Weak Digital Literacy of Junior High School Students in Receiving Information on Social Media

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Abstract
Society has experienced changes in all forms of life. Technology has become an inseparable part of society. All people in society can already use technology in this day and age. One of the goals of people from various circles using technology is because of their curiosity about information that can be accessed easily on the internet. The majority of internet users in Indonesia are teenagers who are in junior high school (SMP) and high school (SMA). Therefore it is necessary to understand wisely how to use the internet. Today, there are many cases of spreading hoaxes that affect the mindset of internet users. Literacy is also needed to be implemented in adolescents when using digital media, especially on social media. Achievements in this literacy activity can encourage and influence adolescent perceptions of consumption of information media in the form of digital media so as to change adolescent beliefs and behavior. Do not let internet users, especially junior high school students, believe all forms of information circulating on the internet.
Keywords: Digital, Internet, Information, Literacy, Adolescents

INTRODUCTION

In the 5.0 era, technology has become an essential need for humans. Technology and information bring changes in people's lives. Shifts in culture, ethics and norms are one form of change. Almost all ages and groups in society have social media. Students in their teens are no exception who grow and develop together with the expansion of social networks, so that information can be spread quickly and easily.

Social media is a collection of software that allows individuals and communities to gather, share, communicate, and in certain cases collaborate or play with each other (Sari, 2018). Thus it is clear that all information obtained by social media users in the real world can be shared easily among others. The presence of junior high schools also supports children in their teens to interact and relate to one another. There are already many social media with users from students of junior high school age

Social media, like any other media, has its own positive and negative impacts. As previously mentioned, that one of the positive impacts of social media is being able to access all information quickly and easily and interact and communicate without being limited by space or time. Indeed, on the one hand, social media can be used for something positive, but on the other hand, social media also has negative impacts, such as easily believing information spread on social media whose validity has not been tested or commonly called Hoax news.

The ease of believing in information spread on social media with untested validity status is caused by several factors, one of which is due to weak literacy in reading information. Belief in hoax news found on social media triggers its users to spread the hoax news to other users who both have weak digital literacy. As a result, more and more users will believe the hoax

news. This research will examine the weak literacy of social media users among junior high school students. The aim is to find out

RESEARCH METHODS

The method used in this research is qualitative method. This qualitative research method is used as a research procedure that produces descriptive data in the form of written or spoken words from the people being observed. According to Strauss and Corbin (2007:1), qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation. Although the data can be calculated and presented in figures as in a census, the analysis of the data is qualitative. Qualitative research refers to non-mathematical data analysis. This procedure produces findings obtained through data collected by various means, including interviews, observations, documents or archives, and tests.
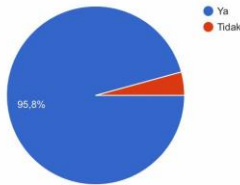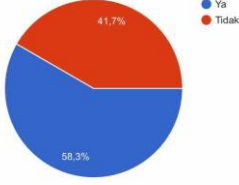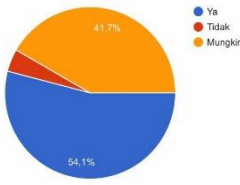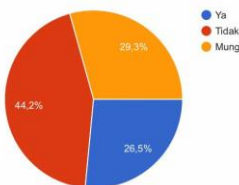
This study used a qualitative method with a questionnaire instrument (questionnaire). The questionnaire distributed to respondents aims to determine the extent to which junior high school students understand digital literacy. There are several reasons why people conduct research with a qualitative approach. One of them is because there is stability of the researcher based on his experience. According to Strauss and Corbin (2007:5), some researchers with backgrounds in the field of anthropology, or those related to philosophy such as phenomenology, are generally advised to use a qualitative approach to collect and analyze their data.

RESEARCH RESULTS AND DISCUSSION
Research Result

Based on the research results obtained, we can see that junior high school students' understanding of digital literacy is still weak. The results of the qualitative method that we used through the questionnaire instrument (questionnaire) showed that there were 283 respondents who had filled out the questionnaire that we distributed. The following are the results of the research that we have grouped based on the answer category questionnaire:

Table 1. Results of Research on Understanding Digital Literacy of 283 Respondents (n = 283)

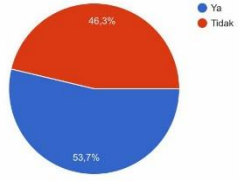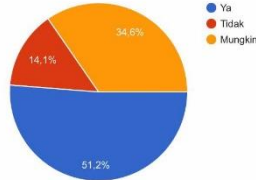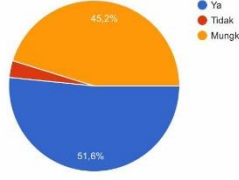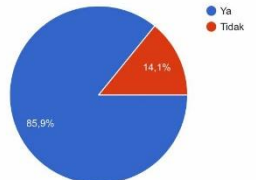| No.	Questionnaire	F	No.	Questionnaire	F
1.	Apakah Anda menggunakan media sosial? 283 jawaban	271 12	5.	Pernahkah Anda mempercayai berita hoax di media sosial? 283 jawaban	165 118
2.	Apakah tujuan Anda menggunakan media sosial adalah untuk mencari informasi? 283 jawaban	153 118 12	6.	Apakah Anda menyebarkan informasi yang Anda dapatkan dari media sosial kepada teman Anda? 283 jawaban	125 83 75

3.	Tahukah Anda apa itu literasi digital? 283 jawaban — Ya 53,7%, Tidak 46,3%	152 131	7.	Jika Anda mendapat suatu berita tanpa mengetahui sumbernya, apakah Anda akan mencari tahu sumber utamanya? 283 jawaban — Ya 51,2%, Tidak 14,1%, Mungkin 34,6%	145 98 40
4.	Apakah menurut anda literasi digital itu penting? 283 jawaban — Ya 51,6%, Tidak, Mungkin 45,2%	146 128 9	8.	Setujukah Anda bahwa penyebab berita hoax mudah menyebar karena lemahnya literasi digital? 283 jawaban — Ya 85,9%, Tidak 14,1%	243 40

Table 2. Research Results of Weak Digital Literacy from 283 Respondents Whose Answers Have Been Categorized Based on the Similarity of Answers

No.	Question	Answer Category	F	%
1.	What social media do you often use? Why?	**Instagram** (Can see other people's activities via snapgram, add relationships)	46	16,2%
		ticktock (Filling spare time, lots of actual content)	175	62%
		YouTube (Longer video duration, many favorite YouTubers)	62	21,8%
2.	How often do you believe social media hoax news?	**Very often**	170	60%
		Often	70	25%
		Often enough	37	13%
		Never	6	2%
3.	Are children your age still weak in distinguishing hoax information from valid information? Why?	**Still weak** (Unable to find out the source of information, Easy to believe information)	283	100%

Discussion

Research results regarding the weak digital literacy of junior high school students in receiving information on social media through a questionnaire that we distributed to get 283 respondents. In general, these students are experiencing a crisis or weak literacy which is caused by excessive use of gadgets, this is also caused by news that appears on social media pages without clear filters and facts regarding the issues reported, causing most students swallow hoax news plainly. If we look at the results of the questionnaire we got, there are several factors that cause weak digital literacy, including:

1. Reliance on social media. Judging from the respondents' answers, almost 95.8% of students in junior high schools have social media. It can be said that social media has become a habit in living daily life. With social media, one can get information quickly, even media This social media can function as a place of pleasure only.
2. It's easy to believe hoax news. From the results of the questionnaire, junior high school students answered that as much as 60% or 170 people believed hoax news circulating on their social media pages. students. With the existence of hoax news that has become consumption every day, they ignore the truth because they already believe in one source and lack the initiative to find other sources.
3. Social media is not age appropriate. It can be explained that junior high school students are usually 13-15 years old. However, social media has become a lifestyle (lifestyle), there are no restrictions for any age, this is also a factor to worry about. Because not all ages consume the same things, different things on social media regardless of age, junior high school students certainly cannot choose what is right or wrong, even 100% (283 respondents) agree with the same answer, cannot distinguish information. hoax or valid information.

Based on diagram No. 2 in table 1, it shows that 54.1% of respondents answered that their purpose in using social media was to find various information. It is conceivable if most of the information on social media is not verifiable (hoax). Accordingly, 26.5% of respondents who received information on social media disseminated this information to the smallest range, from friends to other social media users. It can also be seen in diagram No.7 table 1, as many as 51.2% of respondents find out the main source of information when they get information without knowing the source. But in reality 86.2% of respondents agreed that children their age (junior high school students) were still weak in distinguishing hoax information from valid information.

The majority of respondents think that digital literacy is important. Through digital literacy, it is hoped that social order will be created with critical and creative views or mindsets. As can be seen, many people use online services. Therefore, digital literacy is very, very important to learn where many people use digital technology almost throughout their daily lives. (Yulianti, 2021). Behind the benefits of digital literacy itself, based on chart No. 3 table 1 as many as 46.3% of respondents "No" know what digital literacy is. Their ignorance is because they do not understand and learn about literacy, especially digital literacy.

Digital literacy can be interpreted as an individual's ability to apply functional skills to digital devices so that he can find and select information, think critically, create, collaborate with others, communicate effectively, and still pay attention to electronic security and the evolving socio-cultural context. (Hague & Payton, 2010). In digital literacy we must understand the important factors so that filtering of information goes well and correctly. According to Hague, C., & Payton, S. (2010) The following are several factors that influence digital literacy:

1. Functional Skills. Functional skills are the technical abilities and competencies required to operate digital tools proficiently. An important part of developing functional skills is being able to adapt these skills to learn how to use new technologies. The focus is on what can be done with digital tools and what needs to be understood to use them effectively.
2. Communication and Interaction. Communication and interaction that involves conversation, discussion, and building on one another's ideas to create a shared understanding. The ability to collaborate is to work well with others to create meaning and knowledge together. Supporting digital literacy in young people involves developing their understanding of how to create collaborative uses of digital technology and how digital technology can effectively support collaborative processes in the classroom and the wider world.

3. Critical Thinking. The essential difference between humans and other creatures lies in their ability to think. Humans are given reason. With their minds, humans always think to recognize something, ask questions about themselves and the nature around them (Suradika, 2000). With reason, humans can think critically. Critical thinking involves changing, analyzing, or processing data information or ideas that are given to interpret meaning in developing insights. Like, the fundamental assumptions that support the process of making information acceptable to reason. Then as a digital literacy component it also involves the ability to use reasoning skills to engage with digital media and their content as well as question, analyze and evaluate. Engagement demands to think critically with digital tools.

CONCLUSION

The ease of believing in information spread on social media with untested validity status is caused by several factors, one of which is due to weak literacy in reading information. Belief in hoax news found on social media triggers its users to spread the hoax news to other users who both have weak digital literacy. As a result, more and more users will believe the hoax news. From the discussion above, based on the results of our research, it is proven true that junior high school students lack digital literacy and many of them do not seek the truth from the information they receive. Apart from that, it should be noted that this social media has unlimited reach, so that children who are not according to their age can access it as freely as possible, including information that is not known to be true, unlike adults who can already distinguish between hoax information and information valid. Therefore it is necessary to understand wisely how to use the internet. Today, there are many cases of spreading hoaxes that affect the mindset of internet users. Literacy is also needed to be implemented in adolescents when using digital media, especially on social media. Achievements in this literacy activity can encourage and influence adolescent perceptions of consumption of information media in the form of digital media so as to change adolescent beliefs and behavior.

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