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VIDEO WEB DRAMA SERIES FOR COMBATING DISINFORMATION: AN INNOVATION IN REACHING AND TEACHING AUDIENCE

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ABSTRACT

Fighting disinformation through anti-hoax training has been successfully carried out all over Indonesia, following the massive anti-hoax campaign. However, the methods of training and teaching fact checking as the basics of the anti-hoax movement to reduce hoaxes and its harmful effects among the public need to be revised. In finding the solution, a new and innovative approach was launched. A web drama series in the form of videos depicting story in popular style was produced and screened in 56 workshops and uploaded in YouTube channel. Analyzing survey based pre-test and post-test questionnaires, toward 603 housewives and 809 young people who represented targets of the Stop Hoax Indonesia (SHI) project in 2019 resulted in some conclusions. For housewives, the web video drama series has added knowledge and motivates them to do fact checking. But for young people,

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though they show motivations to do fact checking, they weren't able to discern material regarding the role of journalism as the important element of verifying information. These findings marked the importance of revising training materials using the web video drama to reach maximum effects on various targets. On the other hand, research results have reinforced the need to innovate teaching materials in order to enhance participants' experience in dealing with hoax or disinformation in real life. More videos packed with popular culture style are recommended.

INTRODUCTION

In January 2017, a national anti-hoax campaign was held in 5 big cities of Indonesia. From then on, similar campaigns were conducted across the country. Prior to the campaign, some groups of concerned citizens had been actively discussing and debunking hoaxes in social media. Forum Anti Fitnah, Hasut dan Hoax (FAFHH), Fanpage & Group Indonesian Hoax Buster, Fanpage Indonesian Hoaxes, and Group Sekoci were exchanging information among its members (and across other similar groups too) in order to do fact checking. FAFHH then established Masyarakat Anti Fitnah Indonesia (MAFINDO), which is acknowledged as the biggest community focusing on the anti-hoax movement in Indonesia nowadays.

Following the anti-hoax movement, various campaigns, socialization events, training and workshops are conducted aimed to build capacity of identifying and analyzing hoaxes, in order to reduce the massive spread of hoax at the society and hampering its harmful effects. The common training took place in a classical classroom setting where a group of participants was gathered to attend the class. The training is conducted around 2 hours to 3 days, even weeks and months, depending on the nature of participants and objectives.

Academic discussion about how to design proper pedagogical activities to reduce the effects of hoax is still developing. But it is important to note that emphasis on the object of education may oversimplify that ill-informed citizens should be responsible for fake news phenomenon (Mihailidis and Viotty, 2017). Varied concepts of education have been experimented in Indonesian context. Kurnia and Astuti's study (2017) shows that the most popular literacy education in Indonesia takes

socialization form (29, 64%), followed by workshop or training (20, 9%). An implementation of the second form (Nusantara, 2017) reveals that although it has the ability to increase digital literacy, this form of activity still needs more time to improve some aspects of digital literacy. In response to this result, it is worth mentioning Vasques' study about new literacy pedagogy for children (Vasques in Marsh. J., 2015). It is inferred from the study that new literacy pedagogy should consider participatory engagement of the targeted objects for which they have an affinity and for which they are willing to participate in complex learning situations for a situated period of time. Aligned to this, studying about the effect of digital literacy in identifying fake news, Jones-Jang (2019) recommends that to be effective, literacy intervention should recognize the limits of a user's cognitive ability and resources.

A call for innovation in methods of training was flickered following the training and workshops which enacted this 'classical' approach. During the heyday of the day, committing a specific time to participate in such a kind of training, is found difficult for many. Being developed by academicians and researchers, the material itself proved to be too complex and difficult to discern by the public at large. An invention or modification was desirable in this matter.

In the hope of finding a breakthrough, a web drama series was produced in 2019 by STOP Hoax Indonesia (SHI)—a project being organized as part of Mafindo's program. It consisted of videos for 5 episodes about the story of a family who tried to challenge and abolish hoaxes among them. The duration of each video is between 8-14 minutes. The videos were uploaded on YouTube, and screened in lots of events afterwards. This research was conducted with aims to describe how the videos are making progress in enabling people to do fact checking, and be part of the anti-hoax movement. Two questions are posed: (1) How the videos add respondent's knowledge on the problem of hoax in the country, and (2) Did the videos motivate respondents to do fact-checking upon information received from various sources.

CONCEPTUAL FRAMEWORK

Hoax as Information Disorder in Digital Age

As we reach the Digital Age, information is abundant and could be accessed everywhere. So does the media—the public is exposed with a wide range of media in terms of content, genre, point of access, technological devices, and platforms. Does it mean that our problem with information has subsided? Apparently, the answer is no, not yet.

There are various cases of information misconduct that have been reported from various aspects. In terms of legal, there are concerns over data privacy, digital fraud, cybercrime, including hacking activity which pose bigger risks on data leaks. In terms of technology, the world is still facing problems of digital gap due to technical matters such as uneven rate of internet access and demographic issues such as age, education, and gender gap. Despite the rise of Internet penetration day by day, political economic issues still exist caused by poor digital infrastructure which pose huge problems to achieve high quality education. As regards to content, a digital platform is not only a vehicle to deliver useful information. In fact, digital platforms also become a fertile ground producing and reproducing ‘not-so-useful’ messages which range from the ‘softest’ one such as unclear messages to harmful messages designed intentionally to create turmoil and chaos in the society in the form of hate speech (Fauzi, 2019). So disarray the situation is caused by such information pollution until it reaches the stage of ‘information disorder’. Let us explore more about it.

In 2017, a seminal report regarding this issue was published by First Draft. “Information Disorder: An Interdisciplinary Framework for Research and Policy for the Council of Europe” authored by Claire Wardle & Hossein Derakhshan coined some important concepts to contextualize the havoc of the world we are facing today, as created by digital platforms. Echo chambers and bubble filters are amongst which is propagated by the report. Rumors, gossip, unverifiable information were revisited in

light of recent development of digital technology. Nevertheless, the most important contribution of this book is a new conceptual framework for examining information disorder, namely (1) misinformation; (2) disinformation, and (3) malinformation.

The first type of information disorder is misinformation. It happens when false information is shared, but no harm is meant. The second type is disinformation which occurred when false information is knowingly shared to cause harm. The last type is mal-information when genuine information is shared to cause harm. This could be done simply by tossing the information to the public domain. It means moving the information designed to stay private into the public sphere (Wardle & Derakhshan, 2017).

Though misinformation originates from a natural cause—making mistakes is human, anyway—but in most cases, this misinformation is being used purposefully to mislead the public. In this case, misinformation becomes disinformation. The word ‘hoax’ as we found in today’s conversation refers to disinformation, i.e. a purposefully false information designed to deceive people by cloaking it as a ‘truth.’ For the purpose of this writing, the word ‘hoax’ which is publicly acceptable in Indonesia will be used as a substitute for disinformation.

It is very important, though, to make clear distinctions between hoax, fake news, and gossip/rumor. Fake news is a fabricated content in the form of news. Imitating the news format, fake news delivered lies which are disguised as ‘facts’. It mimics news media content in form but not in organizational process or intent. Fake-news outlets lack the news media’s editorial norms (Lazer et.al., 2018). It doesn’t follow journalism ethics and rules which prioritize accuracy and credibility of information to achieve truth and objectivity. Fake news appeared in various forms, i.e. satire/parody, false connection, misleading content, false context, imposter content, fabricated content, and manipulated content (Wardle & Derakhshan, 2017).

Claimed as old as human history, both gossip and rumor are unverified information. But there’s differences between rumors from gossips in that rumors impact a person

as well as society due to long-lasting effects whereas gossips are about exchanging private contents for fun (Donovan, 2007). Gossips are often considered less harmful than rumors because gossip tends to be circulated between people who have shared interests (Rosnow & Foster, 2005). However, unverified information like gossip and rumor needs to be checked to determine its certainty. But whether and when it will turn out to be true or lie is a matter of time and proven evidence.

Whereas rumor, gossip, misinformation, or any other practice of manipulating information is commonly found in the society, the word 'hoax' in Indonesia became popular in the aftermath of General Election 2014 in the country. Never before Indonesian people witnessed a massive scale of information manipulation had been circulated in the country. Amplified by social media, hoaxes to an extent have polarized Indonesians to certain factions. Hoax became the business of the days, literally, when the Police seized groups called Saracen (2016) and Moslem Cyber Army (2018). Those groups were allegedly responsible for spreading fake news that led to hate speech which provoked social media unrest. They are also responsible for spreading content containing cyber viruses to individuals and group ("Police Arrest Four Members Muslim Cyber Army, 2018). Among fake news that they produce are the rise of Communist Party, kidnapping of Islamic religious leaders (ulema), and lots of defamation to Joko Widodo, the President of Indonesia. Using social media such as Facebook which gain popularity in the country, another hoaxes comes afloat were imported Chinese migrant worker and Chinese Army to Indonesia which spearheaded an anti-Chinese campaign during the trial of the former Governor of Jakarta, Basuki Cahaya Purnama ("Indonesia Court Sentences Administrator of Fake News", 2018).

Despite the rising awareness among the public concerning hoax and its dangerous effect from disillusionment to nation disintegration, hoaxes still thrive and seemingly entrench in daily life (Alam, 2017). During the General Election 2019, the Ministry of Information and Communication of Indonesia released a number of hoaxes regarding

political issues related to the election. In August 2018, there were 25 hoaxes identified. At the time of voting, hoaxes on political issues had multiplied to 1,645 hoaxes (“Ditemukan 1645 Konten Hoax”, 2019). Such huge amounts of hoaxes resulted in various themes of general election hoaxes which ranging from a negative campaign toward the presidential candidates to the delegitimation of electoral result (Beng & Astuti, 2019).

Throughout the Covid-19 crises, the disinformation about the topic reached an alarming state and dubbed by WHO officials as ‘infodemic’. Up until May 2020, 649 hoaxes have been identified by the Ministry of Information and Communication of the Republic of Indonesia (Kominfo Report, May 2020). Those hoaxes created confusion among the public in the midst of the pandemic. Some hoaxes even incite xenophobic treat and deepening the polarization among the society.

Various Approach of Anti-Hoax Campaign: In Search of Solution

Early 2017, growing international concern regarding the uprising of fake news was acknowledged by UNESCO and other international agencies. Through a joint statement, UN Special Rapporteur for Freedom of Opinion and Expression issued alarm at the spread of disinformation and propaganda, and attacks of news media as ‘fake news’ and its impacts on journalists and journalism (Wardle & Derakhshan, 2017). Following up the Declaration, many efforts have been made across countries led by government, NGO, and community involving various segments of society.

There are several strategies employed to tackle disinformation problems. Germany was acknowledged as the first country which proposed a law to impose certain fines on digital platforms if they do not remove ‘illegal content.’ It is considered a bold move since other countries remain uncertain when it comes to dealing with the platform, and choose only to inflict the law to its people. Another country which also released a bill to prevent further damage caused by hoax are Cambodia,

France, Ireland, Kenya, and Malaysia. More strict measures of law intervention are proposed by Myanmar and Egypt. In general, at least governments in 35 countries have taken action against disinformation with different focus of intervention, ranging from drafting bills, organizing and engaging community movement, contextualizing education curriculum by inserting media/information/digital literacy, dealing with hate speech, deep fakes, political bots, etc. (Funke, 2018 in Yatid, 2019).

Effort to regulate hoaxes and hate speech is often problematic when it comes to terms with the freedom expression. In Indonesia, the bill of Information and Electronic Transactions (ITE) which imposes some measures for disinformation is subject of criticism due its nature to silence critical public. Amnesty International and SAFENET articulated concern of how such law and policy threatened human rights as well ("Amnesty International Blasts Hate Speech", 2018). Nevertheless, the country's struggle to fight hoaxes is progressing with various approaches.

One notable approach which marked Indonesia's achievement among the struggle is the participation of civil society to take action against hoaxes. Mafindo, the largest community based volunteer in combating hoaxes, has more than 350 members nowadays, spread in 17 cities of Indonesia. Initiatives also come from volunteers in each city. In the district of Batam, Sumatera, Batam Anti Hoax (Bantax) are actively campaigning for the issue partnering with local government and local police. Such initiative was also seen in Bekasi District, Ambon, Makassar, and other cities of Indonesia. Some of the organizations are brand new and particularly founded to combat hoax. Others are relatively an established organization whose missions were not concentrated on fighting hoax. They became part of the anti-hoax movement considering the urgency of the action, and adopted an anti-hoax campaign as part of their program.

On a bigger scale, hoax is only a piece of Information Disorder. Lots of issues are also surfaced, such as digital privacy, cybercrime, human trafficking, and literacy which encompasses from information literacy, media literacy, internet literacy, digital

literacy, etc. Many groups performing its mission on the digital landscape joined Siberkreasi—a network of communities dedicated to tackle the problem. So far, 97 communities with diverse focus in digital issues stick together in the network.

Based on rough observation on what had happened around the globe, it could be inferred that effort to combat hoax as information disorder are listed as follows. (1) State approach. The problem of digital landscape was resolved by state intervention to regulate the situation in the form of bills or laws. Some countries passed a new bill regarding the recent phenomenon, such as Malaysia and Singapore. Instead of passing a new bill, other countries choose to strengthen the existing bill to a new challenge posed by misinformation/ disinformation. Countries like France and Australia decide to exert anti hoax articles in election regulation. Whereas Ireland resolves the problem by imposing anti-defamation and hate speech in advertising bills (Funke, 2018 in Yatid, 2019). (2) Community approach. Participatory approach resorted to social capital of the community to resolve the problem. Seeing that being part of the government was problematic for independence, society who chose this approach was characterized with the flourishing of volunteer-based organization. They are working collaboratively employing methods that they called as ‘crowd-sourcing’ and ‘crowd-funding.’ (Silalahi, 2018). (3) Industrial approach. Trust is important in any business. Information disorder has put industry on risk due to erosion of public trust. There are also growing concerns among state administration asking industrial responsibility to resolve the problem. Germany is an example of a country who boldly imposed fine sanctions on digital platforms if they are unable to control its content. Other countries are still struggling to find the right formula to establish relationships with industry in this matter. But digital platforms are also on the move. Facebook, for example, regularly updates their features to ensure the credibility of information being exchanged through its platform by establishing collaboration with third parties to do fact checking and decides the validity of information. Witnessing the rise of fake news in portals in its platform, Google

established a unit to mend the problem. At first, Google News Initiative (GNI) focused on media training. As the problem being more complicated, Google.org nowadays collaborates with other stakeholders as well under the flagship of media literacy. (4) Cultural approach. Instrumental solution, or any other external solution won't work without personal commitment and capabilities to solve the issue. Hence, a cultural approach which tends to build norms and implant it to the people should be exerted. Here lies the mission of cultural approach which is basically working on education as a means of cultural inheritance. This approach is implemented in the education system. Curriculum agenda at schools nowadays are packed with new and fresh curriculum to insert digital literacy subjects in every level as a single course or integrated with any other subjects. But cultural approach is not solely focused on school because there are a range of actors and institutions, both formal and informal, which are also responsible for transfer and build norms and values among members of society. Therefore, initiative from civil society is welcomed. In fact, one of the challenges in education is the lack of infrastructure and human resources. Initiative from resourceful communities could bridge the gap.

As the largest anti-hoax community based in Indonesia, even in the region nowadays, Mafindo employs a model of Inoculation as their manual of operation. Based on everyday experience, Mafindo outlines two strategies focusing on short term and long term strategies. Short term strategy concentrated on providing the public with high quality fact checking whereas long term strategy is incorporated with digital literacy education (Astuti, 2017). The body of knowledge about hoaxes in the country itself are still developing (Astuti, 2017), so does the problem recently when pandemic Corona has resulted in infodemic. Given the situation, it is sufficient to conclude that resolving the issue needs multi-pronged approach and multi-stakeholder involvement.

Video and Popular Culture as Tools of Campaign and Education

Internet explosion, along with web-based communication, computer generated graphic design and printing has in many respects turned the printed word into image. Within the context of our 21st-century media culture, the language of images or images as language dominated the mode of overlapping communication. In other words, image has become the dominant form of language. (Goodman, 2003).

This is not to say that language is not significant anymore, or will be replaced by visuals as well. Language-as-speech will remain the major mode of communication, whereas language-as-writing will increasingly be displaced by image in many domains of public communication. A profound change in human and media communication is expected (Kress, 2003).

In this new situation, media literacy is not enough. A new kind of media literacy was needed, i.e. critical literacy. Critical literacy is the ability to analyze, evaluate, and produce print, aural, and visual forms of communication (Kress, 2003). Draw on this critical literacy, the old classical education focusing on delivering material in class is no longer sufficient. Critical literacy demanded a new approach to teach media literacy considering the changing habit and culture of audience. The fact that subject to teach must capable of producing print, aural and visual forms of communication also marked the urge to find a 'new' way for teaching media literacy. To be able to deliver course material in the most effective and attractive way, comes various creative ways in teaching skills and knowledge. One of the tools often used to serve this purpose is video and popular culture.

For educational purposes, video has been inserted as learning tools in many disciplines. Video is able to demonstrate technical skill that should be mastered by participants. It became part of multimedia assignments, problem based assignments, subjects of teaching to advancing higher levels of thinking (i.e., analysis, evaluation, and creation) (Artello, 2014). By giving simulations of real life situations, video works better than textbooks. This is the reason why discipline such as medical education, nursing, and hospitality required video as the main tools of their learning system

(Hurtubise, Martin & Mahan, 2013; Green, 2011; Forbes, et.al., 2016). Claimed as part of ICT strategies for education, the use of video is believed to assist the development of technical skills and psychomotor clinical competence which is vital in those disciplines.

However, showing simulations which resemble real life practices are not the only capabilities of video. Equipped with story and narration, the power of video encompasses more than technical skills. It also added context and meaning about values, norms, and critically questioning decisions on life situations. For this purpose, popular culture became part of the game.

Popular culture has long been incorporated in teaching and training practice. If used effectively, popular culture materials like documentaries, feature films and television shows could play a role in facilitating the active learning experience of students. There are many reasons which lay the foundation of using popular culture. First of all, popular culture materials are more attractive than textbooks. Second, it was relatively easier to comprehend. Aiming to achieve certain academic standards, textbooks often started with concepts and definitions ranging from the simplest one to the more sophisticated and detailed explanations. Meanwhile, popular culture started with something that grabbed audience attention in the first place. It could be a clip of a controversial statement of a political candidate—this is the mantra of political talk shows. In other cases, it could be humor or emotional scenes which pull the audience together, framed them in the flow of narration. Or it could be a whole movie which granted students with unique experience. Third, it is recommended because of their easier accessibility to educators and students compared to professional training videos, educational videos, documentaries and other audio-visual media resources available in the market (Pandey, 2012).

More philosophical thought on the use of popular culture in blended learning is the fact that high quality movies challenge students to shift their paradigms and consider adversity and cultural diversity which is often difficult to find in a relatively

homogeneous society. It also forces the students to self-reflect on cultural issues and explore their own feelings, values, and biases (Kelly, 2012). Several films are worth mentioning as reference to advancing this aims, i.e. Dead Poets Society (1989), The Karate Kid (1984), Rashomon (1950), Working Girl (1988), Born on the Fourth of July (1989) (Gallos, 1993 in Pandey, 2012). The movie Crash which gathered international talents was reported successfully teaching cross-cultural intelligence and measuring students' understanding of cultural perception, cultural communication, cultural identity and cultural relations through a multi-step evaluation process (Smith, 2010 in Pandey, 2012).

Films (particularly popular movies) have significance influence on students' cognitive learning in the classroom; as: visualization and imagery and the potential to move from imagination to reality and possibly vice versa; memorization and recall of learned material long after the initial learning in a classroom setting; emotionality and stimulation of the senses during and after learning; positive motivation mainly for less motivated learners; and stimulation of intellectual curiosity and criticality. (Ayikoru & Park, 2011 in Pandey, 2012).

Although some films and documentaries are powerful enough toward knowledge acquisition which play an important role in the cognitive process, the discussions of using popular culture in blended learning mostly focus on its ability to trigger emotions that enhance the learning process in the effective domain.

Life stories and narratives enhance emotions, and therefore lay the foundation for conveying concepts. When strategically incorporated into the educational process and allowed to flow easily into the learning context, emotions facilitate a constructive approach to understanding that uses the learners' own empathetic language (Blasco, et.al., 2012).

As popular culture material, films or movies have unique capabilities as communication mediums. As tools of education, films as part of culture industry

enhance the learning process by offering both cognitive and affective experiences in the classroom (Champoux, 1999).

Not only for students, the use of movies also benefited the teacher or the trainer. Teachers could provide quick and bite sized examples of the concept being taught in a 'real situation'. They can emphasize the main points, bring new perspectives, make evaluations and judge the risk as displayed by the scenes. Putting in individual perspective, the movie experience helps educators to confirm and clarify their role. While the meaning-making continuously progresses during the process, teachers have the opportunity to reflect on how each new meaning ascends in different contexts. This, in turn, enlarges the teaching experience which potentially leads to the advancement of the teaching and learning process.

METHODOLOGY

This research employs a descriptive quantitative study by analyzing pre-test and post-test questionnaires completed by participants of the workshop which screened the video web drama series "Keluarga Anti Hoax". A survey during 56 workshops in 21 cities were organized to collect the data. The population of housewives group is 1.380, meanwhile the sample amount is 603 (43,07%). The population of young people reached an amount of 3.835, 806 (22.8%) are sampled. The sampling method for both group is random sampling technique. As part of empirical studies, the survey was designed to observe any effects based on changes in respondents as participants of the event. The data being collected will be analyzed statistically to investigate whether the video web drama series usage served the aims of the program toward two targets groups, i.e. housewives and young people. Despite the limit and weaknesses of empirical observation based on survey, by using statistics, quantitative methods not only allow us to numerically describe phenomena, they also help us determine relationships between two or more variables (Stockemer, 2019)

The questionnaire developed for this purpose consists of 2 (two) sets of question which explore knowledge of hoax and its elements (9 questions) and motivation to do fact checking (7 questions). Questions of hoax or disinformation definition and its elements were drawn upon cognitive elements which tracked the knowledge acquisition resulted from viewing and discussing the video. Whereas questions on motivations to do fact checking investigate the affective aspect of the participants after watching the video and taking part in the workshop. Both sets employed Likert Scale as the scale of measurement.

To add depth to data and analysis, a series of short interviews were conducted. This study clearly does not belong to interview type-of-research which belongs to qualitative study. But the use of an interview in a survey helps clarifying follow up findings sparked to the mind of the researcher. It also elicited information from the perspective of actors who were involved in the event being researched to enrich the analysis (Blackstone, 2012). Draw on this purpose, interviews were conducted toward informants who represents (1) Project Planner (Septiaji Nugroho, Anita Wahid & Juli R. Binu), (2) Program Manager (Kristianus Nugroho, Yohanes Seto Prayogi, Mohammad Syarif Ramaputera & Muhammad Ansari), (3) Trainer (Cahya Suryani, Priska Safitri, Erwina Tri Sulistyaningrum) and (4) Participants (Cicilia Pripita Tyas Widyaningrum, Siti Khomsatun & Enggar Hutomo).

FINDINGS & DISCUSSION

STOP Hoax Indonesia: A Glimpse of Program

STOP Hoax Indonesia is a program designed to reduce the massive spreading of hoaxes among the society by campaigning and educating a strategic audience. Two groups were targeted for the program, i.e. housewives and young people. Prior to the program, a growing concern surfaced regarding the highly participation of housewives in spreading hoax. Several cases even led to police arrest and ended up

in court. Septiaji Nugroho, head of Mafindo stated that “the fact that they (housewives) are drawn from various backgrounds and encompass all social groups in the society has revealed the biggest problem. Not only hoax is everywhere, but the inability to protect them from hoax is obviously marked in all classes of demographic in the society. This is devastating” (S. Nugroho, personal communication, August 17, 2019). Anita Wahid, member of Mafindo Presidium added that “protecting family, and others whom they classified as the closest one is essentially the nature of mother. In this case, housewives are not really the evil person. They are part of the victims due to their inability to identify hoaxes, or using digital technology in a proper manner as well” (A. Wahid, personal communication, August 17, 2019).

The second target of the SHI program is young people. In contrast with housewives, or the older generations, young people as digital native didn't have similar problems. They are relatively far ahead in using digital technology, but passively responding to the massive spread of hoax. They are more occupied with their own affairs, unaware or just being ignorant with the social problem around them. Seeing the great potential of these young people to fight hoax, SHI tried to reach them and empowered them to be agents of anti-hoax (J.R. Binu, personal communication, August 17, 2019).

To serve that purpose, SHI produced 9 videos as educational materials for the anti-hoax training, consisting of 5 web drama series, 3 cooking talk shows, 1 explainer video, and 1 hoax recap which highlighted monthly top hoax. The web drama series ‘Keluarga Anti Hoax’ depicted a family as a role model for combatting hoax. It started with the Mother who happened to be an influencer. Interacting with her followers in an episode of Instastory, she got tangled with somebody whose main business is producing hoax. Attempting to pursue for truth and clear up the mess caused by Hoax, she teamed up with her kids and, finally, with her husband, to combat hoax. ‘Keluarga Anti Hoax’ is an action drama with a touch of Superhero. A

joint collaboration between Mother who represents the older generation of digital immigrants and her kids who belong to the digital native is expected to provide an example of how this endeavor could be achieved in a familial setting (K.P. Nugroho, personal communication, August 17, 2019).

The web drama series are resulted from a formative research prior to the production. Upon discussions with strategic stakeholders, some important points emerged. One of it was the need to find a formula of teaching out of the classical classroom. The young people are almost fed up with school curriculum, whereas housewives are burdened with household chores and sometimes also attached with multiple tasks as family breadwinner. It is almost impossible to ask them to sit in a series of lectures and teach them about the main principle in identifying hoaxes and build critical thinking in receiving information afterwards, however important it might be.

Following the formative research, a creative team was set up to write a plot and transformed it into a storyboard. From then on, concrete stories were built. During the course, a team of consultants assisted the process by giving consultation, advice and recommendations. This team is consisted of a mass communication expert from Hong Kong University (Prof. Masato Kajimoto), social media campaigner from Love Frankie Organization (Matt Love and Rebecca 'Frankie' Mok), representatives from Google News Initiative who supported the program (Aimee Moon), and Public Policy and Government Relations of Google Indonesia (Ryan Rahardjo).

In June 2019, the first episode of 'Keluarga Anti Hoax' web drama series was released officially and posted on YouTube. The next episodes were released subsequently from July to December 2019. All the materials, including cooking talk shows and an episode of explainer video could be freely accessed by the public in YouTube channel. The videos had garnered more than 20.000 views since its initial release and resulted in positive response (M.S. Ramaputera, personal communication, March 22, 2020).

In August 2019, the first episode of the video also premiered in Google Headquarters in London during Annual Global Media Literacy attended by 200 representatives from all over the world. It was highly appreciated and gained positive feedback from various organizations which aspire to achieve a similar creative level of producing teaching material.



Picture 1.

Explainer Video

“Langkah Periksa Fakta STOP Hoax”

(Fact Checking Steps demonstrated by the character of Mama)



Picture 2.

Web Drama Series

**“Keluarga Anti Hoaks” eps. 5
“Stop!”**

(Anti Hoax Family: Mama, Doni, Fina and Papa)

Released officially in February 2019, at the end of the program, SHI has organized 56 trainings in 17 cities of Indonesia, involving 150 volunteers as trainers. SHI also reached a total of 4.914 participants consisting of 1.380 housewives and 3.534 young people, mostly university students (M. Ansari, personal communication, March 22, 2020). Outside the program itself, the videos and other teaching material had been exposed in various training, campaign, socialization, or education programs involving Mafindo volunteers from various cities in working collaboration with many stakeholders which were ranging from government agencies to several CSO/NGO (Y.S. Prayogi, personal communication, March 22, 2020).

To assess the effectiveness of the web series drama, a pre-test and post-test questionnaire was carried out during SHI workshops. The results covering two target groups are displayed in two sections, i.e. (1) The Group of Housewives; and (2) The Group of Young People.

Housewives Group: The Importance of Flagging Negative Content

Of total 1.380 housewives participated in the SHI workshop, 603 filled the questionnaire (43,7%). Data show that every chapter of Mafindo represents the list of complete questionnaires. But respondents of Bandung chapter (20,4%) and Jombang chapter (17,25%) dominated the list, followed by Depok (11,77%) and Makassar (8.13%). Note that the data refer to the amount of respondents who completely fill the questionnaires. In terms of outreach, each town has assigned to train 80 – 125 housewives organized in a series of workshops.

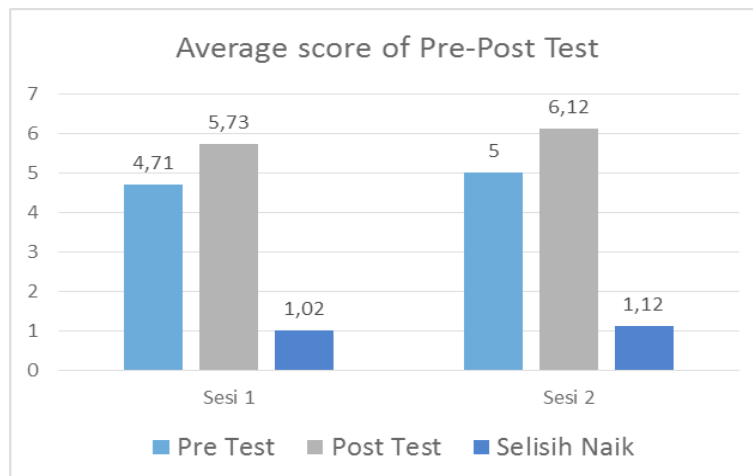
Demographic profiles show that a big proportion of the housewives belong to the age class of more than 45 years old (38%), followed by age class 20 to 30 years old (23,71%). There are 15 housewives who aged below 25 years old (2.47%) participating in the workshop and filling the survey. It seemed that this workshop is interesting for housewives which belong to older generations. Of the total 603 respondents, 323 respondents belong to the age group of more than 40 years old (53%).

In terms of educational background, most of the housewives belong to those who finished their high school term (26.87%). It is interesting that a group of respondents finished higher education (19.9%), followed by those who finished junior high school (12.27%). There are 13 participants who hold doctoral degrees (2.16%).

There are two sets of questions in the questionnaires. First set of questions explores the basic knowledge of respondents about hoax, medium of hoax, and ways of identifying hoax. So, it's more concentrated on the cognitive aspect of the

respondents. Meanwhile, the second set of questions was digging on the affective aspect: did they motivate themselves to do something pertained to the knowledge of hoax that they're already acquired?

Comparing the pre-test and post-test means of score among groups of housewives resulted in this table.



Graphic 1.

Pre-test and Post-test Result of Housewives Group

‘Sesi 1’ refers to the first set of questions exploring respondent cognitive aspects on the hoax phenomenon. The gap between the average score of pre-test and post-test for the cognitive aspect is 1,02. ‘Sesi 2’ refers to the second set of questions focusing on affective aspects of respondents when facing or receiving hoaxes. The gap between pre-test and post-test on the second set is slightly bigger than the previous one (1,12). The differences between average score of pre-test and post-test indicate that the workshop has marked a change both in cognitive and affective aspects.

Details of differences in each question are displayed in the table below.

| Gap of Average Score | | | | |
|----------------------|--------------|------------|----------------|-----------------|
| <i>Groups</i> | <i>Count</i> | <i>Sum</i> | <i>Average</i> | <i>Variance</i> |
| 1 | 603 | 494 | 0,819237148 | 4,407469849 |
| 2 | 603 | 737 | 1,222222222 | 5,438907346 |
| 3 | 603 | 886 | 1,469320066 | 5,498641896 |
| 4 | 603 | 531 | 0,880597015 | 5,80963951 |
| 5 | 603 | 413 | 0,684908789 | 6,608193804 |
| 6 | 603 | 290 | 0,48092869 | 5,529120731 |
| 7 | 603 | 704 | 1,167495854 | 6,152961659 |
| 8 | 603 | 592 | 0,981757877 | 7,885048732 |
| 9 | 603 | 840 | 1,393034826 | 7,092775326 |
| 1 | 603 | 718 | 1,190713101 | 6,237654474 |
| 2 | 603 | 567 | 0,940298507 | 5,142609213 |
| 3 | 603 | 691 | 1,145936982 | 5,722853066 |
| 4 | 603 | 635 | 1,053067993 | 5,771265489 |
| 5 | 603 | 697 | 1,155887231 | 5,467353157 |
| 6 | 603 | 657 | 1,089552239 | 5,955422224 |
| 7 | 603 | 756 | 1,253731343 | 6,874051669 |

Table 1.

Average Score for Each Questions: The Housewives Group

A change of cognitive and affective aspects are reflected in the gap between average score of pre-test and post-test. Upon further investigation, we found that questions number 9 and 3 of the first set enjoyed the biggest gap, whereas in the second set, questions number 1 and 7. Draw from the result, the workshop has added respondent knowledge about the balance of opinion and the meaning of disinformation. Meanwhile, in terms of affective aspect, the workshop has motivated

respondents to check the link attached in the information to validate its truthfulness, and participate to flag negative content found in social media.

For housewives, the element of drama as found in the web series captivated their attention (E.T. Sulistyaningrum, personal communication, March 24, 2020). Some of the participants felt that the character of 'Mother' is too 'urban' and represented 'city dwellers', but nevertheless that character is 'the one that makes the whole drama alive' (S. Khomsatun, personal communication, July 21, 2019). Through the scenes that depicted how each character deals with the hoax problem from the start to the end, participants were able to extract important information to identify hoax and verifying information to the third party or consulting it with authorized personnel or experts (C.P.T. Widyaningsih, personal communication, March 24, 2020).

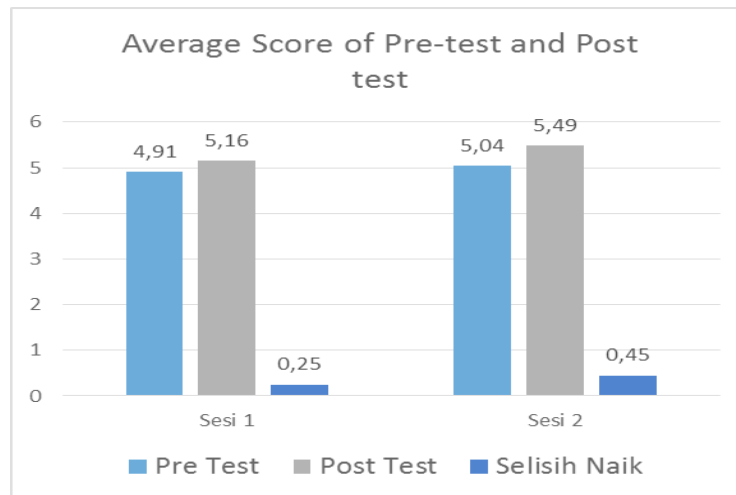
Young People Group: The Importance of Journalism

There are 3.534 young people participated in the SHI workshop where the web series premiered. 806 or 22.8% filled the questionnaire completely. Though the proportion of male and female in the workshop was relatively in balance, in terms of pre-test and post-test survey, female participants (58,93%) recorded more than their male counterparts (41.07%). Age of participants from the youth group was ranging from less than 17 years old to 25 years old. The highest proportion was seen in the 20 years old cluster (19.35%), followed by the cluster of 21 years old (14.52%) and of 17 years old (15.63%). Those who belong to 25 years old hit the lowest proportion (0.5%).

Within such a range of age, the highest proportion of respondents in terms of educational background refers to undergraduate level (54.09%), followed by high school students (44.54%). The workshops were conducted in towns belonging to Mafindo chapters. There are 17 cities in the list, and Jombang set the record by

collecting 128 respondents (15.88%), followed by Semarang (12.41%) and Purworejo (11.4%).

A comparison between the average score of pre-test and post-test resulted in the next display.



Graphic 2.

Pre-test and Post-test Result of Youth Group

Meanwhile, a detailed map describing differences between average score of pre-test and post-test for each question developed in the questionnaire shows that the biggest gap in cognitive aspect is found at question no 7 and 3 whereas the biggest differences in affective aspect refer to question no 3 and 7. Drawing on the result, workshop participants gained additional knowledge mostly on the meaning of disinformation and how to identify hoax. Meanwhile, upon receiving information, they were motivated more to check the source of information, weighing its credibility, and evaluate the authorized personnel being cited in the news. They were also motivated to flag negative content often found in their social media account.

The following table displayed a comparison between the average score of pre-test and post-test for the group of young people.

| Gap of Average Score | | | | |
|----------------------|--------------|------------|----------------|-----------------|
| <i>Groups</i> | <i>Count</i> | <i>Sum</i> | <i>Average</i> | <i>Variance</i> |
| 1 | 806 | 127 | 0,157568238 | 2,403712837 |
| 2 | 806 | 285 | 0,353598015 | 3,31704915 |
| 3 | 806 | 341 | 0,423076923 | 3,476684185 |
| 4 | 806 | 286 | 0,35483871 | 2,567100781 |
| 5 | 806 | 59 | 0,073200993 | 3,138734337 |
| 6 | 806 | -30 | -0,037220844 | 2,669420341 |
| 7 | 806 | 416 | 0,516129032 | 3,330795432 |
| 8 | 806 | 100 | 0,124069479 | 3,589556586 |
| 9 | 806 | 275 | 0,341191067 | 3,775369511 |
| 1 | 806 | 493 | 0,611662531 | 2,769503568 |
| 2 | 806 | 258 | 0,320099256 | 2,220390549 |
| 3 | 806 | 463 | 0,574441687 | 2,294451551 |
| 4 | 806 | 353 | 0,437965261 | 2,229066165 |
| 5 | 806 | 335 | 0,415632754 | 2,054364009 |
| 6 | 806 | 175 | 0,217121588 | 2,408700276 |
| 7 | 806 | 434 | 0,538461538 | 3,65255614 |

Table 2.
Average Score for Each Questions: The Young People Group

Interestingly, a negative gap was found in question number 6, regarding the professional task of journalists to report facts (P value T: 0,5179696218 > t: 0,05). Here, young people seemed somewhat confused about the meaning of facts and its association with journalist professional tasks. Discerning facts from fiction or non-fact itself, for young people, often pose a problem. Hence, addressing journalism issues regarding their professional task is important to be part of anti-hoax material for young people.

Back to the core of the SHI program, the workshop is organized to enable participants to identify hoaxes. The differences between pre-test and post-test is relatively small. However small it is, in the group of housewives, the p value on each set of questions is below t score $P(T \leq t)$ two-tail. So, the differences are significant, meaning that the workshops delivering materials in the form of video web series drama has changed housewives knowledge and motivations to do fact checking properly.

Such is not the case with youth group. Three questions fail to display significant differences. Before and after the workshop, participants still put their trust on friends' recommendation rather than rely on credible sources (P value T: 0,2411328172 > t: 0,05). Rather than put their trust on credible sources, young people rely on their friends and family more to evaluate the quality of information received. Information comes from the friend and family are trustable more than from credible sources such as high quality mass media. It explains why, for participants, the amount of followers (in a social media account) is an indicator for 'trustable' and 'credible'—something that is contrary with the principle of fact checking (P value T: 0,0633720049 > t: 0,05). These are the loopholes that need to be addressed seriously in subsequent workshops and training.

According to the trainer, elements of action as found in the web series was the part that attracted young people who participated in the workshop (P. Safitri, personal communication, March 24, 2020). Of all the actors of the web series, the female characters of 'Mama' and 'Bunga' (the daughter) were found 'natural' and displayed 'chemistry' in their interactions during the drama. However, it was not clear which scenes or episode of the total 5 episodes attracted them more (C. Suryani, personal communication, March 24, 2020). The story itself was found 'exciting', 'funny', and created an atmosphere of 'suspense' in some parts, particularly in the investigation setting conducted by civilians (E. Hutomo, personal communication, July 21, 2019).

CONCLUSION

The use of web drama series for teaching fact checking principles toward housewives and young people reflected an effort to find a breakthrough and most useful ways in combating hoax. Conducting workshops which employ the video of web drama series as its course material in 17 cities of Indonesia has reached a sufficient number of respondents to evaluate its aims. Drawing on the pre-test and post-test result, it was concluded that the workshop has changed the knowledge and the motivations of doing fact checking among housewives. They are able to identify hoaxes, differentiate between valid and unverified information, and express motivation to do fact checking. A mixed result appeared on the group of youth. While they're able to understand the meaning of disinformation and expressed motivation to do fact checking, they're seemed a little bit confused with the role of journalists in reporting facts and, hence, put their trust more on their peers to validate the information. This result should be considered in revising and constructing teaching materials for fact checking and combatting hoax both in limited scope (draw on the use of web drama series specifically produced to serve the purpose) and in wider scope to achieve educational and training objectives.

LIMITATION AND STUDY FORWARD

Few limitations of the study are spotted. First of all, the workshop was designed to discuss the principle of identifying hoaxes and doing fact checking based on web drama series (the video of 'Keluarga Anti Hoax'). The video became the main ingredients of the workshops. But in the practice, the video was not the only tool being employed in the workshop. There are other materials being used for the occasion, such as module, explainer video and previous video campaign. The trainers also proved a vital point of the workshop that enabled participants to absorb the material being delivered. So, it is not really clear whether the video or the trainer,

or the other tools which truly makes a difference among participants. A survey focused more on the use of video is needed for the next studies to explore web drama series as educational material.

The design of the questionnaire itself is exploring more on the changing of knowledge or motivations to do fact checking, rather than investigating the impact of teaching and learning by employing web series video drama. More questions focusing on the use of video in the form of web drama series should be established to get more details regarding the subjects being addressed in this research.

At the end of the program, the monitoring and evaluation data has been able to display audience engagement profile. The data show how many viewers are attracted to the videos. But to use this data to determine the effectiveness of the video in the form of web drama series in transmitting the message is inadequate. Understanding audience responses and perceptions, what kind of image and insights adopted by the audience, and lessons learned that they concede need more than quantitative profiles. Knowledge acquisition in teaching and training practice along with skills development by using video and popular culture as tools of learning is a specific audiovisual genre in the educational system which is immersed with communication technology (Tarquini & McDorman, 2019). Following this, more theories integrating education and mass communication approach must be developed.

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