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# Assessing Library Science Programme Students' Method in Countering Hoax on Social Media

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## Abstract

This research aims to assess library science students' method at Universitas Indonesia in countering hoax on social media. As future professional librarians, Universitas Indonesia Library Science Programme students should have the ability and skill to counter hoax, especially on social media. In addition, this research is the best practice illustrating the importance of information literacy teaching especially in the era where a lot of hoax circulating on social media. Result of this research shows that Universitas Indonesia Library Science students as many as 61.2% apply instruction or tips to tackle hoax on social media, the rest 37.9% students sometimes apply instruction or tips to tackle hoax. There are 84.5% students who already had reliable news websites and their reaction when receiving news is they click the link to read it all (79.3%). The interesting part is there is no student who responds in expression, shares it again or even comments before reading the whole news. This shows that students have already had the ability to identify information before they share it through social media. Then information literacy teaching in the curriculum of Universitas Indonesia Library Science Programme should be designed to teach students how to evaluate information and understand information critically.

**Keywords:** LIS students; fake news; hoax; social media; information literacy

## 1. Introduction

The increasingly widespread hoax on social media demands library science programme students as future librarians to be able to improve their roles. Librarians should adapt to accommodate users with new habit in obtaining information. Not only that, technology development also affects librarians' role as educator in helping students in finding information (Sun & Chen, 2015). Today, in the world where anyone can access information through social media, the stage information evaluation is clearly more important than ever. According to a research recently conducted by Stanford History Education Group in 2011, students do not have basic skill required to identify trustworthy information (Wineburg, McGrew, Breakstone, & Ortega, 2016). However, fake news usually travels faster than the real news. "Fake news" is no longer news without fact or libel, but news considered as offending someone's pre-existing beliefs (Rochlin & Rochlin, 2017).

Aside from its influence towards public being the target, the fact is that fake story is going viral and usually the creator gets money from commercial displayed on the page or achieves hidden agenda or even there is a conspiracy theory within. Not only that, fake news website often disguises as credible news website. Therefore, fake news can be tempting and deceitful which encourages people to share it on various social media platforms, although social media, search engine, as well as website are not solely responsible for hoax dissemination.

Therefore, as future professional librarians, Universitas Indonesia Library Science Programme students bear the responsibility to be able to understand, find, and evaluate information correctly. Universitas Indonesia Library Science Programme students in their senior year also have studied information literacy subject whose instructional teaching purpose is students are expected to be able to compose, apply, and assess information literacy programme based on standard and model suitable for users. Thus, the ability to understand information and communication technology in the process of information search should be possessed by Universitas Indonesia Library Science Programme students. Intensively, this research aims to assess Universitas Indonesia Library Science Programme students' method in countering hoax on social media. Does the application of skill which has been studied on information literacy subject affect on students in assessing hoax on social media?

## **2. Literature Review**

Previous research focusing on roles of library and librarianship in hoax era presented many tools useful for professional librarians as means of promoting critical thought (Batchelor & Batchelor, 2017). The ability to master the tools can help librarians to avoid mistakes in obtaining and disseminating information. In addition, research on assessment of hoax on students in Lebanon shows 60% students are not proficient in evaluating and checking information validity related to news source. Inability to verify information and information source requires immediate attention, because this shows that students can be sitting ducks for deliberate information manipulation. Nevertheless, 80% students show that they check the fact before sharing it to their friends (Rayess, Chebl, Mhanna, & Hage, 2018). In addition, other research results show that academic libraries in Indonesia have applied social media in promoting library and disseminating information (Rachman, 2018). This shows a high use of social media among students in Indonesia.

Therefore, students are required to be educated and equipped with skill necessary to be sceptical and impartial information consumer. In addition, previous research on social media in colleges was focused on whether or not using social media in higher education teaching is

required (Elnasr, Sobaih, Moustafa, & Ghandforoush, 2016). Therefore, the purpose of this research is to assess Universitas Indonesia Library Science Programme students' method in countering hoax on social media. Thus, challenge concerning information development impact on various media platforms can provide input for library science education organiser anywhere to be able to see the ability students already had and which ability should be enhanced.

### **3. Research Purpose**

Main purpose of this research is to assess Universitas Indonesia Library Science Programme students' method in countering hoax on social media. Results from this research can be used as an evaluation of students' information literacy skill and ability in Universitas Indonesia Library Science Programme curriculum. As future information professional, Library Science Programme students are certainly expected to have the ability to identify, evaluate, and disseminate correct and valid information. Specific questions to be answered are as follows:

1. Identify social media ownership, frequency of use, and reason to use by students
2. Identify whether or not students have ever received hoax
3. Identify the reason students disseminate news through social media account
4. Identify types of most-accessed information on social media
5. Identify whether or not students have ever received or read hoax through social media account
6. Identify whether or not students have ever read instruction or tips to tackle hoax
7. Identify whether the instruction is applied everytime receiving or reading article
8. Identify whether or not students have trustworthy news website
9. Identify whether or not students anxious of missing the latest news or information if they do not access social media account in one day
10. Identify students' first reaction when receiving news through social media account link
11. Identify whether students evaluate information accuracy obtained from social media before disseminating it
12. Identify what students do to make sure the accuracy of news read on social media

### **4. Method**

Descriptive survey design was used for the research using questionnaire as data collection instrument. The collected data is analysed by frequency distribution and presented using tables. The survey was conducted on undergraduate students of Universitas Indonesia Library Science

Programme. The survey was conducted in November 2018 on the 4rd-year students. Final-year students were chosen because they are considered to have well information literacy ability and skill. Subject on information literacy at Universitas Indonesia Library Science Programme has also been given to students in the previous semester, thus students' understanding of information literacy is supposed to be their basis in countering hoax on social media.

## 5. Results

### 5.1. Distribution of respondents

Table 1 shows the distribution of respondents by gender. The results show 41.4% were male and the remaining 58.6% were female. The number of students in final year at Universitas Indonesia Library Science Programme is dominated by female.

Table 1 Respondents by gender

Gender	F	%
Female	34	58.6%
Male	24	41.4%
Total	58	100%

### 5.2 Social Media Account Ownership

Table 2 shows social media account ownership by students. From the table it is seen that 100% students had social media account. Technology development influences students to have social media account to stay up-to-date. By definition, social media is medium on the internet enabling users represent themselves to interact, cooperate, share, communicate with other users, and form social bond virtually (Nasrullah, 2017). Social media is not only used as communication tool and information dissemination, but social media can also be used as media to accommodate the existence of social movement among students (Chizwina, Rabatseta, & Bangani, 2017). Thus, it is not surprising if 100% students of Universitas Indonesia Library Science Programme have social media account. The following is social media account ownership by students.

Table 2 Social Media Account Ownership

Statement	F	%
Yes	58	100%
No	0	0%
Total	58	100%

### 5.3. Social Media Account Owned by Students

In table 3, it is seen that almost all social media platforms were owned by Universitas Indonesia Library Science Programme students. As they were filling out the questionnaire, respondents may choose more than one social media platforms. The result shows students had almost all social media platforms, among them are Instagram and Line reached the highest, 98.3%. Then, the next 96.6% students had Whatsapp, 84.5% students had YouTube accounts, 75.9% students had Twitter and 69% students had Facebook accounts. The following is table of social media account owned by Universitas Indonesia Library Science Programme students.

Table 3 Social Media Account Owned by Students

<b>Statement</b>	<b>F</b>	<b>%</b>
Instagram	57	98.3%
Line	57	98.3%
Whatsapp	56	96.6%
YouTube	49	84.5%
Twitter	44	75.9%
Facebook	40	69%

### 5.4 Frequency in Accessing Social Media Account

Table 4 shows frequency of Library Science Programme students in accessing social media account. It is seen that 74.1% students accessed social media account every time they had a chance, which means if there is little spare time they were used to use it to access their social media account. The rest of them, 17.2% accessed social media account more than ten times per day, 6.9% accessed five to ten times per day and only 1.7% students accessed social media account five times within one day.

Table 5.4 Frequency in Accessing Social Media Account

<b>Statement</b>	<b>F</b>	<b>%</b>
Five times a day	1	1.7%
Five until ten times a day	4	6.9%
More than ten times a day	10	17.2%
Every time if necessary	43	74.1%
<b>Total</b>	<b>58</b>	<b>100%</b>

### 5.5 Reason to Use Social Media

Table 5 is the reason of social media use by Universitas Indonesia Library Science Programme students. Students used social media to search for or find out the latest news and socialise, hang around with or make friends as many as 94.8%. There are 63.8% students used social media as media for expression and only 24.1% students used social media account for selling products or business.

Table 5 Reasons Students Use Social Media

<b>Statement</b>	<b>F</b>	<b>%</b>
Search for or find out the latest news	55	94.8%
Socialise, hang around with or make friends	55	94.8%
Media for expression	37	63.8%
Selling products or business	14	24.1%

### 5.6 Have students ever received or read hoax through social media account?

Table 6 shows percentage of students who have received or read hoax through social media account. Data shows that 100% students have ever received or read hoax through social media account. Share is one of social media characteristics. This media generates content not only built and consumed by its users, but also distributed as well as developed by its users (Nasrullah, 2017).

Table 5.6 Have students ever received or read hoax through social media account?

<b>Statement</b>	<b>F</b>	<b>%</b>
Yes	58	100%
No	0	0%
<b>Total</b>	<b>58</b>	<b>100%</b>

### 5.7 Reasons Why Students Disseminated News Through Social Media Account

Information dissemination on social media can be divided into two types, through its content and tool (Nasrullah, 2017). Every platform on social media enables its users to disseminate information. The unique part is that content on social media is not only limited to what has been uploaded. Disseminated content on social media is also likely to develop with extra data, information revision, comments up to agree or disagree opinions. Table 7 shows reasons why Universitas Indonesia Library Science Programme students disseminated news through social

media account. Research result shows that 67.2% reasons why students disseminated news through social media account is to share information considered important for others/communities, 31% because disseminated content is a means to add information or new data. Only 1.7% students who disseminated news through social media account showed public position/tendency towards the disseminated issue or information.

Table 7 Reasons Why Students Disseminated News Through Social Media Account

Statement	F	%
Share information considered important for others/communities	39	67.2%
Disseminated content is a means to add information or new data	18	31%
Show public position/tendency towards the disseminated issue or information	1	1.7%
<b>Total</b>	<b>58</b>	<b>100%</b>

#### 5.8 Types of Most-Accessed Information Source by Students on Social Media

Table 8 shows types of most-accessed information by Library Science Programme students. As many as 70.1% students accessed followed-social media account, 27.6% students accessed news portal and only 1.7% students accessed scientific reading material source.

Table 8 Types of Most-Accessed Information Source by Students on Social Media

Statement	F	%
Social media account which I follow	41	70.1%
News portal	16	27,6%
Scientific reading material source website	1	1.7%
<b>Total</b>	<b>58</b>	<b>100%</b>

#### 5.9 Students Read Instruction/Tips on How to Tackle Hoax

Table 9 shows whether Library Science Programme students have ever read instruction/tips on how to tackle hoax. As many as 98.3% students have ever read instruction/tips on how to tackle hoax. Only 1.7% students have never read instruction/tips on how to tackle hoax.

Table 9 Students Read Instruction/Tips on How to Tackle Hoax

Statement	F	%
Yes	57	98.3%



No	1	1.7%
<b>Total</b>	<b>58</b>	<b>100%</b>

### 5.10 Instruction to Tackle Hoax Applied Everytime Students Received or Read News Through Social Media

Table 10 shows whether or not instruction/tips to tackle hoax on social media was applied by Library Science Programme students. Data shows 61.2% students applied instruction/tips to tackle hoax on social media, 37.9% students sometimes applied instruction/tips to tackle hoax.

Table 10 Instruction to Tackle Hoax Applied Everytime Students Received or Read News Through Social Media

<b>Statement</b>	<b>F</b>	<b>%</b>
Yes	36	61,2%
Sometimes	22	37,9%
No	0	0%
<b>Total</b>	<b>58</b>	<b>100%</b>

### 5.11 News Website Students Can Trust

Table 11 shows whether or not students had trustworthy news website. From the data it is seen that 84.5% students had trustworthy news website, only 15.5% students did not have trustworthy news website. Professional librarians committed to fighting hoax and promoting the awareness of hoax have several methods to identify information source while still getting the latest information according to development (Batchelor & Batchelor, 2017). One of which is by using trustworthy news website.

Table 11 News Website Students Can Trust

<b>Statement</b>	<b>F</b>	<b>%</b>
Yes	49	84.5%
No	9	15.5%
<b>Total</b>	<b>58</b>	<b>100%</b>

### 5.12 Are students anxious they will miss the latest news or information if they do not access social media account in a day?

Table 12 shows whether or not Library Science Programme students were anxious they would miss the latest news or information if they did not access social media account in a day. Data shows that 53.4% students were anxious they would miss the latest news or information if they

did not access social media account in a day, around 46.6% students were not anxious they would miss the latest news or information if they did not access social media account in a day.

Table 12 Are students anxious of they will miss the latest news or information if they do not access social media account in a day?

<b>Statement</b>	<b>F</b>	<b>%</b>
Yes	31	53.4%
No	27	46.6%
<b>Total</b>	<b>58</b>	<b>100%</b>

### 5.13 Students' First Reaction When Receiving News Through Social Media Account Link

Table 13 shows Library Science Programme students' first reaction when receiving news through social media account link. Data shows 79.3% students' reaction was they clicked the link to read the whole news. Meanwhile, 15.5% students read article's title on the front page, 3.4% passed the news without any reaction and only 1.7% commented after reading the whole news. This shows Library Science Programme students have already had the awareness and understanding of the importance of evaluating information before disseminating it.

Table 13 Students' First Reaction When Receiving News Through Social Media Account Link

<b>Statement</b>	<b>F</b>	<b>%</b>
Click the link to read the whole news	46	79.3%
Read article's title on the front page	9	15.5%
Pass the news (no reaction)	2	3.4%
Comment after reading the whole news	1	1.7%
Give expression	0	0%
Disseminate it	0	0%
Comment before reading the whole news	0	0%
<b>Total</b>	<b>58</b>	<b>100%</b>

### 5.14 Did students evaluate accuracy of information which they obtained from social media before they disseminated it?

Table 14 shows data concerning whether or not Library Science Programme students evaluated the accuracy of information which they obtained from social media before disseminating it. Data from respondents shows that 98.3% students evaluated the accuracy of information

obtained from social media before disseminating it. Only 1.7% students did not evaluate the accuracy of information obtained from social media before disseminating it.

Table 14 Students evaluated accuracy of information obtained from social media before disseminating it

<b>Statement</b>	<b>F</b>	<b>%</b>
Yes	57	98.3%
No	1	1.7%
<b>Total</b>	<b>58</b>	<b>100%</b>

5.15 What did students do to make sure the accuracy of news read on social media account?

Table 15 shows what Universitas Indonesia Library Science Programme students did to make sure the accuracy of news read on social media account. There are 87.9% students who identified news source and read the whole news to make sure the accuracy of news read on social media account. As many as 81% students compared it with other news available on different source to make sure the accuracy of the news and 60.3% students found out who wrote it to make sure the accuracy of the news. Only 36.2% students asked their friends to make sure the accuracy of the news and 12.1% students asked the experts to make sure the accuracy of the news. By knowing the information source type which we read, we can identify whether the information we read is news written based on fact or hoax. The following is table 17 showing what students did to make sure the accuracy of news read on social media account.

Table 15 What did students do to make sure the accuracy of news read on social media account?

<b>Statement</b>	<b>F</b>	<b>%</b>
Identify news source	51	87.9%
Read the whole news	51	87.9%
Compare it with other news available on different source	47	81%
Find out who wrote thw news	35	60.3%
Ask friends	21	36.2%
Ask experts	7	12.1%

## **6. Discussion and Conclusion**

This research assesses students of Universitas Indonesia Library Science Programme method in countering hoax on social media. In addition, this research is the best-practice illustrating the importance of information literacy teaching especially in the era of a lot of hoax

circulating on social media. Information literacy ability is very relevant to improve students' knowledge and build their understanding and ability to assess information and information source validity.

Research result shows high rate of social media account ownership by students, 100% students have social media account with access frequency to social media everytime they have a chance as many as 74.1%. Their reasons of social media use are for searching for or finding out the latest news and socialising, hanging around or making friends as many as 94.8%. This shows smartphone utilisation and social media use create opportunity to interact, provide opportunity to collaborate, as well as enable students to involve in content creation and communication using social media and Web 2.0 (Gikas & Grant, 2013). In relation with hoax on social media, research result shows 100% students have ever received hoax. In addition, they also disseminate news through their social media account because they want to share information considered important for others/communities as many as 67.2% with most-accessed information type is social media account being followed as many as 70.1%.

Almost all of Universitas Indonesia Library Science Programme students have ever read instruction or tips to tackle hoax. The instruction is certainly taught in information literacy subject which they obtained in the previous semester. However, only most students (61.2%) apply instruction or tips on how tackle hoax on social media, the rest 37.9% students sometimes apply instruction or tips to tackle hoax. Whereas, as future professional librarians, students bear professional responsibility to promote critical thinking skill for library users. By promoting this skill, librarians play important role in supporting information society.

One of methods to make sure the information we received is not hoax is by ensuring what we read is fact, reading and understanding information search instruction well, and noticing the event first-hand from the scene (Batchelor & Batchelor, 2017). Thus, we can be sure of the accuracy of information we receive. From the data it is seen that 84.5% Universitas Indonesia Library Science Programme students have already had trustworthy news website. Fortunately, many websites actively fight hoax and there are several sources reliable to verify the accuracy of the news. In addition, there are several criteria to determine information source quality, among others are:

- Non-partisan: information source effective to check the fact because it does not have partisan agenda or bias.
- Documentation: information source which has original reference and document sufficient to support analysis.

- Track record: presents news in the form of history (based on experience), testimony, tribute, etc. (Batchelor & Batchelor, 2017).

In relation with students' first reaction when receiving news through social media, there are 79.3% students click the link to read the whole news. The interesting part is there is no students who gives expression, share it or even comment before reading the whole news. This shows that students have already had the ability to identify information before disseminating it through social media. However, social media use policy should be developed and awareness of social media utilisation and significance for user should be improved (Chizwina et al., 2017).

Based on findings mentioned above it can be concluded that information literacy subject at Universitas Indonesia Library Science Programme benefits students. Instruction in tackling hoax on social media can be applied by students because they have already had the ability in identifying, finding, and evaluating information. In addition, the main key of technology application in education is started from lecturer as educator who is forced to follow the development in the first place, not the demanding curriculum full of theoretical concepts, or curriculum claiming intellectual flexibility, but programme involving competency useful for future graduates (Grosseck, 2009). Information literacy teaching at Universitas Indonesia Library Science Programme should be designed not only focusing on avoiding plagiarism, reference and citation comprehension, but also on how to evaluate information and understanding information critically.

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