

## Student Narrative Against Hoax News on Social Media

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### Abstrak

Menjadi mahasiswa di masa digitalisasi dan dunia telekomunikasi yang semakin canggih ini, memberi tantangan tersendiri. Oleh karena itulah penulis melakukan riset dengan tujuan untuk menggali lebih dalam keterlibatan mahasiswa di era digital melalui media sosial dalam melakukan kontranarasi berita hoax. Penulis dalam penelitian ini menggunakan metode Forum Group Discussion, yang dilakukan terpisah pada dua kelompok ialah mahasiswa dan mahasiswi. Dipisahkan berdasarkan jenis kelamin karena untuk meminimalisir penggiringan opini. FGD dilakukan pada 10 mahasiswa dari empat fakultas. Data diolah menggunakan model Miles Huberman dan Saldanadata collection, condensation, dan presentation. Sedangkan untuk meninjau keabsahan data penulis menggunakan model triangulasi data. Adapun hasil penelitian penulis menunjukkan bahwa 60% mahasiswa tergolong sangat aktif di sosial media dengan akurasi 70% kegiatan mahasiswa dalam memverifikasi informasi di sosial media. Adapun bentuk kontranarasi yang dilakukan mahasiswa ialah pertama klarifikasi aktif dalam kanal sosial medianya. Kedua, mahasiswa membuat narasi yang benar sebagai wujud kontradiksi atas konten/isi berita tidak benar yang telah menyebar. Ketiga, jika mahasiswa belum mampu membuat sebuah narasi yang benar maka mahasiswa lebih memilih tidak menyebarkan/menghentikan rantai sharring berita hoax di masyarakat.

**Kata Kunci: Mahasiswa, Kontra Narasi, Berita Hoax**

### Abstract

*Being a student in this era of digitalization and the increasingly sophisticated world of telecommunication, presents its own challenges. that's why the author conducted research with the aim of digging deeper into student involvement in the digital era through social media in countering hoax news. The author in this study used the Forum Group Discussion method, which was carried out separately in two groups, namely students and college students. Segregated by gender because to minimize the swaying of opinion. The FGD was conducted on 10 students from four faculties. The data is processed using the Miles Huberman and Saldana data collection, condensation, and presentation models. Meanwhile, to review the validity of the data, the author uses a data triangulation model. The results of the author's research show that 60% of students are classified as very active on social media with an accuracy of 70% of student activities in verifying information on social media. The form of counter-narratives that students do is the first active clarification in their social media channels. Second, students make correct narrations as a form of contradiction to the content of the untrue news that has spread. Third, if students have not been able to make a correct narrative, students prefer not to spread / stop the chain of sharing hoax news in the community.*

**Keyword : Student, Counter narrative, Hoax News**

## INTRODUCTION

The ease of obtaining information is a sign of the arrival of the modern era. The modern era encourages media digitization in all directions and without placing consumer barriers. All levels of society become active consumers of media and any content in the media cannot be filtered both in terms of needs and age.

Today's society is very dependent on information in the media. It can be said that information is a basic need and moreover it is also said that information is the lifeblood that sustains political, social, and business decisions. This is what causes people to have to open themselves up to the development and dynamics of new media. That the rotation of production, consumption, and distribution of information is increasingly experienced and owned by a new global society system supported by economic strength, information system networks, and modern technology.

New media and technological modernity as a sign of the transition from analog to digital systems, have changed many things. Among them is the flow of information that is increasingly difficult to stop. Information flows all the time like water that always places itself in space and time. In just seconds, information can be directly accessed and consumed by the public, especially through social media.

Social media collects an infinite amount of information. Moreover, its presence is supported by a good network and complete features such as shares, likes, hashtags, trending topics, and comments. This facility was not directly proportional to the purpose of its emergence is as a medium of information and education. In addition, to support or update the information needed by the community.

Unfortunately in today's era, there is a lot of information or news that is distributed individually and in groups that cannot be justified. It is even more ironic that the second class that consumes a lot of social media is teenagers. As the results of the Mastel survey (2019) explain that internet active consumers with an age range of 20-24 (27.8%), 25-40 years (35.8%), 41-55 years (25%) over 55 years (4.9%), 16-19 years (6.1%), and under 15 years (0.30%). Yusuf (2018: 184) explains that the group of adolescents in three classes are early adolescents (12-15 years), middle adolescents (15-18 years), and late adolescents (19-22 years). Based on the category of teenagers in Yusuf with Mastel data, that internet active consumers are 34, 20%. (Indonesian Telematics Society, 2019)

Students become a group that is categorized as teenagers, ranges from the flow of information that is not true (hoax). Hoax is information or news containing things that are not certain or really are not facts that happened. Hoax news can be spread through any social media as long as it is connected to the internet. Meanwhile, the Director General of Post and Information Technology (PPI) of the Ministry of Communications and Informatics Ahmad Muhammad Ramli said the most accessed social media platforms were Facebook with 50.7%, followed by 17.8%, and YouTube

with 15.51%. (S. Meiningsih et al., 2013: 29) These three social media are timeless in the daily life of today's students.

Hoax news if consumed will have an impact on community instability and can trigger division. As humans we have an obligation to protect the earth from threats and its materials. Especially among female students, they are the spearhead of the nation's successor relay, so they should be a generation that is able to encourage changes in information in a better realm. Especially in the hadith it is stated that women are *Madrasatul Ulaa* in the family. So it is important for women (students) to get more attention in their education.

In order for this research to be balanced, previous information or previous research is needed as a reference for relevance and fundamental differences between the author's research and existing research. The author who has been there is Fighting Radicalism Through Online Counter Narratives from Achmad Zainal Huda. The results of his research are that online counter-narratives are an important step in fighting cyberterrorism. While the relevance to the author's writing is that they both use counter-narratives as a strategy in fighting a cyber crime (Radicalism et al., 2019: 42). Another article by Ahmad Fawaid with the title of his dissertation "Contra Narrative of Extremism Against the Interpretation of Qitaal Verses in Tafsir al-Jalalayn by Jalaal Al-Diin Al-Mahallii and Jalaal Al-Diin Al-Suyuutii". The result of his research is that the kiai at the Horseshoe Islamic Boarding School in East Java carry out counter-narratives in Tafsir al-Jalaalayn in three ways. First, the use of kiai for figural narratives based on the explanations and behavior of previous kiai. Second, the use of kiai for the integration of nationalist narratives in understanding Tafsir al-Jalaalayn by seeking the contextuality of Tafsir al-Jalaalayn and seeking to find significance in the present context. Third, the form of counter-narrative is based on its legitimacy to the verses of the Qur'an. The relevance of the author's research is that they both use contra-narratives as research subjects in finding a research result. (Fawaid, 2019: 51)

The description of the problem above leads the author to find out the form of counter-narrative used by students in stemming hoax news on social media. So the writer formulates the problem, how is the counter-narrative carried out by students in stemming the hoax news that is passing by on social media?

## **METHODE**

FGD (Forum Group Discussion), the FGD technique is intended to obtain detailed data on student counter-narrative behavior as informants in dealing with hoax news on social media (Galanes & Adams, 2007: 163). The FGDs were conducted separately in two groups, one group of students and one group of female students at the Pekalongan State Islamic Institute on February 2, 2021. The separation of this group was based on gender with the aim of minimizing psychological pressure on informants due to gender differences and to minimize opinion swaying. .

One group consists of ten people who are selected using a purposive technique while still paying attention to the principle of diversity. Each informant was numbered 1 to 10 with code A for male and B for female. The criteria for informants are undergraduate students of IAIN Pekalongan who have more than two social media accounts and are active users of social media. Informants consist of various students in four faculties, each group will be guided by a moderator who has been selected. Data from the FGD will be made in transcripts and then analyzed using the qualitative technique of the Miles, Huberman, and Sldanna (2014) model, namely data collection, condensation, and presentation. The validity of the data obtained was verified by using a data triangulation model. This is to match the data from the FGD results from one participant to another. If there is a conformity of information then the data is considered valid and used as the result of research.

## **DISCUSSION**

### **1. Counter Narrative**

Counter narrative is understood as a systematic effort to prevent misinformation in society (S. Meiningsih et al., 2013: 29). The term counter-narrative is still a new development of science, so far, counter-narrative has always been juxtaposed with efforts to prevent radicalism. However, in this study, the author tries to draw a discussion of counter-narratives in the hoax news environment in the community. Technological developments, whether we realize it or not, will continue to have an impact on news coverage and information dissemination and make users increasingly taboo which news is good or bad and right or wrong

Narrative is a conversation or writing that aims to convey or tell a series of events or human experiences based on the development of time (Semi, 2003: 29). Kerad also explained that narrative is a form of discourse that seeks to describe as clearly as possible to the reader about an event that has occurred. Halverson explains, narrative is a story that produces meaning and is related to an identity. While the word con has the meaning of disagreeing (in a state of opposing). If the explanation above becomes a phrase, the understanding that results from the counter-narrative is a series of stories both in conversation and in writing in space and time to explain to the public about events that are contradictory or different from the information obtained by the communicant. This means that there is a resistance to disagreement with the information that has been conveyed to the public.

### **2. Students in Receiving News**

News or information today has become a basic need in human life. The development of technology supports the ease of humans in finding and obtaining information. So it is commonplace that technology always accompanies human

activities. In addition to being a means of communication, information technology is also a means of self-existence.

Technology, in this case all tools that can be accessed by the internet, has become a mandatory tool that must be owned by someone. A person can show their own activities to the audience, can provide stories, information, and all their opinions through these tools. Any stories and information are shared through social media that someone has. One person usually has more than two accounts in several types of social media channels, such as instagram, facebook, twitter, telegram, we-chat, and others, especially students.

According to APJII (Association of Indonesian Internet Service Users) in 2018, students became the largest contributor to self-activity in using the internet, amounting to 89.7%. While the activity of using social media is 97%. Devices used to access social media, smartphones (85%) and 15% stated that social media access was via smartphones and laptops. In 2019-2020 new internet users experienced an increase of 25.5 million, especially during the pandemic. This number is equivalent to 196.7 million users (APJII, 2018).

The results of the author's research on the FGDs that have been carried out show that users from among students are the biggest contributors to the internet, especially social media. The results of the study stated that from 10 samples consisting of 5 with code A and 5 with code B providing information that:

- a. The number of social media used from 10 students is as follows:

<b>DESCRIPTION</b>
<ul style="list-style-type: none"><li>• 1 child answered 2 social media,</li><li>• 5 children answered 3 social media</li><li>• 1 child answered 4 social media</li><li>• 1 child answered 5 social media</li><li>• The last 1 child answered 7 social media</li></ul>

**Table.1.1 Number of actively used social media**

The results of the research explain that one student has used more than 2 social media on his smart device, some even have 7 types of social media. The facts above show that there are no students who are not familiar with social media or even do not have social media.

- b. The activeness of students in using social media, from 10 students explained that:

Category	
Active	Less Active
<ul style="list-style-type: none"> <li>• 2 people stated quite active</li> <li>• 1 person stated often</li> <li>• 1 person stated from morning to evening</li> <li>• 1 person stated almost every day</li> <li>• 1 person stated 12 hours a day using social media</li> </ul>	<ul style="list-style-type: none"> <li>• 1 person stated that they have free time</li> <li>• 1 person stated that it is very important especially about lectures</li> <li>• 1 person stated not very often</li> <li>• 1 person stated that it was rare</li> </ul>

**Table.1.2 Student activity on social media**

This shows that 6 students' involvement in the world of social media is in the active category. The 2021 digital report entitled *The Lates Insights Into The State of Digital* explains that 61.8% of Indonesia's population is literate and active on social media, as the author's research results also prove that 60% of students are active daily using social media.

- c. **How often do students receive news or information from social media**

Category	
Often	Seldom
<ul style="list-style-type: none"> <li>• 2 people say often</li> <li>• 1 person stated almost every day</li> <li>• 1 person stated very often</li> <li>• 2 people declare daily</li> <li>• 1 person stated very often</li> </ul>	<ul style="list-style-type: none"> <li>• 1 person stated only news from the app</li> <li>• 1 person stated if it appears on the homepage</li> <li>• 1 person stated if they saw the post</li> </ul>

**Table 1.3 Students receive news/information**

The table above shows that out of 10 students, 7 people stated that they often received news / information from social media, even on average they stated that they were very often active in social media activities every day.

### 3. Student verification in receiving hoax news on social media

Verification is a systematic evaluation that aims to minimize the possibility of error. News verification is carried out by checking the source of

information so as to find an understanding/explanation that can lead to approval or rejection. Therefore, verification in receiving news is an important activity to reduce errors in responding and taking action in disseminating information.

Verification in Arabic called tabayyun in communication science is included in the category of mass communication according to Islamic teachings which are expressly regulated in the Journalistic Code of Ethics. Tabayyun in ethics is termed Accuracy or verification of the truth of information. Meanwhile, the legitimacy of the Qur'an is conveyed in Q.S. Al Hujjurat verse 6 that:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصِحُّوا عَلَىٰ مَا فَعَلْتُمْ نَادِمِينَ

"You who believe, when the wicked come to you with news, then examine it carefully, so that you do not accuse a people of stupidity, and then you will regret what you have done." (Al-Quran Online)

**The results of the Group Discussion Forum activities in the author's research, show that:**

- a. Attitude of students in receiving news

Category		
Active Responding	Pasif Responding	Not Believe
	<ul style="list-style-type: none"> <li>• Trying to find it through other sources</li> <li>• Check the truth by searching on google or looking for similar news</li> <li>• Find out the truth first before telling others</li> <li>• Choose news from trusted sources</li> <li>• don't believe it right away or sometimes if it doesn't make sense I ignore it</li> <li>• Finding out the truth of the news</li> <li>• If there is news that is not too important, I will accept it, if the news is very important, I will first dig deeper into the information.</li> <li>Disappointed for sure</li> </ul>	<ul style="list-style-type: none"> <li>• Never trust news from only one source</li> <li>• Ordinary</li> <li>• Sometimes cool</li> </ul>

**Table 2.1 Student Attitudes Receiving News**

The results of the author's research show that out of ten students who provided information according to the active response category, there were 7 students. The other 3 are more likely to not believe it. 7 (if the percentage is 70%) students who gave an active response stated that they would check news sources both through social media search engines and the internet.

**b. The attitude of students when they receive hoax news**

Category		
Ignore	Respond	Not spreading
<ul style="list-style-type: none"> <li>I am ignore</li> </ul>	<ul style="list-style-type: none"> <li>Feeling annoyed because you already believed and discussed it turned out to be a hoax</li> <li>Just don't believe the news and don't spread it</li> <li>looking for news but from true and accurate sources</li> <li>Stop reading and don't share it</li> <li>If there is a tool column to report I will try to report it. Otherwise I won't believe it</li> <li>Don't spread it to people</li> <li>Shocked, and angry</li> <li>Informing others so that others do not believe the news by sharing the hoax news on my social media.</li> </ul>	
<ul style="list-style-type: none"> <li>One person did not answer</li> </ul>		

**Table 2.2 Student Attitudes Receiving Hoax News**

The attitude of students when they received hoax news from 10 students, 8 people answered in the category of responding, 1 person said I ignored it and 1 person did not answer. 8 people responded with a variety of explanations, they felt annoyed with the hoax news that spread, acted not to spread the hoax news, looked for other news sources, informed the public that the news was hoax, and some even stated that there was a reporting tool for information conveyed on the internet. social media will report the news.

Student responses to the hoax news above can show that there is still a willingness to make changes and there is an active awareness in the recipients of the



news about information validation. This is important information, that for those who intentionally produce and spread hoax news, 80% of students as social agents of change have realized how important it is to be careful in receiving news. Due to the spread of news and the ambiguity of the truth of the information, it is still very much on social media. Meanwhile, social agents of change in the community have active awareness in responding to hoax news.

**b. How students verify information on social media**

Category	
<b>Find out news sources</b>	<b>Comparing between news sources</b>
<ul style="list-style-type: none"> <li>• Find out where the news source started, then compare it with other news sources regarding the truth so that it can be accepted or not</li> <li>• Looking for the truth through the comments column, asking friends/relatives who spread the news</li> <li>• searching on google or checking directly from social media accounts</li> </ul>	<ul style="list-style-type: none"> <li>• Looking for news from other media sources</li> <li>• Find other sources</li> <li>• Looking for other sources with different sources, especially from reliable sources</li> <li>• The way I search again related to the news is via Google Chrome or other trusted sources</li> <li>• If the news is a hoax, I will find out with my friends and ask if this news is a hoax or fact</li> </ul>
<ul style="list-style-type: none"> <li>• Always read to the end</li> <li>• 1 person not answer</li> </ul>	

**Table 2.3 How Students Do Verification**

The results of the Forum Group Discussion above show that students verifying information on social media are 5 people in the "Comparing between news sources" category, 3 people in the "finding out news sources" category, 1 person not in the category with the answer "always reading". until the end” while the other 1 did not answer.

This shows that 50% of students will verify by comparing with other sources. while 30% is validating the data by finding out the credibility of news sources. This explains the role of other media to verify information in social media is very important. When the FGD was carried out by the author, the informant gave a detailed explanation shortly after the answer to the author's question was conveyed. The detailed explanation provided by the informants supports the quality of 50% of their answers. That is, nowadays, verification is often done by students, not only

because the information they get is sometimes taboo, but even if the information is true, it is still verified. Verification by viewing news from other accounts is still carried out even though the information is valid. One of the informants said, "For us, this is a kind of new life style, because if we only agree with the information we receive, sometimes we escape from lies."

**4. The form of student counter narratives against hoax news**

a. Student actions on hoax news on social media

Category		
Responding and klarification	Not spread	report
<ul style="list-style-type: none"> <li>• Report accounts that have spread hoax news. Spreading hoax news is also a form of crime on social media</li> <li>• provide information to others</li> <li>• Sharing information that the news is a hoax to all social media that I have</li> </ul>	<ul style="list-style-type: none"> <li>• Not spreading the news</li> <li>• Not spreading further</li> <li>• By not spreading uncertain news</li> </ul>	<ul style="list-style-type: none"> <li>• Report it</li> <li>• Reporting to the authorities</li> <li>• Report it if I remember</li> </ul>
<ul style="list-style-type: none"> <li>• 1 person not responding</li> </ul>		

**Table 3.1 How Students Do Verification**

The results of the author's research from the FGD group showed that the actions of students when they found out hoax news on their social media were 3 student answers in the category of responding and clarifying, 3 respondents in the category of not spreading, and 3 other respondents stating that they would report, while 1 student did not provide an answer.

**c. Student actions when receiving hoax news**

Category	
<b>Give clarification</b>	<b>Make a comparative narrative with the same theme and correct information</b>
<ul style="list-style-type: none"> <li>• 2 people stated to provide clarification</li> <li>• 1 person stated yes to provide clarification</li> <li>• 1 person stated to provide clarification</li> <li>• 1 person stated to provide clarification</li> <li>• 1 person stated I would provide clarification</li> </ul>	<ul style="list-style-type: none"> <li>• 3 people stated that they made a narration</li> </ul>
<ul style="list-style-type: none"> <li>• 1 person not respond</li> </ul>	

**Table 3.2 Student Actions when Receiving Hoax News**

The results of extracting the author's data in the FGD explained that 6 people would provide clarification on the information that spread was hoax information, while 3 informants stated that they made comparative narratives with the same theme and correct information. Meanwhile, 1 informant stated that he did not provide an answer.

**2. Analysis of Research Results**

Students have an important role in society because of their presence, because student participation provides correction and understanding of the use of social media for the wider community. Today the world of information is filled with a variety of offers that are more attractive and complete. However, this fact is not widely realized has made people lulled by the convenience of sophistication that is offered. Meanwhile, what are more urgent and important have not been touched optimally, for example the content and accuracy of the information disseminated. Therefore, the role of students becomes necessary in every development of information in the digital world. Things as the author's research on some time and have obtained results.

Students are very active in social media, from the results of the author's research, the average student uses more than 3 social media accounts in their gadgets. This resulted in students often getting information through social media and even the results of the author's research showed that from written interviews the authors conducted with FGD participants, they stated that they used social media very often every day. No wonder indeed because basically every human being needs information and the need to cultivate self-knowledge. As in the report of The Knight Commission, Informing Communities Sustaining Democracy in the Digital Age quoted by Andinata Dalimunthe, it is stated that someone accesses news and

information to gain profits and see various opportunities that are useful for himself or others. (Dalimunthe, 2017)

The emergence of various media platforms, both social and mass media, clearly makes it easier for humans to obtain information. Information can be in the form of text, images, GIFs, graphic designs, music, and also interactivity. (Hobbs, 2011). Students are also one of the active user community in social media. It is proven that 60% of students actively use social media every day, this shows that students belong to the category of media literate users. Discussing media literacy is closely related to the world of literacy. In general, media literacy means being able to read well, write correctly, and speak (Anggraini, 2016).

The development of the world of information telecommunications also affects literacy terminology, as does media literacy and digital literacy. This also has an impact on self-competence, namely literacy, both digital and media. Among self-ability are first, second, critical thinking skills, analyzing, and evaluating information. Third, being able to balance in composing messages and practices through self-creation. Fourth, the ability to reflect and think ethically. Fifth, actively participate in social actions both individually and in collaboration with various parties. (Hobbs. 2011)

This is like research that students are not only active users of social media and actively receive and even disseminate information through the media. But also doing some cross-checks on news/information that are deemed inaccurate through other social media and/or search engines on the internet. This is a media and digital literacy effort by students. In addition, the role of students in making changes in the perspective of an information content that is disseminated through social media is supported by research results that 70% of students respond actively to check the source of the news they get. Self-awareness in students grows on the sources of knowledge they gain from lectures.

As social agents of change, students are active in a counter-narrative of information on social media, such as first doing clarification after students know the truth of the information through several other information sites. Second, students will stop disseminating information if the truth is still unclear. Third, students will respond and report the spread to the authorities. Fourth, students will make correct narratives as a comparison of hoax information content.

## CONCLUSION

The misunderstanding caused by incorrect content on social media is difficult to control in society even though it has been clarified. This is because the digital footprint is eternal in time and space. So people need to be careful in using social media. Many programs have been implemented by the government to overcome the catastrophic effects of social media. However, in reality, there is still a lot of hoax information on social media that passes without control.

This makes it important for students to give their role in society. Apart from being part of the community, students also have a mission as social agents of change. The results of the author's research show that 60% of students are very active in using social media. As many as 70% of students will verify information through several social media channels and search engines as a digital and media literacy effort. The form of student participation in responding to untrue news is that active clarification in their social media channels will also create correct narratives as a form of contradiction to the content / content of untrue news that has spread. In addition, if students have not been able to make a comparative narrative, students choose not to spread to stop the chain of sharing hoax news in the community.

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