



Digital Literacy for Women's Empowerment: A Solution to Raising Awareness of Countering Hoaxes

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Abstract

The purpose of this study is to explore the effectiveness of a digital literacy programme for women to raise awareness and combat hoaxes. The object of this research is a community of women reciters who are members of the Aisyiyah organisation. The importance of digital literacy in today's digital era and the need for continued investment in programmes to help women become more digitally literate. This study uses a quantitative approach, which is a non-parametric statistical method with pretest and posttest tools to measure awareness and combat hoaxes. Data was collected from primary and secondary sources, including surveys and literature reviews. The results showed an increase in literacy and this reflected the participants' understanding and application of digital literacy skills, including social media, blogs, videos, images and editing tools. A comparison between the pre and post-test results and the change in error rates can give an idea of the improvement or decline in digital literacy skills after the programme.

Keywords: digital literacy; hoax; women empowerment.

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Introduction

In this era, the spread of hoaxes is very fast and very worrying. This is based on the increasing spread of hoax news without verification. Even the Indonesian Press Council considers hoaxes to have entered a serious stage (Juditha et al., 2022). According to data obtained by the Ais machine which was then identified, verified and validated by Kominfo, the total number of hoaxes from August 2018 to December 2023 was 12,547 hoaxes (Kominfo, 2023) (Alfisyah et al., 2020) Another study showed that disinformation (hoaxes) about health dominated (35%) compared to other disinformation in the economy, politics, crime, education and defence security (Fardiah et al., 2020).

The results of research on hoaxes conducted by Dwitha et al in 2019 show that women are not only victims, but also play a role as the group that spreads the most hoaxes.

Police Headquarters records revealed that in the period 31 October - 8 November 2016, specifically housewives (aged 20 - 42 years) dominated as suspected hoax spreaders (Yuniar et al., 2019). Hoaxes as fake news spread through digital communication media will certainly affect the order of people's lives. People become confused to determine whether the news is true or false (Iskandar Cakranegara et al., 2023). The women's recitation community incorporated in the Aisiyah organisation has also become the target of hoax news. Aisiyah has stepped up to empower women since the 1920s, focusing on education. This recitation community is a movement for mothers to increase competence so that women can become empowered. It is certainly important for mothers who are in the Aisiyah recitation community that digital literacy is carried out. This is done to be able to answer the problems found in the spread of hoaxes that are often carried out by mothers (Kominfo, 2023).

Aisiyah as a group of mothers who have a common goal to carry out da'wah to the community. One of the targets of this da'wah from Aisiyah is mothers as members of the community. One of the da'wah carried out by Aisiyah is related to preventing the spread of hoaxes. Therefore, as people who will become agents in preventing the spread of hoax news, mothers in the Aisiyah recitation community need to have knowledge about digital literacy or media literacy (Adiputra, C & Wahyudin, 2019).

Communication activities today are much wider and faster than in the past. The development of communication technology is one of the causes of the easier spread of communication activities (Jusuf & Hermanto, 2019). One of the factors in the development of communication technology is the development of the internet. In writing, the history of the internet began 33 years ago when the World Wide Web was accessed and devoted to the public, precisely in 1989 (Setiawan, 2018).

This era is characterised by the invention of various communication tools or technologies (Septiawan, 2021). Humans live in what is called a global village. In this digital era, there are also new forms of communication. Previously, humans used the mouth to speak and the hearing device was the ear, so now communication media has emerged as an extension of the human mouth and ears (St. Bonaventure University, 2021).

In line with digital technology has enabled smartphones to exchange anything from a set of letters forming a word to a series of moving images. This exchange is very much happening in social life, so the term 'social media' emerged, a new tool in connecting people in the digital era. Social media is one of the communication media that is currently the favourite media used to convey messages. This digital communication certainly requires some skills that need to be owned by its users (Spante et al., 2018).

This ability or skill is certainly needed to be able to express oneself, establish relationships, and communicate with others through these digital media. However, when the media content becomes more prevalent and diverse, it starts to become a boomerang for its audience. Untrue news began to emerge. The amount of untrue news will certainly cause negative impacts as well. Therefore, it is necessary to have media literacy owned by the community.

Meanwhile, Macdougall stated that fake news or better known as hoaxes are defined as lies that are deliberately made to disguise the truth (Kominfo, 2023). And another expert, Rahadi, explains that a hoax is a deception used to believe something false and often absurd that is spread through online media. And the purpose of this deliberate hoax is to make people feel unsafe, uncomfortable, and confused. This news aims to falsify or include untruths in the news.

The content in the media can be reduced in size so that its capacity can be reduced. Where we only need a small space to store various content in new media (Dian Nurvita Sari, 2020; Reynata, 2022). The content in the new media does not favour anyone and is not controlled by a handful of people. Therefore, communication ethics are needed which are the standard rules that must be used by communicators and communicants in assessing between techniques, content and communication objectives in social media.

Communication ethics are not only related to good speech but also depart from sincere intentions expressed from our calmness, patience and empathy in communication. Such a form of communication will create a two-way communication characterised by mutual respect, care and support between the communicating parties. Ethics are the rules by which humans live that help to determine what is right and wrong. This singular word means custom or habit (Rawanoko et al., 2021). This article examines the position of Aisiyah recitation activists as agents of empowerment in their environment to be able to also spread digital literacy awareness in counteracting hoaxes in their environment. The problems experienced by this recitation community are related to how to empower women in an effort to ward off hoaxes to become a solution in their da'wah activities to the

surrounding environment. The purpose of writing this article is to find out solutions in providing understanding and digital literacy skills in counteracting hoaxes.

Research Method

His research method uses quantitative research and correlational research methods (Arikunto, 2013). The population in this study was the women's recitation community who were members of the Aisyiyah organisation with a sample of 108 respondents obtained using the Slovin formula (Kothari, 2004). The total sampling technique was used because the purpose of this study was to find an understanding of a phenomenon with a quantitative approach (Drula, 2012). The data collection techniques used were literature studies and questionnaires. In addition to data analysis techniques, this research uses statistical calculations (Schultz, 2017).

Measuring Intervention Effectiveness

In community service, the effectiveness of the intervention is tested by measuring the ability of the subjects before and after the intervention programme, then comparing the two scores obtained (Kothari, 2004). Table 1 shows the effectiveness of the intervention.

Table 1. Intervention Effectiveness Score Before and After Interventio

Subject	Score Before	Score After
1	X	XX
2	X
...	...	X
n1	X	

Data Collection Techniques

- Secondary data that can support the intervention design
- Measurement tools used to test the effectiveness of the intervention are observation and written questions

Data Analysis Technique

Null Hypothesis (Ho)

- There is no difference in digital literacy skill scores for women before and after receiving the intervention.
- There is a difference in digital literacy skill scores for women before and after receiving the intervention

Results & Discussion

Knowledge of Digital Literacy Skills

The pre-test and post-test results are used to measure the increase in knowledge or understanding in digital literacy skills before and after a training or learning programme. In this case, an 8.4% increase in knowledge indicates an increase in the percentage of knowledge gained after participating in the Digital Literacy programme organised by LPPM Unisba and Fikom Unisba with Aisyah Bandung. For example, if the participants had a previous knowledge of digital literacy of 60% in digital literacy skills in the pre-test, and after attending the programme, their knowledge increased to 68.4%. This is interpreted as the additional percentage of knowledge gained after the programme.

Understanding social media, blogs, videos, images and editing tools to express ideas and build effective narratives are commonly used evaluation methods to measure changes or improvements in digital literacy skills before and after learning training (Benedetto, 2021).

In measuring digital literacy skills, it is important to use evaluation methods that are comprehensive and cover a range of indicators to gain a more complete understanding of progress in digital literacy. In addition to these skills, digital literacy also includes digital creativity, digital safety and digital ethics. Improved digital literacy indicates an increased understanding and application of digital literacy skills in society. To improve digital literacy, it is important to develop critical thinking skills, as well as technical skills.

Knowledge about Hoaxes The results of the implementation of this service obtained an overview of the participants' knowledge as follows:

Table 2. Knowledge of Digital Literacy Skills

No	Knowledge	Pre Test		Post Test	
		Total	Percentage	Total	Prosentase
1	Correct	67	62%	91	84.3%
2	Wrong	41	38%	17	13.7%
	Total	108	100%	108	100%

Since the era of digitalisation, hoax discourse has become one of the most discussed topics, so it is not surprising that respondents' knowledge of the definition of a hoax was above 70% before the training, and rose to close to 100% after the training. Respondents' knowledge of the role of social media in spreading hoaxes was also quite good before the training, close to 70%. This cannot be separated from the information spread on social media, which also discusses the current role of social media in spreading hoaxes.

People are now familiar with social media, the main media that is now the choice of the community, both in finding information and disseminating information. So respondents also know how social media is very instrumental in spreading hoaxes because of its individual nature and has become an integral part of human interaction in this disruption era.

An interesting question on hoax knowledge was what to do if you encounter a hoax. Before the training, more than 55% did not know what to do. From this result, it is clear that this training is necessary to provide the right experience for participants in dealing with hoaxes that appear on their social media. However, this training activity also still has shortcomings in the results achieved, where the results of the questionnaire after the training, only 61% understand what to do if they find out that hoaxes are on social media. Therefore, it is necessary to conduct continuous activities so that people continue to increase their knowledge about hoaxes and know how to behave appropriately in dealing with hoaxes around them.

Knowledge of Communications Ethics in Social Media

The results of the implementation of this service obtained an overview of the participants' knowledge as follows:

Table 3. Knowledge of Communication Ethics in Social Media

No	Knowledge	Pre Test		Post Test	
		Total	Percentage	Total	Prosentase
1	Correct	69	63.9%	90	83.3%
2	Wrong	39	36.1%	18	16.7%
	Total	108	100%	108	100%

In terms of women's involvement in finding solutions to their family's economic problems during the 19 virus pandemic, the majority of participants understood that the family's economic problems were a common problem, which was generally indicated by the phenomenon of massive layoffs, which were felt by most family breadwinners, which directly affected women as managers of the family economy, so that automatically women had to think about finding solutions to their household economic problems.

What is no less important is that, as social religious activists, most of the participants have understood the obligation to build entrepreneurial character. The characters of an entrepreneur and a social religious activist are very similar, but different in context, different in the orientation of their activities. They have understood that to be successful in entrepreneurship, requires an independent character, optimistic and diligent in running a business, being steadfast in facing various business problems that are certain to always exist in every step of the business, which must be borne as a business risk.

Knowledge of Islam and Hoaxes

The results of the implementation of this service obtained an overview of the participants' knowledge as follows:

Table 4. Knowledge of Islam and Hoaxes

No	Knowledge	Pre Test		Post Test	
		Total	Percentage	Total	Percentage
1	Correct	31	86.1%	90	83.3%
2	Wrong	77	13.9%	18	16.7%
	Total	108	100%	108	100%

Based on the results of the post-test of respondents' knowledge of hoaxes (fake news) from an Islamic perspective, there is an increase in respondents' knowledge about Islam and hoaxes. Respondents' knowledge about Islam and hoaxes before being given training basically did not know enough about Islam and hoaxes (such as fake news related to the spread of slander) addressed to the wife of the Prophet Muhammad SAW. This may be due to the fact that information related to the definition of hoaxes can be found only on various social media platforms, but hoaxes (including, fake news, slander) in Islam were not familiar to most people in the past.

Since the era of digitalisation, hoaxes have become one of the most discussed topics. In this case, most of the respondents' knowledge was very low (91.7%) did not understand or did not know that hoaxes (fake news) had occurred at the time of the Prophet Muhammad PBUH, which is enshrined in the Qur'anic verse QS: Annur: 10-20. The knowledge of these respondents after being treated with literacy training increased by 55.6%, meaning that their knowledge increased from not understanding, not knowing to understanding and knowing, although not too high an increase in knowledge.

While the knowledge of low respondents is close to 38.9% about the habit of the community in talking about a topic of others (ghibah) which is the biggest cause of hoaxes, after training on the habit of the community in talking about a topic of others (ghibah) to be the cause of the magnitude of hoaxes to 61.1%. meaning that it must be more inten again provide Islamic-based media literacy for mothers of recitation activists. In order to be more optimal in preventing things smelling of fake news (hoax).

What is more interesting is that the belief of believers who believe that Allah is all-hearing, all-seeing, and all-knowing is one of the principles of fighting hoaxes shows low respondent knowledge (61.1%) that in fighting hoaxes it starts with the principle of hearing clearly from a valid source, seeing the eyes / facts in the field,

People are familiar with using social media as a tool for information and information transformation. Most people in using the media do not know how to use it carefully, the excesses that will be received by the outside community when we spread the news, or vice versa. For this reason, it is necessary to carry out continuous activities so that people continue to increase their knowledge of how Islam and hoax views, and know how behaviour will be a consequence to the right moral and spiritual responsibility in dealing with hoaxes around them.

Knowledge of Digital Literacy Skills

The results of the implementation of this service obtained an overview of the participants' knowledge as follows:

Table 5. Knowledge of Islam and Hoaxes

No	Knowledge	Pre Test		Post Test	
		Total	Percentage	Total	Percentage
1	Correct	75	69.4%	84	77.8%
2	Wrong	33	30.6%	24	22.2%
	Total	108	100%	108	100%

The pre-test and post-test results are used to measure the increase in knowledge or understanding in digital literacy skills before and after a training or learning programme. In this case, an 8.4% increase in knowledge indicates an increase in the percentage of knowledge gained after participating in the PKM Literacy programme organised by LPPM Unisba and Fikom Unisba with Aisyah

Bandung. For example, if the participants had a previous knowledge of digital literacy of 60% in digital literacy skills in the pre-test, and after attending the programme, their knowledge increased to 68.4% in the post-test, then there was an increase in knowledge of 8.4%.

The increase in knowledge reflects one aspect of digital literacy skills. In addition to knowledge, it is also important to evaluate practical ability, the application of skills in real situations, and the level of confidence in using digital literacy (Chassiakos et al., 2016).

In measuring digital literacy skills, ideally a combination of evaluation methods is used that includes knowledge, practical skills, and attitudes to get a more complete picture of progress in digital literacy (Caled & Silva, 2021).

The digital literacy implementation organised by the community service team at Aisyah Bandung refers to the participants' ability to use digital technology, understand online information, and actively participate in digital culture. This is very important in today's digital era, where information and communication technology has become an inseparable part of everyday life especially in providing teaching for students.

Digital literacy is the ability to search, evaluate and select relevant and accurate information from a variety of online sources. It also includes evaluating online information for reliability and accuracy. In addition to these skills, digital literacy also includes digital creativity, digital safety and digital ethics.

Improved digital literacy indicates increased understanding and application of digital literacy skills in society. Identifying unreliable information is an important aspect of digital literacy. To do this, one must evaluate the credibility of the information source, examine the evidence presented and verify the information with multiple sources. Common indicators of unreliable information include biased language, lack of supporting evidence, and sensationalized titles.

To improve digital literacy, it is important to develop critical thinking skills, as well as technical skills. This can be achieved through various educational programs and training sessions. By improving digital literacy, individuals can effectively navigate the vast amount of information available online and make informed decisions.

Conclusion

The results showed an increase in digital literacy skills. This improvement reflects the participants' understanding and application of digital literacy skills, including social media, blogs, videos, images and editing tools. A comparison between the pre-test and post-test results and the change in error rates can give an idea of the improvement or decline in digital literacy skills after the program. However, the error rate is only one aspect of the evaluation and does not reflect the overall level of digital literacy understanding or skills. To measure digital literacy skills, a comprehensive evaluation method should be used that covers a wide range of indicators. Participants were able to apply the training material on Digital Literacy for Women's Empowerment which is a solution to Increase Awareness in Fighting Hoaxes.

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