

## The Role of Teachers in Encouraging Digital Literacy Capabilities in Rural High Schools of Bandung

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### Abstract

The anti-hoax social movement was initiated online in Indonesia by relying on the netizens' togetherness to fight the spread of hoaxes in a virtual world by identifying and reporting hoaxes and promoting accurate information and critical thinking skills. Digital scoping is carried out by reporting hoaxes that are spread on social media, while counter-narrative actions take the form of checking facts and disseminating disclaimers. The level of participation of netizens in the anti-hoax movement is relatively high. They voluntarily participate in various anti-hoax campaigns. Teachers in Bandung high schools have been allowed to pick and implement proposals and solutions based on their students' needs and requirements for digital literacy. This technique has effectively surmounted the barriers to students' digital literacy abilities, preventing them from causing problems that students, in particular, feel during studying. As a result, kids can select which news can be believed and which is a scam. The strategy used in education to address students' digital literacy skills has increased students' digital literacy skills, allowing them to learn more quickly and accurately. Teachers can also help pupils develop their digital literacy skills so that other students are not left behind in understanding learning material.

**Keywords:** anti-hoax movement; digital literacy; Internet community; voluntary movement; learning behavior

### INTRODUCTION

The Internet has become proof that the development of science and technology is increasing. The Internet was created to make things easier for humans (Buckley et al., 2023). This includes communication procedures to obtain information. Without communication, humans might be "lost" in the wilderness of life because they cannot place themselves in a social environment (Meikle, Young, 2012). Communication information has become essential, as seen from the increasing innovative development of communication. However, with

communication too, especially with so many sources of information, there is much misleading or false information (Tandoc et al., 2018). This falsehood will result in various audience responses that may harm themselves (Buchanan, 2020). The content of false or hoax information concerns many parties, mainly because the Internet is so influential in our lives (Meel, Vishwakarma, 2020).

According to a survey by the Association of Indonesian Internet Service Providers (Asosiasi Penyelenggara Jasa Internet Indonesia—APJII), the number of Indonesian internet users has reached 210 million. In the latest survey findings, the internet penetration rate in RI grew by 77.02 %, with 210,026,769 people out of 272,682,600 Indonesians connected to the Internet in 2021 (APJII, 2022). However, Indonesia's many internet users align with many hoax cases. Most hoaxes are found through the Facebook platform; of all respondents, 54.19 % have successfully detected hoaxes (Khamainy et al., 2022). The Indonesian Anti-Defamation Society (*Masyarakat Anti Fitnah Indonesia—MAFINDO*), an anti-slander, incitement, and hoax forum, is a movement forum of anti-hoax on Facebook. This forum is an action by netizens to fight hoaxes and hate speech through social media anti-hoax and counter-narrative campaigns. According to Septiaji Eko Nugroho, Chair of the Indonesian Anti-Defamation Society (MAFINDO) forum, in his remarks at the Trusted Media Summit on May 5, 2018 in Jakarta, the anti-hoax movement grew as society's antithesis to the spread of hoaxes (Regenberg, 2019). Hoaxes that cause information uncertainty and polarization in the community have the potential to cause conflict between nations.

Social media was chosen as the media for the movement because hoaxes and hate speech are widely spread on social media to provoke netizens (Wiana, 2019). Internet is commonly used in social movements because of the facilities provided by this technology. Social movement websites use the Internet and social media to motivate others to engage in actions and provide information regarding these actions (Patihullah, Winarko, 2019). In addition, accounts created on the Internet can also be used for individual activities.

There are various forms of using social media in social movements, such as: organizing support for radical movements (Geha, 2019; Sinpeng, 2021); sharing information, and organizing support for environmental preservation (Ghermandi, Sinclair, 2019; Sivarajah et al., 2020); collecting support against reclamation in Bali (Bräuchler, 2020; Suwana, 2021); and organizing support for the case of Satinah—a victim of violence (Muqsith et al., 2019). Apart from organizing support, social media is also commonly used for mobilization, such as: mobilizing protests against the government and authorities (Cheng et al., 2022; Johns, Cheong, 2019; Volpi, Clark, 2019); mobilization of environmental preservation movement; mobilization to emerging conflicts and resistance (Lupien, 2020); the mobilization of the Egyptian revolution (Elshahed, 2020); the mobilization of the Tunisian revolution (Messaoud, 2020); and mobilization of the Syrian conflict (Moldovan, 2020). Besides those actions, social media is often used to share information about movements and campaigns, rally support, and mobilize netizens to participate in social movements (Cheng, 2022; Sutan et al., 2021).

The sustainability of social movements depends on mobilization and participation in action because social movements are principally collective efforts or activities (Millward, Takhar, 2019; Sztompka, 2023; von Scheve, 2019) that are organized flexibly without institutionalization or institutionalization to create transformations in society. So, for broad participation in social movements, mobilizing is very important.

In the anti-hoax movement, netizens initially participated in spreading verified information output to counter-narrate the spread of hoaxes. Sequentially, the participation behavior of netizens changed. They are no longer just spreading verified information but are also involved in checking facts and verifying data that indicates hoaxes. Based on this description, this paper aims to provide an overview of the participation of netizens in the anti-hoax movement and the motivations that encourage them to participate.

The concept of participation is broad; therefore, it should not be too stiff to be used (Jacobson, Garlic, 2021; Servaes, 2020). The World Bank (Hentschel, Lanjouw, 1996) identified four participation types: information sharing, consultation, collaboration, and empowerment. Information dissemination and consultation are considered the lowest forms of participation, while collaboration and empowerment are the highest. While participation is also classified as follows: (1) passive participation, meaning that participants only attend meetings; (2) participation in consultation, meaning that participants provide consultation without being involved in decision-making; (3) active participation, meaning that participants share information, experience and provide recommendations, but their positions are unequal; (4) empowered participation, meaning that participants who participate in every activity process, are involved in the decision-making process, and have an equal position.

In building a movement, social media has a positive relationship with participation behavior (Lin, Kant, 2021). However, only some agree that the relationship is causal and transformative. The characteristics of social media as a network allow the participation of netizens to be connected with actions that involve people in their

circle of friends on social media. Social media can also affect changes in citizens' behavior. These changes effectively move netizens on social media to participate in actual social movement activities in society (Valenzuela et al., 2019). Social media is a mobilization structure encouraging netizen involvement (Misra, 2019). However, according to Castells (2015), participation is caused by movements that are flexibly connected by common goals and shared values. This condition encourages citizens with the same goals and values to participate in the campaign.

Concerning the relationship between social media and participation, Garrett (2019) writes that structure and media mobility are inseparable from the level of involvement, debate activity, and organizational issues. Communication media can increase member participation through information and communication technology related to three participation mechanisms: reduction of participation costs, collective identity recognition, and community creation. Information and Communication Technology (ICT) may involve its members in new contested activities in a virtual world. Regarding movement issues, ICT can reduce organizational barriers at lower levels. This paper focuses on community creation which then impacts collective identity. A collective action framework is a set of beliefs that can encourage and inspire participation in a movement. Gamson (Gamson, 2019) divides three components of a collective action framework that can encourage participation: a sense of injustice, elements of personal identity, and agency factors. These components can be expressed in constructing meaning in the framing motion process. Movement issues can be formulated through framing to raise the problems of injustice and collective identity. The success of a social movement is usually determined by the ability to frame and wrap up the movement's issues so that they can be accepted as a problem by the public. The motivation that encourages netizens to participate in the anti-hoax campaign can be seen from the issues wrapping and elements of collective identity and agency factors.

This paper wants to discuss how a social movement on the Internet can reduce the rampant upload of hoaxes online. This massive educational program is useful amid public enthusiasm for using the Internet. This study discusses this movement in Indonesia called MAFINDO (*Masyarakat Anti Fitnah Indonesia*— Indonesian Anti-Defamation Society).

## METHOD

This study uses the netnographic method to describe anti-hoax communities on Facebook called MAFINDO. Data collection was carried out using two methods, namely web scraping and survey techniques (Kozinets, 2010). Web scraping is conducted by posting the program on the MAFINDO page, downloading the content, extracting data from the content, and saving the data to the database. The goal is to generate data extraction from forum messages. The data was gathered from January 12, 2020 to January 12, 2023. The data was then processed to create information about citizen involvement. The survey technique was carried out through purposive sampling selection (non-random sampling). Purposive sampling is a sampling technique based on considerations focusing on specific objectives or strategies with particular concerns. This technique is used to determine the criteria and characteristics of the sample to be selected (Denzin, Lincoln, 2009). In this study, 200 respondents were chosen to be given a questionnaire. The questionnaire was distributed in a google form from January 22, 2021, to July 12, 2021. Respondents were selected based on criteria as active members of MAFINDO who had been posting, sending emoticons, commenting, and sharing forum posts to their personal accounts. This technique determines members' motivation to participate in the forum actively.

## RESULTS AND DISCUSSION

### MAFINDO as a netizenship

MAFINDO membership was created on September 8, 2015, by two Indonesian netizens, Harry Sufehmi and Eko Juniarto, who were concerned about social media. The widespread defamation, incitement, hoaxes, and hate speech on social media after the 2014 Presidential Election in Indonesia forced them to establish this forum. This condition concerns some parties because it triggers increased societal polarization due to political disparities. In addition, defamation, incitement, hoaxes, and hate speech can also lead to Ethnic, Religion, Race, and inter-group conflicts (*Suku, Agama, Ras, dan Antargolongan*—SARA).

MAFINDO was created on social media and then developed into a social movement organization to fight hoaxes and increase people's digital literacy. Even though the establishment of MAFINDO, which has a broad national and international network, MAFINDO's existence is maintained as an instrument to fight hoaxes on social media.

MAFINDO allows netizens to discuss and participate in the anti-hoax movement. At the end of October 2015, 288 netizens were members of MAFINDO, and six months later, in April 2016, the number of members of MAFINDO increased to 1,293. On September 8, 2018, the total number of members of MAFINDO was 58,380. On August 7, 2019, the number of MAFINDO members was 75,283 netizens. In May 2020, the number of MAFINDO members was 82,321; in August 2022, the number of MAFINDO members was 83,651. The increase in membership is quite significant, as seen in the period 2018 to 2022, there has been a massive increase in membership. This condition is driven by the forum's open group status, allowing netizens to become members quickly. Even so, social media is made with the concept of a community that unites someone's similar concerns. This phenomenon is referred to as the formation of homophile structures (Spohr, 2017). This is caused by the filter bubble (Pariser, 2011) as a condition that personalizes the experience of netizens who only display information that matches their consumption behavior on social media.

Around 45.6 % of netizens' involvement in MAFINDO is caused by invitations from friends who have joined the forum, and 37.7 % because they see friends' posts about forum activities. While advertisements on the Facebook homepage caused the remaining 18.9 %. So, participation in MAFINDO is caused by networking and mobilization. Social media connects one person to another, developing relationships based on an interest in similar issues. Therefore, social media is based on networks and produces emotional factors in its content. A person's interest in making friends with other people and joining a community on social media is influenced by the content uploaded (Yildirim et al., 2019).

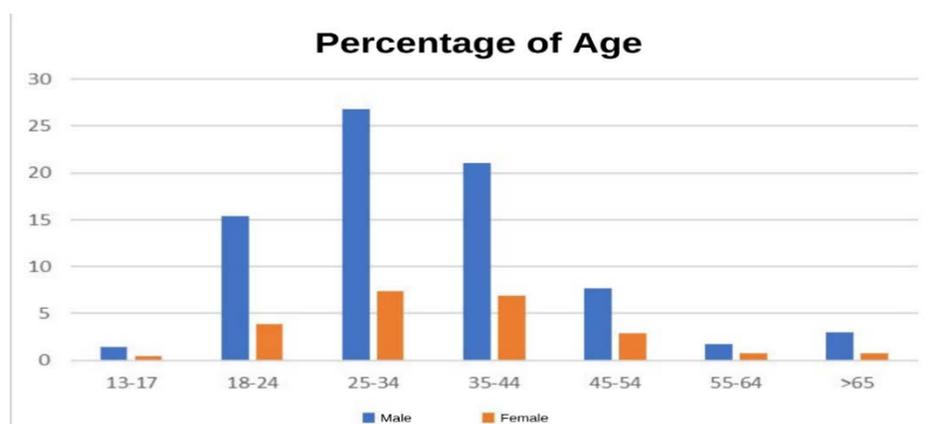


Fig. 1. Comparison of MAFINDO members by gender (January 12, 2020-January 12, 2023)

MAFINDO members are 83,651 netizens spread across 98 cities in Indonesia and are concentrated on Java Island, with the most significant number in Jakarta, with 16,522 people. In addition, MAFINDO members are spread across 83 countries. Male members are 76.9 %, and female members are 23.1 % (Source: MAFINDO, 2020-2023). In all age ranges, namely teenagers, millennials, adults, and older people, male members are more than female. It shows that: (1) Males are more interested in the anti-hoax movement on social media, and (2) millennials and adults pay more attention to it. This result is quite interesting because an assessment conducted by the anti-hoax movement in 2020 shows that the target audience for the anti-hoax movement is millennials and females because they are vulnerable to spreading hoaxes.

The anti-hoax movement on social media is an excellent example of self-mobilization, founded by netizens on their own will to make changes (Seelig et al., 2019). Communities have power over the use of resources that will be utilized (Lilleker et al., 2017). In this context, netizens manage their websites, social media forums, various media platforms, and fact-checking tools that will be used to fight hoaxes and develop their digital literacy.

### Member Participation

The anti-hoax movement initiated by MAFINDO on social media consists of two actions: digital scoping and counter-narrative. Digital scoping is the mobilization of netizens to fight hoaxes by reporting hoaxes and harmful content on social media. Reports can be addressed to: *First*, Facebook, Twitter, and Instagram platforms have provided menus for reporting negative content such as defamation, incitement, hoaxes, hate speech, pornography, etc. Usually, the platforms will immediately remove inappropriate content, or third-party fact-

checkers will label the content as a warning to netizens. *Second*, Aduankonten.ID, the Ministry of Communication and Information of the Republic of Indonesia manages. Netizens can report negative content to Aduankonten.ID by creating an account on the website using their email and identity. The Aduankonten will receive the report.ID team will be followed up by asking the relevant platform to remove the content or block the related site. *Third*, MAFINDO also received complaints regarding negative content from netizens through the hoax reporting form available on the turnbackhoaks.id website. The MAFINDO fact-checking team will process incoming reports for verification. MAFINDO, as a social movement organization, has collaborated with the government and platform companies to handle negative content reports.

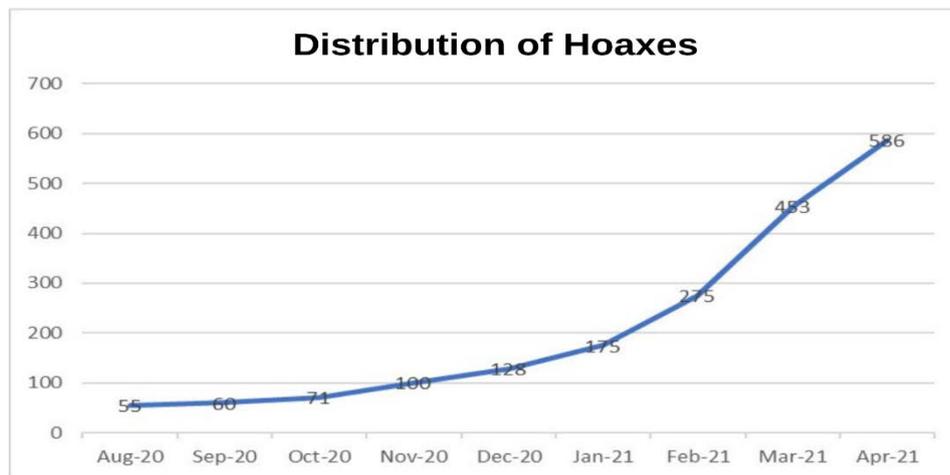


Fig. 2. The spread of hoaxes from August 2020 to April 2021

Figure 2 shows the spread of hoaxes that have been successfully verified, showing that public reporting of negative content in digital scoping has succeeded in identifying hoaxes spread on social media. MAFINDO Fact-Checker Coordinator Imran Usman (2022) mentioned the complexity of determining the number of reports included in digital scoping because the incoming reports could not be extracted. However, this illustrates the high number of hoaxes uploaded, most of which come from netizens' reports.

Another action taken by MAFINDO is counter-narrative. This action is a series of activities carried out by members consisting of people who fact-check the information that indicates hoaxes, people who post on forums, and people who spread the results of disclaimers on their personal social media accounts to make them viral. Thus, the truth of false information spread in society can be clarified. Of the 3,452 fact-checking posts on MAFINDO, 32 % were posted by admins, 20.5 % by moderators, and 46.7 % by members. Of the total member posts, 72.1 % were posted by males and 27.9 % by female members. In conclusion, member participation in fact-checking was relatively high; male members had a higher participation rate than female members.

Table 1. MAFINDO Activity Data

Aspects	Amount
Average active members (daily)	27.422
Average member postings (everyday)	15
Average comments (daily)	3211.572
Average giving emoticons (everyday)	211
Average shared posts (everyday)	11.734
Average reading posts (daily)	18.522

Besides posting disclaimers, members' participation in the forum can be seen from their activeness in commenting, giving emoticons, and sharing posts. The daily average of active members is 27,422, or 21.7 % of all MAFINDO members. The number of positions, comments, responses (emoticons) and post-sharing per day presented in Table 1 shows that this forum is quite active, and the participation of its members is high. Dissemination of the disclaimer results in the form of counter-narratives can reach 18,522 readers daily. This number excludes those who read copy-pasted articles posted on other netizen accounts.

The classification of participation in MAFINDO can be divided as follows: (1) Passive participation: forum members only read posts; (2) Consultative participation: when members of the forum ask for the correctness of the information and provide suggestions and input in the forum; (3) Functional participation: when forum members post emoticons, comments or discussions, and share the results of disclaimers; (4) Empowered participation: when members of a forum report hoaxes, checking facts and upload the results on the forum and actively refute hoaxes on various social media platforms. Functional participation in a forum refers to the general activity of netizens on social media (Gamson, 2019). However, in empowered participation, forum members carry out normative activities and have skills checking and spending time doing digital scoping and debunking hoaxes on various social media platforms. At MAFINDO, member participation is already at the level of empowered participation. The administrator teaches members to check facts in the forum and demands post-writing standards that meet community needs.

In a social media group, the administrator has the authority not to publish or delete posts that are considered to violate the community and do not comply with group rules. Therefore, participation in this platform does not include decision-making. However, L. Servaes and Servaes (L. Servaes, Servaes, 2021) revealed that flexibility is an advantage of participation in adopting a strategic approach to certain situations.

In a social media group, it is necessary to regulate post themes, issues, and other technical provisions to regulate the flow of information and prevent useless debates between members. This arrangement is a form of adaptation to the platform. According to Tufte and Mefalopulos (Tufte, Mefalopulos, 2009), flexibility resulting from transformation is a weakness of the participatory approach because it is easily modified and inconsistent. However, this flexibility is essential because the form of participation usually follows the objectives of the program or activity, the characteristics of the setting, the situation of the stakeholders, and participation according to the locality. These adjustments encourage increased participation, which can positively impact or make broader changes.

### Participation Mobilization

Gamson (Gamson, 2019) states that framing a movement is very important to mobilize citizen participation in the social movement. In a social movement, the problem of dissatisfaction with situations related to the community's social life that is contrary to individual values, community values, and public values is usually able to motivate people to get involved in a movement (Van Dijck et al., 2021). In the anti-hoax movement, the issue of netizens' dissatisfaction with the various phenomena of spreading harmful content, defamation, incitement, and hate speech on social media has become an instrument in mobilizing netizens to participate in the movement (Crawford, Paglen, 2021). In addition, the element of collective identity as a movement formed to fight dissatisfaction is a stimulus for netizens to get involved (Vziatysheva, 2020). Meanwhile, agency factors are related to the values held and believed by individuals following the values fight in the movement (Shirky, 2019). All three are correlated to motivate netizen participation (Gillespie, 2022). Anghel et al. (Anghel et al., 2019) stated that actors of change have an essential task in achieving their fights through social issues framing and injustice. It is a way to encourage target groups to participate in social transformation (Turkle, 2020).

**Table 2.** Components and elements that motivate netizens to get involved in the anti-hoax movement

Component	Element
Dissatisfaction issues	<ol style="list-style-type: none"> <li>1. Deception</li> <li>2. Uses of unknown</li> <li>3. Emergence of inconducive social media</li> <li>4. Emergence segregations in the society</li> <li>5. Creating polarization in the society</li> <li>6. Creating benefits through deception</li> </ol>
Collective Identity	<ol style="list-style-type: none"> <li>1. Against hoax (fake information)</li> <li>2. Digital literacy movement</li> <li>3. Empowering national stability</li> </ol>
Hoax Agency Factors contradict the Truth (Value and Norms)	<ol style="list-style-type: none"> <li>1. Provocation causes conflict</li> <li>2. Hate speech ruins relations and blocks communication</li> <li>3. Defamation is bad behavior</li> </ol>

Source: Internet findings, 2023.

According to the survey results, the elements that encourage netizens to get involved in the anti-hoax movement are in line with the narrative put forward by anti-hoax activists to fight hoaxes such as hoaxes separate the nation; digital literacy for society; turnback deception; as well as hoaxes and hate speech that are not part of the nation's culture, innovative use of social media and others (Zannettou et al., 2019). Creating the correct narrative in framing issues and wrapping the intention is necessary for a social movement to be accepted by society (Gamson, 2019). The accuracy of the narrative and the similarity of the perceived problems can drive community participation in a movement (York, Zuckerman, 2019). This participation can be encouraged by the similarity between netizens' values and those promoted by the anti-hoax movement (Tufekci, 2019). In other words, participation is driven by flexibly connected movements, shared goals, and shared values (Castells, 2015).

Anti-hoax activists create framing and dissatisfaction issues about: the situation of spreading negative content; defamation; incitement; hoaxes and hate speech as deception by netizens; take advantage of netizens' ignorance to gain an advantage; causing social media to be unsafe and comfortable to interact with; and the emergence of segregation and affirming polarization in society (Donovan, Boyd, 2021). This narrative is accompanied by the construction of a collective identity in the anti-hoax movement as a movement that: fights against the spread of negative content, makes efforts to increase community digital literacy, and strives for national stability, which began to falter due to the battle of narratives and conflicts on social media (Lebid et al., 2021; Wallis, Buckingham, 2019). More importantly, the narrative formed in the anti-hoax movement carries general values and norms that apply in society (Levitskaya, Fedorov, 2020). The target group is moved to participate in the anti-hoax movement voluntarily. Llopis-Albert et al., (Llopis-Albert et al., 2021) refer to this condition as a strategy to win the narrative battle for the success of social movements.

### Networked Communication

Networked communication is a phenomenon found at all levels of life, both everyday and academic. In everyday life, this phenomenon can be seen from the individual association, where he can establish relationships with others in the same community or individuals in different communities. According to Yoder and Staudohar (Yoder & Staudohar, 1985), a communication network is a channel through which the meaning of moving messages within an organization called a communication network or structure shows ways of conveying information effectively vertically and horizontally throughout the organization and will establish an agreed pattern for the exchange of communications (Kristina, 2020). Communication plays a significant role because elements mutually influence communication in the learning process that is carried out consciously with the desire to know and control. This influence here contains an educative meaning. With contact, the process of changing behavior will occur, from not knowing to not understanding to understanding. Thus communication can have an effect following the expected goals, namely to foster student learning motivation so that student achievement will be good (Chen, 2020).

The functions and objectives of national education as stipulated in Law Number 20 of 2003 concerning National Education System chapter II Article 3: "National education functions to develop abilities and shape dignified national character and civilization, aiming at developing the potential of students to become human beings who believe and pious to God Almighty, has a noble character, is healthy, knowledgeable, creative, independent, and becomes a democratic and responsible citizen". The purpose of education will not be realized if supporting factors do not accompany it. One of them is communication. And it can be concluded that communication is essential in teaching and learning (KEMENRISTEKDIKTI, 2003).

Communication between teachers and students at the Madrasah is structured starting from preparing teaching plans to teaching evaluation because it indirectly involves a process of mutual relations between teachers and students both directly and indirectly to achieve the objectives of the activity. The teacher's efforts in dealing with the difficulties of students and students who interfere and maintain good student behavior so that all students can participate and interact optimally; the teacher manages interaction not only in one direction, namely from teacher to student, or two-way from teacher to student and vice versa, but strives for multi-directional exchange, namely from teacher to student and from student to student (Lee, Butler, & Peng, 2021).

According to the student's personality, the teacher carries out informal communication to deal with students who are less active in participating in learning. Students have unique characteristics, different abilities, and different interests, require freedom of choice according to themselves and are busy individuals. For this reason,

the teacher's communication skills in learning activities are needed to increase student motivation and achievement.

The provision of motivation is carried out in learning, including by applying learning methods such as discussion methods and group work; this is done so that communication occurs between teachers and students and students with other students following the results of the observation that good teacher-student communication can increase learning motivation at the Madrasah. The teacher in learning activities is carrying out communication activities. For this reason, the teacher must choose and use words that are within the field of experience of his students so that they can understand them well and that students can receive the learning messages conveyed. This has been done by the class teacher of the Madrasah to create a communicative climate and can increase student learning motivation (Falloon, 2020).

The implementation of communication will undoubtedly experience interference or obstacles. In the study of communication networks at the Madrasah, the factors that hinder the role of communication come from teachers, students, and the environment. One of the barriers in communication is personal barriers, namely disturbances that arise because of human emotions, values, and limitations. These personal obstacles can come from the teacher (Oliveira, Grenha Teixeira, Torres, & Morais, 2021). In research on communication networks in supporting student learning motivation, blocks originating from the teacher stem from the attitude of students who are difficult to give advice; the teacher's voice when explaining is not audible to students so that the teaching and learning process being carried out by the teacher becomes less optimal because the attitude students who sometimes underestimate the teacher such as the grammar used show little respect for the teacher so that the teacher's authority becomes less visible in front of students. With the attitude of students who lack respect for the teacher, there is often commotion in the classroom when the teaching and learning process occurs. The teacher cannot manage the class optimally because even though they have been reprimanded and advised not to be noisy, some students still do not heed the teacher's reprimands and advice. However, it is common for students who feel disturbed to help the teacher admonish students who often make noise in class (Sivan & Chan, 2022).

What happens to the Madrasah students is that they are not accustomed to using good and correct English in communication. When students enter an environment that requires them to use sound and proper English, they feel inferior, so good communication does not occur during the learning process in the classroom (Spindler & Spindler, 2020). The teacher's task, in this case, is to motivate the students to learn and switch. Motivating and training children to speak is essential because to meet their needs and utilize their potential, they always try to encourage children to convey good and correct English in the right direction by the teacher (Zhao, 2022). Outstanding guidance for children is essential to develop the potential to speak English. The teacher should often provide an example or model for children when the child is talking with his friends and communicating well, which is easy for the child to understand. The teacher is ready to criticize or correct if the child makes a mistake in speaking. This guidance should be carried out continuously and consistently so children do not experience difficulties talking to others (Dewaele & Leung, 2022).

The ability of each student to learn is indeed different. Some students quickly grasp and understand learning material, but few students need extra time or effort to understand appropriately and remember what is being or has been learned. This can happen because the digital literacy abilities of each student are different, not only between students; even the digital literacy ability of a student in learning a subject matter is different from the ability to study material or other subjects (Widana, 2020). The differences and limitations of students' digital literacy skills in learning can undoubtedly impede the teaching and learning process. Students may struggle to learn due to barriers and constraints in their digital literacy skills. Limitations and obstacles to students' digital literacy skills are unavoidable (Menggo, Midun, & Pandor, 2021).

However, the problem of students' digital literacy ability barriers is not insurmountable; the teacher must identify the extent to which students' abilities are and how they can affect learning. After that, solutions can be sought and applied to how these obstacles can be overcome or at least minimized so as not to interfere and make the achievement of learning objectives fail. Some suggestions that can be applied as a solution to help overcome digital literacy abilities in students or students include teachers or teachers should also pay attention to the condition and development of students' physical and mental health, help develop positive traits in students such as self-confidence and mutual respect, improving conditions and continuously motivating students, creating better learning opportunities for students, providing as much learning stimulation as possible (Anthonysamy, Koo, & Hew, 2020).

Teachers should also be able to choose and apply suggestions and solutions according to their needs and requirements. The solution chosen should be able to effectively overcome barriers to students' digital literacy abilities so that they do not make problems that are mainly experienced by students in learning or students' learning difficulties can be solved. The method chosen to overcome students' digital literacy abilities in education must be able to improve students' digital literacy abilities so that students can learn quickly. It would be even better if it could enhance the digital literacy abilities of students as a whole so that other students left no student behind in terms of understanding learning material (Tohara, 2021). Student digital literacy barriers or learning difficulties that available solutions can overcome will accelerate the learning process. The smooth achievement of learning objectives is also greatly influenced by the teacher and students' ability to work together to overcome the problem of limited student abilities and student learning difficulties (Barrot, Llenares, & Del Rosario, 2021).

The motivation given by the teacher to students also has a significant influence on students' abilities and students' interests when receiving learning material; for students who feel competent, the teacher finds it easier to motivate and also communicate with intelligent students, and vice versa for students who feel less bright sometimes they feel inferior when he saw his friends smarter than him, he wasn't even motivated to improve his learning abilities. The teacher's ability to manage student interaction in learning activities. Teachers' efforts to deal with difficulties and disturbing students and maintain good student behavior. So that all students can participate and interact optimally, the teacher manages interaction not only in one direction, namely from teacher to student, or two-way from teacher to student and vice versa, but instead strives for multi-directional interactions, namely from teacher to student and from student to student (Aziz & Kazi, 2019). The attitude of being afraid or embarrassed to participate in the teaching and learning process actively or being afraid to tell the difficulties students face to the teacher is because students fear being thought of as knowing by their friends or being scolded by the teacher (Pineda-Báez, Manzuoli, & Sánchez, 2019).

Then another obstacle that affects the implementation of communication is environmental factors. One of the obstacles in communication is physical barriers, namely communication disturbances in the environment where communication occurs (for example, types of sound, air, and so on) (Azhari & Fajri, 2022). Factors in the school environment also influence, such as the bustling atmosphere outside the school. Environmental barriers also arise from the family environment, where the family is the core of where students' attitudes, behavior, and ethical arrangements are initially instilled before entering school. The problems raised by the family environment tend to lead to the philosophy of parents who are less concerned with student achievement, student education, and student behavior because parents seem not to care whether the child goes to school or not; parents do not give advice or motivation to children for enthusiasm in learning. This, of course, will impact the attitude of students who are not enthusiastic about going to school, are lazy to study, are not good at manners, and so on (Tokan & Imakulata, 2019).

How to educate children by parents of students is very influential in children's learning process at the Madrasah. Students who are educated by parents who care about children's achievements, these students tend to have high learning motivation, so it will be easier for teachers to provide encouragement, reinforcement, and guidance in contrast to students who are educated by parents who are indifferent to children's education, students outside the school will be more challenging to be motivated, strengthened and guided because students feel that they are not at school.

## CONCLUSION

MAFINDO's journey as an anti-hoax movement on social media has successfully moved the netizens to join the fight against hoaxes in Indonesia. Two strategies are implemented: first, digital scoping, which receives many reports of various hoaxes spread on social media. Second, counter-narratives are pretty successful in combating the spread of hoaxes through a fact-checking process. This is then shared as a narrative to counter the spread of hoaxes. Social media is used as a platform to carry out movement activities and spread counter-narratives in fighting hoaxes. Member participation in fighting hoaxes on social media is relatively high, as shown by the average daily number of active members at MAFINDO in reporting hoaxes, facts checking, discussing, and sharing counter-narratives. The ease of information dissemination, communication networks, and mobilization infrastructure allows netizens to participate in anti-hoax activities. The characteristics of social media encourage netizens to develop self-mobilization as a form of community participation through conducting independent initiatives from external institutions to make changes. Netizens at MAFINDO have reached a level of empowering participation, where they have actively reported hoaxes, conducted separate fact checks, and

refuted hoaxes on various social media platforms. In a social movement such as the anti-hoax movement, it is essential to create movement framing that touches on issues of public concern because it can be used to mobilize participation. Furthermore, forming a collective identity synchronized with striving issues, values, and societal norms becomes critical for people who want to join a movement. The issues raised must be coherent with the problems of public concern.

Teachers at high schools in Bandung have been able to select and implement suggestions and solutions according to their students' needs and needs for digital literacy. This solution has effectively overcome the obstacles to students' digital literacy abilities so that they do not create problems that students especially experience in learning. Thus, students can also choose which news can be trusted and which is hoax. The method chosen to address students' digital literacy skills in education has improved students' digital literacy skills so that students can learn quickly and accurately. Teachers can also improve students' digital literacy abilities so that other students are not left behind by students in terms of understanding learning material. Barriers to students' digital literacy or learning difficulties that can be overcome with available solutions have accelerated the learning process. The smooth achievement of learning objectives is also greatly influenced by the ability of teachers and students to work together to overcome problems of limited student abilities and student learning difficulties.

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