Published online on the page : https://ejournal.uinbukittinggi.ac.id/educative

Jurnal Educative: Journal of Educational Studies

ISSN | **2549-4139** (Online) - **2549-4120** (Print) |

INFORMATION LITERACY OF IAIN TAKENGON'S STUDENTS IN AGE OF MISLEADING CONTENT ON SOCIAL MEDIA

Rahmahidayati Sari[1], Azmatul Khairiah Sari[2], Khalila Husnasari

***Corespondence :**
Email :
rahma.melkengibya@gmail.com

Affiliation:

[1] English Education Department, Tarbiyah Faculty, IAIN Takengon, *Indonesia*

[2] Guidance and Counseling Department, educational Science Faculty, Universitas Negeri Padang, *Indonesia*

[2] Business Administration Study Program, Business Administration Department, State Polythecnic of Medan, *Indonesia*

Article History :
Submission : May 13, 2025
Review : June 20, 2025
Accepted : June 23, 2025
Published : June 30, 2025

Keywords : digital literacy, information literacy, misleading content

DOI :
10.30983/educative.v10i1.9852

Abstract

Rapid advances in information and communication technology not only offers unprecedented access to information but also presents significant challenges, especially misleading content in social media. This condition requires students as social media users to develop good information literacy skills. The purpose of the study is to assess the level of information literacy of students to face and fight misleading content in social media. The researchers used a mixed research method, using a validated questionnaire based on Eshet's (2004) digital literacy framework and interviews as research instruments. 35 students were selected through a saturated sampling method. This study assesses 3 main indicators, namely: the ability to access and understand digital information, critical evaluation and analysis of digital information, and responsible digital participation and communication. The research findings revealed that English Language Education students at IAIN Takengon show relatively low ability to deal with misleading content in social media. This study provides implications that there needs to be an integration of the curriculum with various skills (critical thinking, lateral reading and others); educational institutions, especially universities, pay attention to information literacy by providing training to lecturers, providing facilities and supporting tools; and for social media users, especially students, to be more active in dealing with misleading content

INTRODUCTION

In today's digital era, there has been a major change and improvement in the way information is disseminated and consumed by the public. While the information was more centralized and delivered through traditional media such as newspapers, radio, and television with a linear and slow flow in the past, the information spreads very quickly and widely through the internet and social media currently. Every individual has the potential to become a disseminator of information through various digital platforms such as Instagram, TikTok, YouTube, and X (formerly Twitter). The dissemination of information is becoming increasingly decentralized, participatory, and real-time.

On the other hand, information consumption patterns have also changed drastically. People tend to consume information in short, visual, and instant forms, often without first verifying it. This raises new challenges such as the spread of hoaxes, misinformation, and the formation of filter bubbles. Filter bubbles appear in a way where individuals are only exposed to information that is in line with their views. This condition demands more complex digital literacy skills, not only in technical terms, but also the ability to think

critically, ethically, and reflectively about information received and shared in the digital space.

Disinformation obtained by social media users and news seekers on digital platforms spreads rapidly and widely due to several factors: 1). Disinformation on social media platforms is often presented in the most "engaging" or emotionally provocative way (Burkhardt, 2017); 2). Social media users tend to spread information that aligns with their beliefs (information bias) or sensational news without verification (Christy Galletta Horner et al., 2023; Kim & Dennis, 2019: 3). There is an ease in disseminating information (Burkhardt, 2017; Shu et al., 2020); 4). Society has not yet developed the digital literacy skills to distinguish between true and false information (S. Mo Jones-Jang et al., 2019; Tomczyk, 2020).

One type of disinformation found in social media used is misleading content. Misleading content is content that is exaggerated, sensational, frightening and produces misleading news and has low news quality. With misleading content provided by some content in social media, it has a negative influence on its readers (Chen et al., 2015).

Next, misleading content has serious impacts on individuals and society. Some of these impacts include: individuals making decisions and forming opinions based on inaccurate information in political (Zannettou et al., 2019), economic, religious, and daily life contexts (Kumar & Shah, 2018; Wade et al., 2020); hoaxes and misleading content that provoke hatred or hostility leading to conflicts between ethnic groups, religions, factions, or social classes (Schmeisser et al., 2024); misleading content potentially resulting in financial losses (Rangapur et al., 2023); and health-related hoaxes endangering lives, preventing people from seeking proper medical care (Suarez-lledo & Alvarez-galvez, 2021), or triggering panic (Rocha et al., 2023).

To tackle the potential impacts of misleading content, readers need digital literacy skills to filter misleading news on social media to understand, analyze, evaluate and interact with digital space in a smart, critical and responsibility (Cooke, 2018). Digital literacy is defined as an individual's ability to effectively and ethically find, evaluate, use, and create information within the digital environment (Peng & Yu, 2022) Nascimbeni & Vosloo, 2019; (Spante et al., 2018).

Digital literary has 5 aspects: information literacy, communication and collaboration, digital creation, safety and security, and problem-solving. Information literacy is a cognitive skill, namely critical thinking by accessing information obtained in an educated and effective way that functions as an information filter by identifying incorrect, irrelevant or biased information (Eshet-Alkalai, 2004).(Horner et al., 2023)

With a thorough grasp of digital skills specially information literacy, individuals can identify, verify, and filter misleading content acquired from social media and other digital platforms (Panda & Kaur, 2024). Strong digital literacy enables someone to understand the common characteristics of hoaxes, verify information, and filter information effectively (Fowler-Watt & McDougall, 2019), there are specific gaps in our understanding. Previous research has often focused on broad definitions of information literacy or the impact of disinformation. However, few studies have comprehensively examined how different aspects of information literacy: the ability to evaluate sources, verify facts, and recognize bias, specifically correlate with university students' practical abilities to identify, verify, and filter misleading content on social media platforms. Most studies tend to be descriptive or

only measure general literacy levels, without analyzing the specific cognitive or behavioral mechanisms involved in dealing with misleading content among university students as highly vulnerable digital natives. Furthermore, the integration of conceptual models that link information literacy elements with practical strategies for identifying misleading content is still limited.

The challenges and opportunities presented by social media are particularly relevant to younger age groups (Anderson & Jiang, 2018), who are highly exposed to and simultaneously vulnerable to misleading information in media social. Students are a prime target for misleading content in media social. Therefore, it's essential to focus attention on their digital literacy skills.

University students, in particular, are part of the "digital native" generation—a group that has been familiar with digital technology since childhood. They access the internet not only for academic needs like finding references or attending online lectures, but also for social purposes such as interacting on social media and following current events (Anderson & Jiang, 2018). This high intensity of internet use makes them highly susceptible to information that may not be accurate. Without adequate digital literacy skills specially information literacy, they could become victims of misleading content in media social or even inadvertently contribute to its spread.

Moreover, students are the future leaders and agents of change. Students are the next generation of the nation who will lead and build the country in the future. Their higher education is expected to equip with them with the knowledge, skills and values needed to face the future challenges. They are also seen as the agents of change because they have the potential to influence various social, political and economic aspects. They are often at the forefront of voicing people's aspirations and pushing for change for the better. As individuals who will play a role in decision-making across various sectors of life, the ability to discern valid information and understand the digital context becomes crucial. A low level of digital literacy among students not only affects them personally but also has the potential to influence the quality of future society.

In analyzing this phenomenon, this study relies on several theoretical frameworks. In addition to Eshet-Alkalai's (2004) information literacy which emphasizes critical cognitive abilities in filtering information, we also integrated the broader concept of media literacy to understand how students understand the context of digital information production and consumption. Specifically, we explored the role of lateral reading strategies (McGrew et al., 2018) as an indicator of practical information literacy skills in verifying online content. This ability is very relevant to addressing the challenges posed by confirmation bias which often exacerbates the spread of disinformation (Christy Galletta Horner et al., 2023). Therefore, our conceptual model postulated that a high level of information literacy, manifested through lateral reading practices and awareness of cognitive biases, would be positively correlated with students' ability to identify and counter misleading content on social media.

Therefore, this research is very relevant and urgent by specifically examining the correlation between digital literacy levels (with an emphasis on information literacy) and students' ability to recognize misleading content on social media, this study aims to fill the existing gap. We investigated the key dimensions of information literacy that may be most influential, and how these manifests in their ability to filter information in a complex digital environment. The results of this study are expected to provide a deeper understanding of

Jurnal Educative: Journal of Educational Studies
Vol. 10. No. 1 Edition June 2025

the specific challenges faced by students as future agents of change, as well as provide an empirical basis for the development of more targeted intervention programs or curriculum to increase their resilience to disinformation. In addition, this study will contribute to the development of a more comprehensive conceptual model of digital literacy in the context of disinformation identification.

Based on the background of the problem, research gaps, and justifications that have been presented, this study would answer how the level of information literacy of university students in the context of identifying misleading content on social media.

METHOD

This study uses a *mixing method* and using 2 research instruments, namely questionnaires and interviews. The questionnaire is used with a closed questionnaire type that uses a Likert scale. The questionnaire contains 15 questions used to assess the level of information literacy of TBI IAIN Takengon students. This closed-ended questionnaire was first validated using a logical validity technique, which involved seeking feedback from three experts regarding the questions related to the information literacy level of TBI students at IAIN Takengon in facing misleading content on social media in the digital era. Based on the experts' evaluations, several suggestions were provided for improving the questionnaire designed by the researcher.

Next, the researcher conducted a validation trial with 30 test samples**,** which index validity of questionnaire was 0.886 and this index validity was "very high" category. This questionnaire validity index was then compared with the r-table value of 0.3610. The researcher found that the validity index is higher than the r-table value, thus concluding that the tested questionnaire instrument was valid. Furthermore, the reliability index was 0.90**,** which was also compared with the r-table value of 0.3610. The reliability index of the questionnaire was found to be higher than the r-table value, and conclusion that the tested questionnaire was reliable.

After the questionnaire was valid and reliable, it was then administered to 35 research respondents, who were TBI students at IAIN Takengon. The sample of 35 respondents was selected using a total sampling method, considering that the number of students in the TBI program was less than 100 and according to the researcher's considerations, the entire population should be taken as a sample in order to obtain truly valid data. The data obtained from the questionnaires were analyzed using descriptive statistics in the form of percentages.

Next, the researcher used in-depth interviews to obtain data related to examine phenomena and conditions on the ground related to the digital literacy skills of TBI students at IAIN Takengon. The data obtained from the interviews were analyzed using Miles and Huberman's data processing technique by using 3 steps, namely reduction, display and verification which led to interesting findings concerning digital literacy among TBI students at IAIN Takengon.

RESULT AND DISCUSSION

The research conducted on English Language Education (TBI) students at IAIN Takengon regarding their information literacy levels yielded the following results and discussion:

Jurnal Educative: Journal of Educational Studies
Vol. 10. No. 1 Edition June 2025

Result

This study aims to assess the level of information literacy of TBI IAIN Takengon students and to find out the challenges and opportunities they face in developing information literacy skills. This study is related to information literacy related to misleading content spread on social media, by looking at 3 main indicators, namely: ability to access and understand digital information, evaluation and critical analysis of digital information, and responsible digital participation and communication

1. Ability to Access and Understand Digital Information

In the ability to access and understand digital information indicator, there are 2 sub-indicators, namely accessing and navigating online information and digital content comprehension. The following is a line graph that illustrates students' abilities with the 2 sub-indicators.

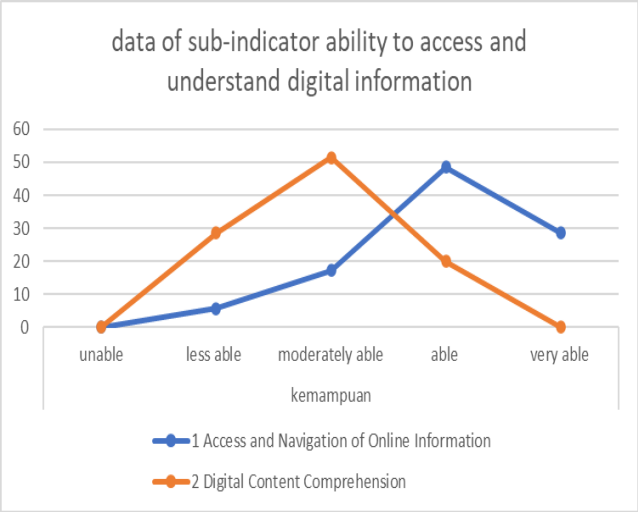

Figure 1. Data Graphic from the indicator of ability to access and understand digital information

From the image above, it can be explained in the sub-indicators: access and navigate online information: The majority of students (48.57%) shows good skills in accessing and navigating online information. However, 5.71% is still less able to identify credible links.

From sub-indicator of digital content comprehension: 51.4286% has a fairly good understanding, but 28.5714% is still less able to understand nuanced information, identify bias, and tend to accept information without reading it all. This shows challenges in deep understanding.

Based on the analysis of qualitative data collected from interviews with TBI IAIN Takengon students, this study revealed that the level of information literacy of students in dealing with misleading content on social media shows a complex pattern and their ability to deal with it is relatively low. Although most students actively use social media and are aware of misleading content, their ability to identify, analyze, and respond critically to such content still needs strengthening. There are several interesting findings that the author revealed:

1) High exposure and awareness of misleading content. Almost all participants admitted that they were often exposed to misleading content (hoaxes, disinformation, misinformation) on various social media platforms such as Facebook, Instagram, TikTok, and WhatsApp groups. They also realized that this

content could be fake news, unfounded health claims, racially motivated provocations, and even online fraud.

2) Limitations in verifying sources and information. When faced with questionable content, students' first strategy is to search for similar information on search engines or mainstream news platforms. However, the ability to assess the credibility of the source in depth is still limited. Many only see the title or thumbnail without clicking on the link or only compare it with one or two other sources. They have difficulty recognizing the characteristics of fake news sites or hoax-spreading accounts.
3) Passive tendency in fighting misleading content: When they find misleading content, most students choose to ignore or block the spreader's account. Few actively report content or provide clarification to the spreader (especially if it is a friend or family member), fearing confrontation or being seen as a "know-it-all."

2. Evaluation and Critical Analysis of Digital Information

The following is a description of the data obtained from distributing questionnaires to respondents with indicators of evaluation and critical analysis of digital information:

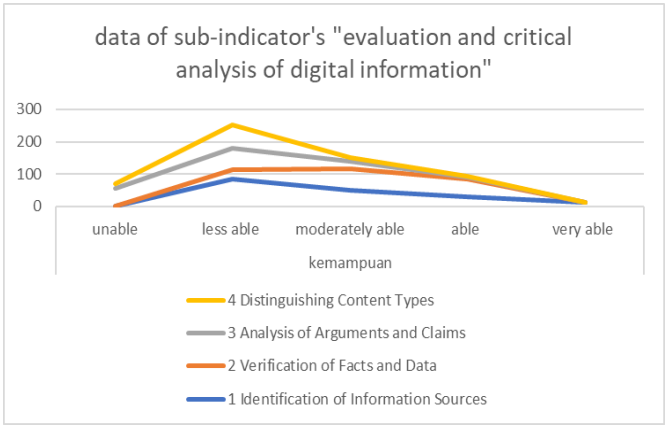

Figure 2. Data graph from the sub-indicator evaluation and critical analysis of digital information

Related to the picture above, the sub-indicator of identifying information sources found that 51.4286% of students is quite able to check the "about us" page or site domain. However, 8.5714% is still less able and tended to only look at the title or rely on recommendations from friends.

In the sub-indicator of verifying facts and data: Although 65.7143% is quite able, 28.5714% is still less able and tended to trust information from social circles without verification.

Furthermore, in the sub-indicator of analyzing arguments and claims: This is an area with significant challenges, with 65.7143% of students less able to identify faulty logic, inconsistencies, or distinguish facts from opinions; only 22.8571% is quite able.

In addition, in the sub-indicator of distinguishing types of content: This is also a big challenge, with 71.4286% of students still having difficulty distinguishing between news, opinions, advertisements, or sponsored content and only 11.4286% is quite able.

Jurnal Educative: Journal of Educational Studies
Vol. 10. No. 1 Edition June 2025

Related to "Critical Evaluation and Analysis" indicators, there are several interesting findings that the research obtained from the results of interviews with TBI IAIN Takengon students. The findings are:

1) Awareness of the need for verification, but lack of systematic methods. Students are generally aware of the importance of verification when they find questionable content on social media. Their initial strategy is to seek "confirmation" from other sources, usually through Google or national news platforms. However, this verification process is often not systematic or in-depth. They tend to stop at the first suitable finding, without actively seeking counter evidence or evaluating the nuances of the information.
2) Difficulty identifying content and context manipulation. Students show limitations in recognizing digital content manipulation such as the use of simple deepfakes. They also often have difficulty analyzing the context in which information is presented. An old photo or video presented as a new event often escapes their critical detection. The ability to check the original upload date or location of the incident is still not a habit.
3) Impact of emotions and affiliations in the analysis process. Emotional factors and group affiliations significantly affect critical analysis skills. Content that triggers strong emotions (anger, fear, pride) or that comes from a circle of friends/family tends to be less objectively analysed.
4) Minimal use of advanced analysis tools. Almost no participants proactively use advanced analysis tools such as fact-checking sites (e.g. Mafindo, Turn Back Hoax), reverse image search, or metadata analysis tools. Knowledge about the existence and how to use these tools is still very limited.

3. Responsible Digital Participation and Communication

The following is a description of the questionnaire data obtained for the responsible digital participation and communication indicator:

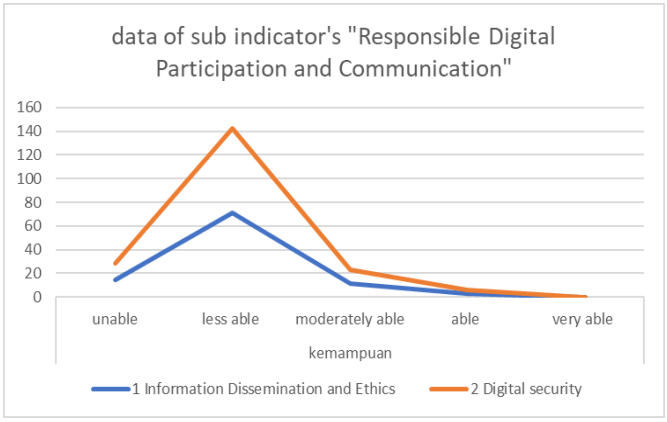

Figure 3. Data graph from the sub-indicator "responsible digital participation and communication"

The data from the picture above shows the sub-indicator of Information Dissemination and Ethics: 71.4286% of students often shares information without much thought, especially if it is in accordance with their views. Only 11.4286% is quite aware of the impact of information dissemination.

Furthermore, in the Digital Security sub-indicator: The majority (71.4286%) shows a lack of understanding of data privacy, hate speech, and phishing risks, and tends to share excessive personal information.

Related to the indicators of "digital communication and communication responsibility", several interesting findings obtained from the results of interviews with students:

1) Awareness of the ethics of sharing information but dominated by the attitude of "Filtering Before Sharing". Students generally expressed awareness of the importance of not spreading unverified information. The concept of "filtering before sharing" is quite familiar among them. They acknowledge that spreading hoaxes can have negative impacts, such as confusion, division, or harming others. However, this awareness more often manifests itself in the refusal to spread hoaxes (passive attitude), rather than proactive action to combat their spread.
2) Reluctance to engage in public clarification or correction. When finding misleading content shared by others (especially friends or family members), the majority of students tend to avoid confrontation or direct public correction on social media. They are worried about being considered "know-it-alls," sparking unnecessary debates, or damaging social relationships. If there is action, it is more often in the form of a personal reprimand via private message or simply ignoring the content.
3) Low use of reporting features. Although social media platforms provide features to report inappropriate or misleading content, the level of utilization of this feature by students is still very low. They tend to be unfamiliar with the process or feel that reporting will not be effective in changing the situation. This apathy contributes to the continued circulation of misleading content.
4) Priority of maintaining harmonious digital relations. There is a strong priority to maintain harmonious digital relations among students. This means that they often choose not to disturb or offend other individuals or groups on social media, even when faced with clearly misleading content. This consideration often takes precedence over the responsibility to correct misinformation.
5) Role as passive consumers of information, not producers of clarification. Most students see themselves as consumers of information on social media, rather than as active agents responsible for clarifying or disseminating correct information. The concept of proactively creating counter-content or explaining hoaxes to a wider audience is still not part of their digital participation practices.

Discussion

The findings of this study provide a comprehensive overview of the digital literacy levels of English Language Education students at IAIN Takengon, particularly in the context of confronting misleading content in social media. Generally, these findings indicate that while students possess basic abilities in accessing and navigating digital information, they can't face significant challenges in evaluating and critically analyzing information, as well as distinguishing content types. This is crucial given the overwhelming flow of disinformation in the digital era.

Although students demonstrated basic skills in accessing and navigating digital information, as indicated by their familiarity with digital infrastructure, these findings are in line with the views of (Falloon, 2020); Yan & Li, 2023; (Naufal, 2021) who assert that digital literacy goes beyond mere technical capabilities. Good access skills without being balanced with in-depth cognitive skills to understand and process information can actually

be a gateway for disinformation, as users may feel 'capable' but are vulnerable to misleading content.

In evaluating and critically analyzing digital information, many students show a tendency to be less proactive in identifying credible sources of information and verifying facts or data. The tendency to accept information from social circles or without cross-checking is the main gap for the entry of disinformation. This phenomenon is in line with previous research findings that highlight the difficulties of individuals, including students, in conducting lateral reading (McGrew, 2024) or quickly verifying information outside the website itself (Haider & Sundin, 2022); McGrew et al., 2018). The implication is that the lack of analysis of arguments and claims indicates that students may not have fully developed the critical thinking essential to dismantle complex disinformation narratives. This indicates a significant gap between exposure to massive digital information and adequate critical digital literacy skills. In other words, even though students are familiar with the digital environment, they are still vulnerable to disinformation due to limitations in content verification and analysis strategies.

The indicator of the ability to distinguish between types of content also highlights significant student vulnerabilities. In the era of media convergence, the lines between news, opinion, and advertising are increasingly blurred. Disinformation is often presented in a format that resembles valid news or opinion, making it difficult for untrained students to identify. This phenomenon is reinforced by research showing that a lack of media literacy and advertising literacy (Felsenthal & Agbaria, 2023) can cause individuals, including students, to misinterpret the purpose and credibility of content.

The implication is that students tend to have difficulty recognizing disinformation-spreading tactics, such as native advertising or unclear sponsored content, which intentionally blur the lines between factual information and commercial or ideological persuasion. This condition not only hinders their ability to critically evaluate information but also increases their risk of being exposed to and even believing disguised disinformation narratives. Therefore, increasing awareness and specific training on the various strategies used to spread disinformation is crucial to equip students with the skills needed to navigate the complex digital media landscape.

The last indicator related to digital responsibility provides an explanation of the behavior of information dissemination and digital responsibility of students. Although students show little awareness of digital ethics and security, their behavior in disseminating information still requires significant improvement. The tendency to share unverified information, especially if it is in line with personal beliefs, can accelerate the spread of disinformation. This phenomenon underscores the urgency of digital responsibility as an integral component of digital literacy, which includes ethical and social aspects in the use of technology (Floridi, 2019); Luke, 2018; (Tomczyk, 2020).

The implication is that this lack of understanding of digital ethics is not only limited to theoretical knowledge but is also manifested in real actions that have the potential to be detrimental. When students tend to prioritize personal validation over factual verification, they indirectly become agents of disinformation spreaders, even without malicious intent. This requires a more comprehensive educational approach, not only focusing on technical digital literacy skills, but also instilling awareness of the social and ethical impacts of every act of sharing information in the digital realm. Therefore, the development of a curriculum

that emphasizes the principles of digital responsibility, including critical thinking before sharing, is essential to fortify students from becoming part of the disinformation cycle.

CONCLUSION

Based on the findings and discussions that have been presented, it can be concluded that English Education students at IAIN Takengon show a relatively low level of information literacy in dealing with misleading content on social media although they have basic skills in accessing and navigating digital information.

They have weak critical evaluation and analysis skills for digital information; most students are less proactive in identifying credible sources of information and verifying facts or data, analysis of arguments and claims is the biggest challenge area, with the majority of students having difficulty identifying faulty logic, inconsistencies, or distinguishing facts from opinions.

Besides, they also show significant difficulty in distinguishing between different types of content, such as news, opinions, advertisements, or sponsored content, which are often disguised as valid information. Meanwhile, for the ability of digital participation and responsibility that is not yet optimal: despite having basic awareness of the ethics of sharing information, students tend to be less proactive in disseminating verified information and tend to share content that is in line with personal beliefs without in-depth verification, students prefer to ignore or block and priority of maintaining digital social relationships often overrides the responsibility to correct incorrect information, and the utilization of content reporting features is still low.

With the conclusions of the research above, implications can be given in this research:

1. Implications for Curriculum and Instructional Improvement

These findings underscore the urgency to reform approaches to information literacy education. This reform includes a comprehensive integration of the curriculum, with a focus on developing critical thinking skills, lateral reading skills, strengthening media and advertising literacy, and instilling awareness of digital ethics and responsibility. Improving critical thinking skills: the curriculum should explicitly teach methods of analyzing arguments, identifying bias, logical fallacies, and distinguishing between fact, opinion, and propaganda.

2. Implications for Institutional Policy

IAIN Takengon and other similar institutions need to formulate comprehensive policies to support the development of information literacy. This includes integrating information literacy into various courses, ongoing training for lecturers and teaching staff, providing relevant resources and supporting tools, encouraging further research in the field of information literacy, and establishing collaboration with external parties.

3. Implications for Users (Students and the General Public)

For users of digital information, especially students, these findings imply the need for fundamental changes in behavior and mindset. This means developing a healthy skepticism, prioritizing verification over emotional validation, utilizing available tools and features for fact-checking, daring to clarify constructively, becoming responsible producers of information, and conducting ongoing education on digital literacy.

Jurnal Educative: Journal of Educational Studies
Vol. 10. No. 1 Edition June 2025

REFERENCES

Anderson, M., & Jiang, J. (2018). Teens, social media & technology. *Pew Research Center [Internet & American Life Project]*, 1–9.

Burkhardt, J. M. (2017). "Combating Fake News in the Digital Age." *Library Technology Reports*, *53*(8), 1–33.

Chen, Y., Conroy, N. J., & Rubin, V. L. (2015). Misleading Online Content: Recognizing Clickbait as "False News." *Proceedings of the 2015 ACM on Workshop on Multimodal Deception Detection*, 15–19. https://doi.org///doi.org/10.1145/2823465.2823467

Cooke, N. (2018). *fake news and alternative facts: information literacy in a post-truth era* (1st ed.). american library association.

Eshet-Alkalai, Y. (2004). Digital Literacy: A Conceptual Framework for Survival Skills in the Digital era. *Journal of Educational Multimedia and Hypermedia*, *13*, 93–106.

Falloon, G. (2020). From digital literacy to digital competence: the teacher digital competency (TDC) framework. *Educational Technology Research and Development*, *68*(5), 2449–2472. https://doi.org/10.1007/s11423-020-09767-4

Felsenthal, I., & Agbaria, A. (2023). How to Read the Quran in Religious Islamic Education: What Educators Can Learn from the Work of Mohammed Arkoun. *Religions*, *14*(1). https://doi.org/10.3390/rel14010129

Floridi, L. (2019). Translating Principles into Practices of Digital Ethics: Five Risks of Being Unethical. *Philosophy and Technology*, *32*(2), 185–193. https://doi.org/10.1007/s13347-019-00354-x

Fowler-Watt, K., & McDougall, J. (2019). Media literacy versus fake news: fact checking and verification in the era of fake news and post-truths. *The Journal of the Association for Journalism Education*, *8*(1), 59–68.

Haider, J., & Sundin, O. (2022). Information literacy challenges in digital culture: conflicting engagements of trust and doubt. *Information Communication and Society*, *25*(8), 1176–1191. https://doi.org/10.1080/1369118X.2020.1851389

Horner, C. G., Galletta, D., Crawford, J., & Shirsat, A. (2023). Emotions: The unexplored fuel of fake news on social media. In *Fake News on the Internet* (pp. 147–174). Routledge.

Kim, A., & Dennis, A. R. (2019). Says Who? The Effects of Presentation Format and Source Rating on Fake News in Social Media. *Misquarterly*, *43*(3), 1025–1040. https://doi.org/https://www.jstor.org/stable/26848066

Kumar, S., & Shah, N. (2018). False Information on Web and Social Media : A Survey. *Computer and Science*, *1*(1).

Luke, A. (2018). *Regrounding Critical Literacy Representation, Facts and Reality*. Routledge.

McGrew, S. (2024). Teaching lateral reading: Interventions to help people read like fact checkers. *Current Opinion in Psychology*, *55*. https://doi.org/https://doi.org/10.1016/j.copsyc.2023.101737

McGrew, S., Breakstone, J., Ortega, T., Smith, M., & Wineburg, S. (2018). Can Students Evaluate Online Sources? Learning From Assessments of Civic Online Reasoning. *Sample Our Education Journal*, *46*(2), 165–193. https://doi.org/https://doi.org/10.1080/00933104.2017.1416320

Nascimbeni, F., & Vosloo, S. (2019). Digital Literacy for Children: Exploring Definitions and Frameworks. *United Nations Children's Fund (UNICEF)*, *01*, 1–49. https://doi.org/10.13140/RG.2.2.33394.94407

Naufal, H. A. (2021). Literasi Digital. *Perspektif*, *1*(2), 195–202. https://doi.org/10.53947/perspekt.v1i2.32

Panda, S., & Kaur, N. (2024). *Empowered Minds: Navigating Digital Seas With Emerging Information Literacy Framework* (1st ed.). IGI Global Scientific Publishing Research Book. https://doi.org/10.4018/979-8-3693-1143-1.ch004

Peng, D., & Yu, Z. (2022). A Literature Review of Digital Literacy over Two Decades. *Education Research International*, *2022*. https://doi.org/10.1155/2022/2533413

Rangapur, A., Wang, H., & Shu, K. A. I. (2023). *Investigating Online Financial Misinformation and Its Consequences : 1*(1), 1–32.

Rocha, Y. M., Moura, G. A. De, Desidério, G. A., & Oliveira, C. H. De. (2023). *The impact of fake news on social media and its influence on health during the COVID-19 pandemic : a systematic review*. 1007–1016.

S. Mo Jones-Jang, Mortensen, T., & Liu, J. (2019). Does Media Literacy Help Identification of Fake News? Information Literacy Helps, but Other Literacies Don't. *American Behavioral Scientist*, *65*(2). https://doi.org/https://doi.org/10.1177/0002764219869406

Schmeisser, W. S., Alessandra, N., Cignarella, T., Bourgeade, T., Frenda, S., Ariza, A., & Mario, C. (2024). *S tereo h oax : a multilingual corpus of racial hoaxes and social media reactions annotated for stereotypes* (Issue 0123456789). https://doi.org/10.1007/s10579-024-09791-3

Shu, K., Bhattacharjee, A., Alatawi, F., Nazer, T. H., Ding, K., Karami, M., & Liu, H. (2020). Combating disinformation in a social media age. *Wires: Data Mining and Knowledge Discovery*, *10*(6). https://doi.org/https://doi.org/10.1002/widm.1385

Spante, M., Hashemi, S. S., Lundin, M., & Algers, A. (2018). Digital competence and digital literacy in higher education research: Systematic review of concept use. *Cogent Education*, *5*(1), 1–21. https://doi.org/10.1080/2331186X.2018.1519143

Suarez-lledo, V., & Alvarez-galvez, J. (2021). *Prevalence of Health Misinformation on Social Media : Systematic Review Corresponding Author : 23*. https://doi.org/10.2196/17187

Tomczyk, Ł. (2020). Skills in the area of digital safety as a key component of digital literacy among teachers. *Education and Information Technologies*, *25*(1), 471–486. https://doi.org/10.1007/s10639-019-09980-6

Wade, J. T., Roth, P. L., & Thatcher, Jason Bennett Dinger, M. (2020). SOCIAL MEDIA AND SELECTION: POLITICAL ISSUE SIMILARITY, LIKING, AND THE MODERATING EFFECT OF SOCIAL MEDIA PLATFORM. *MIS Quarterly*, *44*(3), 1301–1312. https://doi.org/10.25300/MISQ/2020/14119

Yan, D., & Li, G. (2023). A Heterogeneity Study on the Effect of Digital Education Technology on the Sustainability of Cognitive Ability for Middle School Students. *Sustainability (Switzerland)*, *15*(3), 1–20. https://doi.org/10.3390/su15032784

Zannettou, S., Sirivianos, M., Blackburn, J., & Kourtellis, N. (2019). The Web of False Information: Rumors, Fake News, Hoaxes, Clickbait, and Various Other Shenanigans. *Journal of Data and Information Quality (JDIQ)*, *11*(3), 1–37.