers in the environment where they carry out daily activities, such as the work environment, home environment and neighbors.

Sometimes parents still repeat the same mistakes in responding to news. For cases like this, a child tends to continue to provide educational and understanding efforts to parents. As for the impact shown by parents who respond less well, children will tend to return all confidence and trust to parents without coercion. This does slightly hamper the educational efforts made by children. Parents has another view that after being given education, apart from being accepted or not, everything is returned to the parents personally

CONCLUSION

Children have full awareness of their position as digital natives in the family. This awareness fosters a sense of responsibility to be able to protect other family members from being exposed to hoax news. As digital natives, children also play a big role in helping all obstacles parents and other family members in using technology. The way children educate the parents is classified into 2 stages, namely the identification stage, and the confrontation stage.

There are 2 types of responses given by parents, namely open and closed responses. Open response is a response that tends to be good when parents do not give objections and can receive education well. While the closed response is seen when parents experience denial and do not believe in clarification regarding the truth of a message given by their children. Both responses lead to acceptance, where parents can finally accept and digest the education provided by their children even though it takes a long process and time.

There are 2 impacts that occur on parents in receiving education from their children, namely positive and neutral impacts. A good impact occurs when parents can sort news independently and foster a vigilant attitude towards hoax news. The neutral impact is the attitude of parents who only choose not to care too much about the news spread.

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