

Social Trust and Fake News: Study Among College Students in West Java, Indonesia

Kepercayaan Sosial dan Berita Palsu: Studi di Kalangan Mahasiswa di Jawa Barat, Indonesia

Moh. Dulkih

UIN Sunan Gunung Djati Bandung, Indonesia

Email: moh.dulkih@uinsgd.ac.id

Abstract

This study examines students' views on the phenomenon of fake news as fake news through social media. This study aims to find out how students' attitudes respond to fake news in universities in West Java, Indonesia. Data collection was carried out using in-depth interviews and documentation studies to explore the research focus. This study found several things, namely: most students believed in the news that was spread and accepted fake news. Even some students have been the creators and spreaders of fake news. Second, the spread of fake news is done through social media along with the development of information technology. Third, there are 4 (four) patterns of spreading fake news among university students, namely (1) cyclization patterns (formation of circular patterns in organic compounds or B related to cycles) (2) limited distribution patterns; pattern of free spread, and (4) pattern of breaking up (dissemination of information stops at the authorities). This study concludes that students' social trust in fake news is related to awareness of media literacy among them.

Keywords: *social trust; fake news; college student; media*

INTRODUCTION

The phenomenon of technological and information development targets various regions across time and space. The media, the entertainment industry, and information are the most basic components of the transformation in the industrial revolution 4.0 era. This development can be identified by the increasing sophistication of digital tools that provide various application and content services that connect people anytime and anywhere (Nayyar, 2016). The impact of the advancement of information technology is a change in the structure of people's lives. Society leads to become a digital society. Digital society is synonymous with network society (Castells, 2004). The process of social structure and its activities are governed by information networks that are processed by all-digital electronic devices.

The characteristics of a digital society are indicated by the use of new media in communicating. Digital society interaction methods allow small groups of people to come together virtually to share, sell, and exchange goods and information (Castells, 2001). As a result, digital society has a sensibility to online connections that cut across personal and professional boundaries. Society will continue to thirst for actual information and encourage people to continue to be connected online according to taste. Likewise, information will spread quickly even before one information has been read, another piece of information will appear continuously like a wave. Such a phenomenon occurs because everyone becomes an even agent trendsetter, originator of news, or information that sticks to the surface and becomes the public's attention.

But unfortunately, the information that is available and disseminated often does not present good information. Social media is often questioned for spreading false news and facilitating conspiracies

(Garret, 2019; AVAZ, 2020; Vraga et al., 2020). Utilizing social media as a source of information has a positive relationship with great trust (Allington et al., 2020). The impact of using social media is related to reduced trust (Vraga and Trully, 2019). The level of trust in social media has varied across the studies. Some researchers see that social media consumers are skeptical of the news they receive (Shearer and Grieco, 2019; Shearer and Matsa, 2018). While some recommend that individuals regard social media as a source of news that should be trusted (Bantimaroudis et al., 2020; Mitchell, et al., 2019). Fake news is a problem for digital society where this phenomenon can happen to anyone, without exception, educated people or the millennial generation, especially students.

Students as an intellectual group are part of the millennial generation. The millennial generation is a label for youth born in the 1980s and 1990s, generation Y, and subsequent generations (Konczak et al. 2011). This generation is also referred to as the net-generation which is synonymous with technology orientation and is always connected with smartphone and other digital services (Turner, 2015). Millennials are contemporary youth who are digital natives, having never experienced life before the internet.

This study aims to find out how the model for spreading fake news is targeting the world of education, especially among students in tertiary institutions. Several studies on fake news have been carried out, such as by Ulya (2018) who concluded that fake and fake news caused increased tension in society, religious radicalism and an alienated society. Fake news is a necessity that is faced in a digital society, the production of fake news is inseparable from the phenomena on post-truth. Post-truth always associated with fake news in politics. Fake news is used to carry out social construction by framing certain events. Social media users spread fake news to influence the opinions or attitudes of others. Another reason is to make it viral.

Social beliefs among university students in responding to fake news are quite diverse with various backgrounds of social media users. Social trust becomes important in conducting communication relationships between individuals, groups and communities. Social trust or responses from social media users certainly differ in form according to the attitude of acceptance of fake news in various ways. Studies that focus on fake news state that if fake news is not taken seriously by the government, fake news can become more massive. Fake news is considered a form of duping society, so it is necessary to carry out a literacy movement to build critical thinking skills. Student as part of digital native vulnerable to fake news from social media, can even be exposed to radicalism and intolerant behavior. The millennial generation is a generation that is very familiar with gadgets, so they can be exposed to fake news. Therefore, it is necessary to think critically by reviewing good values and ethics in communication.

From the various studies that have been conducted, it is very rare or even no research that specifically discusses social trust in fake news among college students, especially in West Java, Indonesia. Therefore, the research that the author is doing is trying to fill in the gaps that exist in the study of sociology. The aim is to find out how the model for spreading fake news to students in universities in West Java. The research was conducted at 10 universities in West Java, Indonesia. The research subjects are students who are active social media users.

The literature shows that trust is the most important element of involvement in the community and is a major key in social capital in the development of tourist villages. Trust is a form of willingness to take a risk in social relations because of a sense of belief that other people will do something as expected and will act in mutually supportive action patterns. Social capital is also an ability that arises because of trust in community groups. This belief is a hope for honesty, regularity, and cooperative behavior that exists from community groups whose behavior in their daily life is based on the norms that apply and are adhered to in the area (Fukuyama, 2002).

Trust is a relationship between two actors. Coleman stated his main points, including: First, in economic action it is not enough to discuss actors and their interests, it is also important to discuss the "resources" and "control" they have. If an actor has an interest in other actors. The two actors will interact. Second, the analysis of trust for Coleman is considered as a gamble with awareness. Third, social capital is defined by Coleman as the existence of social relations that can help individuals when

trying to realize their interests. An institution/organization represents, for example, a form of social capital (Dulkiah, .

Collaboration based on trust cannot be separated from elements of kinship/kinship and non-kinship/kinship. According to him, in the economic exchange system there is what is called the F-Connection. F-Connection is a form of relationship built between Families (family), Friends (friends), and Firms (companies). Each of these forms of social organization can influence one another.

Trust divides trust into 5 (five) dimensions. The first is from the "civic culture" dimension where trust is expressed as an individual attitude. Civic culture assumes a political capability that is widely distributed and the existence of a mutual trust relationship in society. The second is the dimension of civil society which includes a horizontal relationship of trust between citizens and a vertical relationship with public institutions. The third is from the dimension of cultural capital. The cultural capital dimension is an inclusive belief of groups that have high status (high-status group). Fourth is the dimension of social capital. And the fifth is from the dimensions of postmaterialist values related to community, solidarity, and interpersonal harmony which apply the importance of trust.

Literature shows that fake news has meaning as a plan to deceive someone (Cambridge Dictionary, 2020). Fake news can be considered as an act that aims to make someone believe something that is not true, or unpleasant (Oxford Dictionary, 2020). In simple terms, fake news is often interpreted as slander. Fake news has existed since the Old Testament and is present in the *Odyssey*, which is the major Greek epic poem written by Homer, a blind poet from Ionia. The *Odyssea* is a work that tell about the events that took place after the Trojan War in Troy. Further, Walsh in his book *Sins Against Others, The Scientific Media Hoaxes of Poe, Twain, and Others*, fake news has been around since the 1800s when the industrial revolution took place in England (Juditha, 2018).

It has been around since the Romans told the story of Antony meeting Cleopatra, but because Octavian hated Antony, a campaign was made with coins distributed to the public, thereby damaging Antony's reputation. Another case occurred in 1835 in events *The Great Hoax* newspaper time *The New York Sun* proclaiming the existence of life on the moon complete with pictures and activities. Therefore, fake news has been around for a long time, but its spread is determined by developments in communication technology.

Martina Boese explains in *Museum of Hoaxes* (2002), the term fake news was first published with the term hoax through a fake calendar made by Isaac Bickerstaff in 1907 to predict the death of astrologer John Partridge (Boese, 2008). In modern times, fake news has spread through newspapers, radio, television, and the Internet, as well as by word of mouth. Fake news is carried out for various reasons including humor, marketing, art, entertainment, activism, education, and fraud (Kasperek and Messersmith, 2015). Furthermore, Martina Boese said that fake news is a deceptive act that has succeeded in attracting public attention (Boese, 2008). Niall J. Conroy, Victoria L. Rubin, and Yimin Chen define fake news as fabrication or intentional falsification used to deceive readers regarding news (Conroy, Rubin, and Chen, 2015). A piece of fake news is usually exaggerated, clever, dramatic, or sensational in nature.

Fake news has been used as a teaching tool in the educational world without significant backlash. This tool is oriented to attract criticism of the credibility of scientific journal publications, which is what Alan Sokal did by submitting articles that were intentionally published, and Sokal then criticized the journal because the publisher published it (Kasperek and Messersmith, 2015). Alan Sokal, who wrote essays full of jokes and absurdities that were considered to have deceived the editorial board *Cultural Studies*. The success of fake news lies in the fact of its publication (Fleming and O'Carroll, 2010).

Fake news is similar to propaganda but the main goal of fake news writers is not to manipulate the opinions of readers but to convince them of the validity of stories fueled by delusion (Ghanem, Rosso, and Rangel, 2019). The term fake news is often compared to the terms hoax, spoof, prank, tool, training, disinformation, event, and experiment, although project or scheme can function as a broader term (Kasperek and Messersmith, 2015). Fake news is also always related to anonymity, namely unclear identity, therefore this is often done to commit crimes through identity abuse. As explained by Gia Lee, there are three main issues of anonymity, namely with regard to aspects of identity, pressure within

groups, and the prohibition of certain utterances. In addition, fake news is also related to pseudonyms, namely identity manipulation (pseudo names or fake names). Pseudonymity is synonymous with building an exaggerated self-image, both from names, photos and other identities. Fake news is characterized using textual content, temporal features, ratings, referencing, and mitigation behaviors. The most commonly identified e.g. longer text, exaggerations, more opinionated than true commentary. The spreader of fake news is usually a relatively short and fake new personal or group account(fake) (Kumar and Shah, 2018).

The fake news story carried out by Alan Sokal by tricking the editorial board of the journal Cultural Studies with an essay that tittle Transgressing the Boundaries: Towards a Transformation Hermeneutics of Quantum Gravity full of jokes and absurdities for scholarships. Sokal's success lies in publication, meaning that there is a combination of serious goals and comic means within the framework of lies, so that they merge into a stunning art (Fleming and O'Carroll, 2010).

In addition, fake news can also be seen from its characteristics which are widespread and fast (viral). This is because cyberspace is a public space where everyone can participate freely and equally. Interesting posts, including fake news, can be quickly responded to by liking or sharing, so that they can spread hundreds, thousands, hundreds of thousands, maybe even millions. In addition, fake news can also go viral on social media because initially social media users did not question the limits of news on its level of truth. Fake news is often allowed and accepted and tolerated. Many accounts, both personal and group, seem to have many followers.

Fake news can be chain messages, computer or software viruses, medical hoaxes, jokes or stories. One of them is a chain message whose contents require the recipient to spread to others and are usually in the form of warnings or threats or can be messages that attract sympathy. In addition, fake news can also be in the form of data, photos and images. Fake news aims not only for personal gain, namely entertainment, or jokes, but also aims to have major consequences and harm the public. Furthermore, fake news can also be found in several invitations to do good deeds for which there is actually no clear reason for the rules. Fake news is usually found and disseminated through online media such as email, Facebook, Twitter, online news, and others.

Christian Juditha deep Agenda Setting of Spreading Hoax in media of Social In December 2019, there were three most prominent hoax issues found in the public, namely politics, health and government. In addition, hoax makers and spreaders are social media users and always take advantage of the momentum of issues that are currently hot in society and then deliberately go viral with the help of their groups (Juditha, 2019). Media used to share text, images, sound and video in the form of information, both among individuals and with companies or vice versa. Social media is used massively by the wider community for business, political, economic and security purposes so that it is realized that it is the key to controlling crowds or provoking thoughts, dialogue, and social issues.

The characteristics of social media can be categorized into several characters, namely 1) having user participation or social media encouraging users to participate and provide feedback on information; 2) having openness, namely the freedom of its users to comment and vote; 3) there are conversations where social media allows interaction with content, which can be in the form of reactions, or just conversations between users; and 4) connectedness, of course related to the connection between users with link facilities and other information sources, for example the process of sending information that is faster than other media causes a lot of information to be connected in social media.

Furthermore, the characteristics of social media are six characteristics, namely: Network(network), namely the need for computers and interconnected networks including the transfer of data; Information(information), namely an important entity as the core of social media; files(archive), namely data that is stored and can be accessed at any time; Interaction(interactivity), namely the existence of social interaction not only in the form of friendship; Social simulation(simulation of society), namely the social medium as a characteristic of people's lives in the virtual world with its own uniqueness; Content by users(user-generated content), i.e. user's full contribution to actively participate.

The characteristics of social media are: 1)identity, namely setting the identity of social media users; 2)conversations, namely the arrangement of communication between users with each other on social

media; 3) sharing, namely the exchange, distribution and reception of content in the form of text, images or videos by users; 4) presence, namely related to access among social media users; 5) relationship, namely connectivity or linkages between users; 6) reputation, namely the ability to identify other users as well as oneself; and 7) groups, namely the freedom of users to form communities with various goals and backgrounds. In addition, the characteristics of social media often produce phenomena that are booming, both among social media users themselves and the wider audience.

Fake news has relevance to digital society. Manuel Castells in his work *The Information Age: Economy, Society, and Culture* refers to the digital society as a network society, and an information society. For Castells, the network society was born as a result of the growth of information or the flow of information and the revolution in communication technology which resulted in the emergence of new problems in society. Castells believes that the emergence of the informational society was marked by the information technology revolution in America in the 1970s. Therefore, Castells believes that there is a technological paradigm which he calls the information technology paradigm with five characteristics. First, it is a technology that reacts based on information. Second, because information is part of human activity, this technology has a pervasive effect. Third, all systems using information technology are defined by network logic that allows them to affect various processes and organizations. Fourth, New technology is highly flexible, allowing it to adapt and change constantly. Fifth, specific technologies associated with information combined with integrated systems (Ritzer, 2014).

Castells explained that an important element of this new society is that it is supported by the real phenomenon of real virtuality that is, a system in which the realistic itself (one's symbolic/material existence) is completely captured, immersed within setting virtual image, in an imaginary world, where its appearance is not only on the screen through which the experience is communicated, but also that it becomes a real experience. This is what distinguishes the past which is determined by the space of the place (space of places) into a new spatial logic, namely flow space (space of flows). This means that the world is currently dominated by processes rather than locations, even though locations still exist and also an era without time limits namely the existence of direct information available anywhere and anytime. (Manuel Castells and Elgar, 2004)

It is this analysis that gives birth to a digital society characterized by the speed of information as a mandatory consumption for society and causes negative impacts, namely hoaxes. Hoaxes were born because of individual freedom in interacting on social media. Individuals are free to produce information, process and send it throughout the universe through social media, such as WhatsApp, Facebook, Twitter, Instagram, Telegram, and other online media.

Thus, Castells emphasizes that digital society is a modern society because networks have become the basis of people's lives. In addition to technology, the forming factors of network society are also cultural, political, and economic. flow space (space of flows) supported by networks plays a central role in Castells' vision of a networked society. This is a communication network that is defined by the center where this network penetrates (in the sense that the communication network penetrates) so that it spreads throughout the coverage area and influences the various impacts that arise. However, Castells emphasizes the importance of networks as a powerful force to strengthen this influence.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive method that explains events, circumstances, objects, and something related to variables that can be explained by the problems studied. This study describes the hoax phenomenon with various models/patterns of dissemination to university students in West Java, Indonesia. There are 10 universities that have been used as research loci, including: University of Indonesia, State Islamic University Syarif Hidayatullah Jakarta, Bandung Institute of Technology, Padjadjaran University, UIN Sunan Gunung Djati Bandung, Bandung Islamic University (UNISBA), Bogor Agricultural Institute, Parahyangan University, University Siliwangi and Nusantara Islamic University (UNINUS). The object of this research is students who use active social media, namely the type of social media relationship networks and social media sharing networks

(WhatsApp, Facebook, Twitter, and Instagram). There were 100 students who became research informants from 10 universities who actively use social media.

The data sources of this research consist of primary and secondary sources. Primary data is the result of interviews. Meanwhile, secondary data was obtained from various writings and documents related to fake news in universities.

Data collection techniques were carried out using interview techniques and documentation studies. Interviews were conducted with students who were victims, spreaders, and creators of fake news. The documentation study is used to obtain various written sources regarding fake news among students such as journals, books, newspapers, magazines, statistical data, videos, articles, and writings on website. Data analysis also uses qualitative data analysis, namely descriptive-analytic. In this study, the authors attempt to describe how students are exposed to fake news, patterns of spread by fake news spreaders and creators, student information filtering, and student attitudes towards fake news solutions, which are then drawn conclusions.

RESULTS AND DISCUSSION

The research findings state that students' belief in fake news has various phenomena. The first category, students who have a good understanding of media literacy, so they can detect the source and content of the news so they don't easily accept the fake news. Students with good media literacy will have a low radius of trust towards fake news. The second category, students who have media literacy categories that are mediocre or medium and low, so they experience the possibility of being exposed to fake news. Both categories of students have medium and low radius of trust.

The phenomenon of fake news among college students is related to the subject, namely, victims, spreaders, and makers. Victims of fake news are those who have experienced, found, and read fake news on social media but have not shared it with others. Meanwhile, hoax spreaders are those who not only find fake news on social media but also spread it to other people with various purposes. Meanwhile, hoax makers are those who deliberately create and spread hoaxes on social media with a specific purpose.

However, the things experienced by victims are also not completely silent, there are also victims who take advantage of the fake news they receive to spread it to other people. Such a student model, then the status changes to a spreader. The existence, cyclicity in the fake news makes the subject unique. Bearer of false news means that he plays the role of an active subject in committing lies, both liars and liars. Everyone is a potential fake news generator, and fake news spreader, for example Muslim Cyber Army and Saracen who have created and spread fake news. 'Fake News' & Disinformation published by UNESCO analyzed hoaxes as fake news related to the behavior of combining three things, namely misinformation, disinformation, and mal-information. Misinformation is misleading information content, meanwhile disinformation is artificial, fictitious, manipulated and misleading information content. Meanwhile, mal-information is information that is withheld to harm other parties, in the form of harassment, even hate speech. Such behavior is the share of fake news spreaders and creators.

Based on data from interviews with all informants, it can be seen that all informants have been victims of fake news on social media. There are four reasons why they may be exposed to fake news, namely 1) lack of literacy; 2) affected; 3) believe in the group/community around them; and 4) want to make it viral. A person can be exposed to hoaxes and even hoaxes can still exist due to various factors 1) weak journalism; 2) weak economic conditions; 3) internet presence; 4) the emergence of fake media that do not apply journalism standards; 5) quality of education; 6) low media literacy.

There are several reasons why students are exposed to fake news, one of which is the lack of literacy. The ease of exposure to fake news is closely related to the ability to read and analyze facts so that the quality of one's education determines. Student literacy skills are related to critical power in comparing any information they receive with existing information. This also has an impact on the tendency to believe in the information received without verifying it, and even tends to share any information that is obtained with other people without knowing the truth of the information.

Kompas.com (2016) released data based on studies Most Littered Nation in the World which is done by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of 61 countries regarding reading interest. In addition, World Bank data (1998) revealed that Indonesian children's reading habits were at the lowest level with a score (51.7), still below the Philippines (52.6), Thailand (65.1), and Singapore (74.0). In fact, in 1998-2001 the results of an IAEEA survey from 35 countries explained that the reading ability of Indonesian students was in last place. Furthermore, Siswati's study revealed that the literacy level of the Indonesian people has not become the main information-gathering activity (23.5%), Indonesian people prefer to seek information on television (85.9%) and radio (40.3%) (Siswati, 2010).

This fact is certainly saddened by data from the Ministry of Communication and Informatics (2017) that 60 million Indonesians have gadget. In fact, a marketing research institute E-Marketer estimate the number of active users in smartphone Indonesia more than 100 million people. However, this is certainly different from usage smartphone in Indonesia that the average can stare gadget less than 9 hours per day. It's no wonder that fake news can happen to anyone for that reason.

The data and facts above also correlate with the findings obtained by the author in this study, namely that all informants interviewed by the author have been victims of fake news. In fact, if this is related to classroom learning or related to courses, the study of fake news is not widely discussed in universities. This becomes a criticism if students in tertiary institutions already know fake news and hoaxes as disgraceful and immoral behavior.

Another factor that the author finds is that fake news creators are oriented so that the news is always in demand and viral on social media. Viral itself means that it spreads widely and quickly like a virus. The presence of the internet and social media has further exacerbated the circulation of fake news, just like meme, its existence is very easy to spread in cyberspace. Moreover, fake news content usually has issues that are up to date in society. Fake news content and hoaxes are also horrendous, encouraging people to share them. Therefore, of course this is related to the influence of the surrounding environment to spread hoaxes. Support from the surrounding environment regarding the information he gets has an impact on choices in social media, including hoaxes.

This research also succeeded in uncovering the reasons why fake news is spread. One of the findings is that the majority of spreaders are influenced by friends in social media groups such as WhatsApp and Instagram. Due to the influence of his friend, the student acts jokingly to play a prank on someone/a group.

The existence of cyclization in the subject of fake news causes the spreader and the fake news maker to not have a single role, it is even possible that the victim of the hoax also turns into a spreader and/or fake news maker. But fake news creators have a more vocal status because they are the masterminds behind the spread of fake news. The role of fake news creators is also usually assisted by fake news spreaders so that they can go viral in the public. The writer finding, students who had made fake news got assignments from their group because he was part of that group. This also relates that fake news creators make hoaxes because of orders and responsibilities within the organization. Interestingly, the author of the fake news in the writer's findings is part of an organization affiliated with one of the Islamic community organizations outside his campus. Even for him, the fake news that he once made was not fake news because he got the information from his teacher in the organization he joined. The perpetrators of hoaxes that are considered credible will be considered valid by the victims of fake news. Therefore, fake news has even become his daily life under the pretext of preaching on social media, even though the information he spreads is fake news.

Castells' analysis in Del Cerro Santamaría (2007) regarding network logic can be implemented in various patterns of spreading hoaxes. It is part of the technology paradigm which is part of the network logic. Network logic is supported by the existence of flow space which plays a central role regarding the network community. A communication network that is defined by the center where this network penetrates and influences various impacts so that it spreads throughout the region.

Furthermore, Castells emphasized that network logic will affect organizational processes. This means that hoax makers and spreaders as part of the organization will take organized actions by playing

their respective roles so that it will affect the goals of the organization. When the hoax is made by the creator with the aim of the organization/community, of course it will be supported by the spreader so that it can be consumed by the public.

The cyclic pattern can be explained by having a central point, namely the maker which is then spread by the first spreader and the next spreader, and returns to the fake news maker. The end point is that fake news gets back to the creators it received via other spreaders. The authors' findings suggest that fake news creators will eventually receive back stories they create via other spreaders in social media groups WA. However, there is also an intermittent pattern of the spread of fake news.

This pattern emphasizes fake news that eventually doesn't come back to the maker. Fake news will be wildly consumed by the public. The implication is that fake news spreads on social media in various social media groups. The findings of the authors of the spread of this type of fake news occur a lot where the hoax spreaders and creators do not know how this hoax stops on social media. In addition, there is also fake news that is interrupted by law enforcement because it is reported by one person or group of victims. This pattern of spreading fake news has reached its final point, namely breaking up with law enforcement in the sense that the fake news maker is summoned by the authorities. Perpetrators of fake news will be warned and held accountable according to the impact of the news. The author's finding is that there are several informants who are known to have been summoned by the authorities (police) because they are considered to be spreading fake news and hoaxes in Facebook and WA. Although eventually he was released and get coaching.

The driving factor for spreaders and other fake news makers is not knowing that the information is a hoax at first. This is related to the carrying capacity of literacy, especially media. This relates to the previous discussion regarding the reasons why someone is exposed to fake news. Apart from that, the authors' findings also found that there is low media literacy or the perpetrators' ignorance of the dangers posed by the activities of making fake news. If internet users are old, they will be more systematic and understand many things. However, if internet users are still new, it will have an impact on their understanding and experience on social media.

In addition, the motivating factors for spreading and creating fake news are also caused by joking. This is done when the spreader already knows the fake news he gets, then he spreads it to his group or friends on social media. This practice is done with the aim of a joke, and only wants to test the criticality of his friends. In this context, fake news is often spread relating to free quota vouchers, prize advertisements, and discounts online shops.

Based on the author's findings, the most common issues of fake news and hoaxes are political issues, not religious ones. The rest are hoaxes related to the economy, social and culture.

Fake news among university students does not seem to have an image of itself only on primordial-based fake news and hoaxes, but it turns out that the fake news that most informants accept is about politics. In fact, it turns out that fake news for them has a certain season, when it's general election season both at the district level and at the national level, then fake news emerges. Data shows that fake news about politics is still high above other fake news. Political issues are always discussed and the mouth of the conversation on social media. In line with this, the government released that fake news occupies a large position.

Students receive fake news, so some of them have the awareness to verify data. But Most of the others never verify, and sometimes. This awareness should have been carried out by students as intellectuals who work every day with discussions and learning in class. However, not all students already have awareness of verifying information, this is due to a feeling of indifference to the news or information they receive as long as it doesn't harm themselves. This is also related to the tendency towards the choice of information that is often read (accessed) and received so that not all of the information received is verified. Information verification is part of media literacy and is a solution that many informants say when they encounter hoax news.

Verification is a process of clarifying information, being careful with information on social media, and choosing media intelligently according to the credibility of media that can be trusted. The solution to preventing hoaxes can be done with media literacy. The ability to interpret messages conveyed by

newsmakers, analyze news, and understand that the media has commercial/business and political objectives that can be accounted for are part of media literacy. In addition, the ability to evaluate and communicate information in written and oral formats is also part of media literacy. The impact of media literacy leads to the development of a perspective based on knowledge and is constructed in the use of information.

There are also those who expect firmness and government regulations regarding hoaxes. This is part of the external solution, which is provided by the law enforcement bureaucracy. Regulations in Law no. 11 of 2008 concerning Information and Electronic Transactions (ITE), Law no. 40 of 2008 concerning the Elimination of Racial and Ethnic Discrimination is a rule that can take action against hoax spreaders and fabricators plus articles on hate speech outside the provisions of the Criminal Code. In addition, another effort from the Government, especially West Java Province, is the Jabar Saber Hoax, a platform for complaining about hoaxes for the public. This was done to anticipate high hoaxes in West Java which have been launched in public since December 7 2018 (Jabar.prov.go.id 2019).

CONCLUSION

Fake news is a phenomenon of lies that has been happening for a long time but has become a social pathology that is busy being discussed because of social media. Fake news happens to anyone without exception to college students. The university label eliminates the category of fake news in religion but politics, meaning that fake news removes the boundaries of campus primordialism. Victims of fake news are those who have encountered fake news on social media, while spreaders and creators of fake news are those who deliberately create and spread fake news for various reasons, especially for reasons of organizational influence. Patterns of the spread of fake news on social media were found, namely cyclization patterns, spreading patterns, and disconnection patterns in law enforcement. Furthermore, there has been awareness about the existence of hoaxes from students with efforts to verify information by searching for it on search engines. This is part of the expected fake news solution that emphasizes internal factors even though external solutions such as law enforcement can be carried out well. Social trust and fake news have correlation on interaction among students, teacher, and others. Students who have the ability to filter fake news will be able to avoid news content and not be provoked. Meanwhile students who have low media literacy will easily be affected by fake news. The theoretical implication of this study is the enrichment of the hoax distribution network model. This study succeeded in demonstrating models of hoax dissemination that utilize network patterns as in the perspective of digital society Manuel Castells.

References

- Aditiawarman, Mac. 2019. *Hoax Dan Hate Speech Di Dunia Maya*. Tonggak Tuo: Lembaga Kajian Aset Budaya Indonesia Tonggak Tuo.
- Alyusi, Shiefti Dyah. 2016. *Media Sosial : Interaksi, Identitas Dan Modal Sosial*. Jakarta: Kencana Prenadamedia Group.
- Alfindra, Muhammad Furqan, and Martunis Yahya. 2017. "Motivasi Mahasiswa Bergabung Dalam Media Sosial Instagram." *Jurnal Ilmiah Mahasiswa FISIP UNSYIAH* 2(3).
- Amalliah, Amalia. 2018. "Persepsi Masyarakat Terhadap Fenomena Hoax Di Media on Line Pada Era Post Truth." *Jurnal Akrab Juara* 3(4): 1-15. <http://akrabjuara.com/index.php/akrabjuara/article/view/392>.
- Astuti, Yanti Dwi. 2017. "Peperangan Generasi Digital Natives Melawan Digital Hoax Melalui Kompetisi Kreatif." *Informasi* 47(2): 229.
- Azka, Fatih. 2018. "Pengaruh Kecemasan Sosial Terhadap Ketergantungan Pada Media Sosial Di Kalangan Mahasiswa UIN Sunan Gunung Djati Bandung." *UIN Sunan Gunung Djati Bandung*. <http://digilib.uinsgd.ac.id/11523/>.

- Azka, Fatih, Dendih Fredi Firdaus, and Elisa Kurniadewi. 2018. "Kecemasan Sosial Dan Ketergantungan Media Sosial Pada Mahasiswa." *Psymphatic: Jurnal Ilmiah Psikologi* 5(2): 201–10.
- Castells, Manuel. 2004. *The Network Society: A Cross-Cultural Perspective*. Northampton, USA: Edward Elgar Publishing.
- . 2004. *The Power of Identity, The Information Age: Economy, Social, and Culture*. Oxford, UK.
- Dowla, Asif. 2012. In *Credit We Trust: Building Social Capital By Grameen bank in Bangladesh*, JEL Clasification : Z13;O16: G21.
- Fensi, Fabianus. 2018. "FENOMENA HOAX: Tantangan Terhadap Idealisme Media Dan Etika Bermedia." *Bricolage: Jurnal Magister Ilmu Komunikasi* 4(2).
- Fukuyama, F. 2001. *Social Capital: Civil Society and Development*, *Third World Quarterly*, Vol. 22.
- Fukuyama, Francis. 2002. *Trust: Kebajikan Sosial dan Penciptaan Kemakmuran*. Yogyakarta: Qalam.
- Gewati, Mikhael. 2016. "Minat Baca Indonesia Ada Di Urutan Ke-60." *Kompas.com*. <https://edukasi.kompas.com/read/2016/08/29/07175131/minat.baca.indonesia.ada.di.urutan.ke-60.dunia?page=all>.
- Ismail, A. Ilyas. 2018. *Menggagas Paradigma Baru Dakwah Era Milenial*. Jakarta: Prenadamedia Grup.
- Indonesia, MASTEL. 2017. *HASIL SURVEY MASTEL TENTANG WABAH HOAX NASIONAL*. Jakarta. https://www.bkkbn.go.id/po-content/uploads/infografis_Hasil_Survey_MASTEL_tentang_Wabah_Hoax_Nasional.pdf.
- Iswanto, Agus. 2013. "Ideologi Dalam Literatur Keagamaan Pada Aktivitas Dakwah Kampus Dan Kajian Islam Di ITB Bandung." *Journal of Chemical Information and Modeling* 53(9): 1689–99.
- Jabar.prov.go.id. 2019. "Atasi Hoax SPN, Polda Jabar, Diskominfo Jabar, Dan Jabar Saber Hoax Harus Bekerjasama." <https://jabarprov.go.id/index.php/news/32348/2019/03/26/Atasi-Hoax-SPN-Polda-Jabar-Diskominfo-Jabar-dan-Jabar-Saber-Hoax-Harus-Bekerjasama>.
- Kementerian Komunikasi dan Informatika. 2018. *Mengenal Hoax*. Jakarta.
- Kasman, Suf. 2019. "Sistem Verifikasi Menangkal Berita Hoax Di Media Cetak." *Jurnal Mimbar Kesejahteraan Sosial* 2(1): 1–16.
- Kasperek, Sheila, and Bethany Messersmith. 2015. "The Library That Cried Wolf: Outcomes of a Banned Book Hoax on Facebook." *Pennsylvania Libraries: Research & Practice* 3(1): 53–75.
- Konczak, Lee J. et al. 2011. "The Trophy Kids Grow Up: How the Millennial Generation Is Shaking Up the Workplace by Ron Alsop." *Personnel Psychology*.
- Kurniawan, Khaerudin. 2019. "Minat Baca Masyarakat Jawa Barat: Studi Deskriptif Di Kabupaten Bandung, Subang, Dan Purwakarta." *Journal of Chemical Information and Modeling* 53(9): 1689–99.
- Na'im, Moh. Abu. 2017. "HOAKS Sebagai Konstruksi Sosial Untuk Kepentingan Politik Praktis Dalam Pilgub DKI Jakarta." *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam* 8(2): 361–70.
- Nasrullah, Rulli. 2018. *Media Sosial Perspektif Komunikasi, Budaya, Dan Sosioteknologi*. Bandung: Simbiosis Rekatama Media.
- Pakpahan, Roida. 2017. "Analisis Fenomena Hoax Diberbagai Media Sosial Dan Cara Menanggulangi Hoax." *Konferensi Nasional Ilmu Sosial & Teknologi (KNiST)* 1(1): 479. <http://seminar.bsi.ac.id/knist/index.php/UnivBSI/article/view/184>.
- Press, Oxford University. 2020. *Oxford Learner's Dictionaries*. United Kingdom: Oxford University Press. <https://www.oxfordlearnersdictionaries.com/definition/english/information?q=informatio>.
- Rahadi, Dedi Rianto. 2017. "Perilaku Pengguna Dan Informasi Hoax Di Media Sosial." *Jurnal Manajemen Dan Kewirausahaan* 5(1): 58–70.
- Rahmawati, Ayu. 2013. "Tingkat Literasi Media Mahasiswa Fakultas Ilmu Dakwah Dan Ilmu Komunikasi UIN Jakarta Mengenai Informasi Hoax Tentang Kebijakan Registrasi Pelanggan Jasa Telekomunikasi Berdasarkan Individual Competences Framework." *Skripsi: Program*

- Studi Komunikasi Dan Penyiaran Islam Fakultas Ilmu Dakwah Dan Ilmu Komunikasi Universitas Islam Negeri Syarif Hidayatullah Jakarta: 45.
- Republik Indonesia, Kementerian Pendidikan dan Kebudayaan. Kamus Besar Bahasa Indonesia. kbbi.kemdikbud.go.id.
- Ritzer, George. 2014. *Teori Sosiologi Dari Sosiologi Klasik Sampai Perkembangan Terakhir Postmodern*. 8th ed. Yogyakarta: Pustaka Pelajar.
- Rosadi, Dadi, and Feby Oktarista Andriawan. 2016. "Aplikasi Sistem Informasi Pencarian Tempat Kos Di Kota Bandung Berbasis Android." *Jurnal Computech dan Bisnis* 10(1).
- Satori, Djam'an, and Aan Komariah. 2011. *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta.
- Silverman, Craig. 2015. *Lies, Damn Lies, and Viral Content*. New York, USA: Tow Foundation and the John S. and James L. Knight Foundation.
- Saepudin, Encang. 2015. "Tingkat Budaya Membaca Masyarakat." *Jurnal Kajian Informasi & Perpustakaan* 3(2): 271–82.
- Saputra, Ade. 2018. "Maqashid Syariah: Term Hoaks Dalam Al-Quran Dan Hikmah Untuk Kemaslahatan Manusia." *Lembaga Kajian, Penelitian dan Pengembangan Mahasiswa UIN Maulana Malik Ibrahim Malang* 7(1): 41–54.
- Satria, Jefrie Nandy. 2019. "Survei Setara Institute Sebut Mahasiswa Kampus-Kampus Ini Fundamentalis." *Detiknews.com*. <https://news.detik.com/berita/d-4606304/survei-setara-institute-sebut-mahasiswa-kampus-kampus-ini-fundamentalis>.
- Setiyanto, Danu Aris. 2019. "Hoaks; Teks Dan Konteks Dalam Al-Quran." *Indonesian Journal of Religion and Society* 1(1): 1–11.
- Silalahi, Rut Rismanta, Puri Bestari, and Windhi Tia Saputra. 2017. "Karakteristik Strategi Crowdsourcing Untuk Membatasi Penyebaran Hoaks Di Indonesia Studi Kasus: Masyarakat Anti Fitnah Indonesia." *Metacommunication: Journal of Communication Studies* 2(2).
- Siswati. 2010. "Minat Membaca Pada Mahasiswa." *Jurnal Psikologi Undip* 8(2): 124–34.
- Supratman, Lucy Pujasari. 2018. "Penggunaan Media Sosial Oleh Digital Native." *Jurnal ILMU KOMUNIKASI* 15(1): 47–60.
- Surokim. 2017. *Internet, Media Sosial, Dan Perubahan Sosial*. Madura: ASOSIASI PENDIDIKAN TINGGI ILMU KOMUNIKASI (ASPIKOM).
- Suyanto, Totok et al. 2018. "Persepsi Mahasiswa Terhadap Kemunculan Berita Bohong Di Media Sosial." *Jurnal Civics: Media Kajian Kewarganegaraan* 15(1): 103–10.
- Ulya. 2018. "Post-Truth, Hoax, Dan Religiusitas Di Media Sosial." *Fikrah: Jurnal Ilmu Aqidah dan Studi Keagamaan* 6(2): 283.
- Walidah, Iffah Al. 2018. "Tabayyun Di Era Generasi Millennial." *Jurnal Living Hadis* 2(2): 317.
- Wendratama, Engelbertus. 2019. *Jurnalisme, Berita Palsu & Disinformasi*. United Nations Educational, Scientific and Cultural Organization Gagasan.
- Wahyudi, Ade. 2017. "Analisis Data: Indonesia, Raksasa Teknologi Digital Asia." *Katadata.co.id*. <https://katadata.co.id/analisisdata/2017/01/24/indonesia-raksasa-teknologi-digital-asia>.
- Wurinanda, Iradhatie. 2015. "Kota Pelajar Favorit Di Indonesia." *Okezone.com*.

[This page is intentionally left blank]