Jurnal Komunikasi ISKI, Vol. 10 (1), 2025

J U R N A L
KOMUNIKASI
IKATAN SARJANA KOMUNIKASI INDONESIA

E-ISSN: 2503-0795
P-ISSN: 2548-8740

Information Literacy Competence in Curtailing the COVID-19 Hoax in the People of Aceh

http://dx.doi.org/10.25008/jkiski

Hamdani M. Syam[1*], Rizanna Rosemary[2], Nur Anisah[3]

[1]Department of Communication Studies, Universitas Syiah Kuala
Jln.Teuku Nyak Arief No. 441 Kopelma Darussalam, Banda Aceh 23111 - Indonesia
[*]Corresponding author: hamdanim.syam@usk.ac.id

Submitted: November 17, 2024; **Revised**: March 26, 2025; **Accepted**: June 2, 2025
Accredited by Kemdikbudristek: No. 152/E/KPT/2023

Abstract - Information literacy is defined as the ability to access publications, understand, and critically evaluate media content. The competence level of community in information literacy encompasses the regulation of message interpretation passing through online media. Therefore, this study aims to determine the information literacy competence of the Aceh people in curtailing COVID-19 hoax. The data collection technique used was a questionnaire, involving 1078 respondents who were in 5 study locations, namely Banda Aceh, West Aceh, Central Aceh, and North Aceh, and Langsa. The results showed that 836 (77.55%) respondents understood hoax as intentional fake news, while 576 (53.43%) indicated that it is inaccurate information. A total of 559 (51.86%) respondents were sometimes able to distinguish between hoax and true information. Furthermore, most respondents suggested that there is a need for socialization or education in the community to prevent the spread of hoax. By promoting information literacy, self-control over the publication received is carried out optimally, which is a solution to prevent cases of circulating hoax. Furthermore, information literacy is an effective method in dealing with false publications by introducing the characteristics of fake news, verification procedures, and following up on issues that are likely to fall into the hoax category.

Keywords: Covid-19; Hoax; Information; Literacy; True information

Introduction

During the COVID-19 pandemic, there were much misinformation (Galvão, 2021), including narratives suggesting that the outbreak was man-made or created in a laboratory in Wuhan (Bolsen et al., 2020). The circumstance particularly undermined the virus control measures, challenging health authorities and governments in controlling the disease. The government and health authorities did not only fight the pandemic but also disputed the "infodemic" that developed in society (Gallotti et al., 2020).

The World Health Organization (WHO) defined an “infodemic” as the amount of information that is spread during the COVID-19 pandemic, either accurate or inaccurate, and known to seriously threatens public health. Community involvement is important to curtail the threat posed by the outbreak. However, the pandemic and the infodemic are likely to confuse recipients of the information (Luengo-Oroz et al., 2020). The negative information causes a person or society to have the wrong perspective about a situation (catastrophic thinking). The positive information that leads to

“unrealistic optimism” is among the many consequences and risks posed by the infodemic (Van den Broucke, 2020).

The spread of misinformation leads people to act inappropriately and jeopardize the efforts made by governments and health authorities to manage COVID-19, fueling panic, and xenophobia. This situation is a challenge to health authorities globally in controlling the outbreak (Allahverdipour, 2020), including in Indonesia (Teluma, 2020).

This study focuses on the people in Aceh, one of Indonesia's regions. Several mass media reported that "8 out of 10 people in the residents do not believe the existence of the virus" (VIVA.co.id, 2020). Another report showed that, “cases in Aceh continue to increase since many people do not believe in the existence of Coronavirus, as stated by the Director of Dr. Zainoel Abidin Hospital” (AJNN, 2020). The people's perception is influenced by the information received, which is one of the triggering factors of the increasing cases. According to Soveri et al. (2021) and De Freitas et al. (2021), when someone receives information that COVID-19 is fake and not real, then the public's perspective on the actions taken by the government to curtail the spread is pretense only and full of conspiracies.

To curtail the coronavirus transmission rate, the Indonesian Doctors Association Aceh Branch, on August 27, 2021, issued an appeal numbered 16/IDIACEH/VIII/2021. The appeal implored the public not to easily believe the hoax about COVID-19, widely circulating on social media, such as WhatsApp groups, Facebook, etc (RRI.co.id, 2021). This is because community support is needed in dealing with the Coronavirus, such as implementing health protocols. Therefore, this study aims to determine the extent of the Aceh people's information literacy competence in curtailing the COVID-19 hoax.

Theoretical Framework

Information Literacy versus Health Information Hoax

Information literacy is an important approach for curtailing the spread of hoax on social media. It is defined as the ability to access publications, understand, and critically evaluate media content. Information literacy is important to prevent the spread of hoax, enabling media users to become more critical of the content received. Therefore, media users do not necessarily believe and spread the content (Juditha, 2018; Jones-Jang et al., 2021; Cooke, 2017).

Information literacy is a critical competency in the context of the infodemic (Luengo-Oroz et al., 2020). The COVID-19 publication is related to health, hence, information literacy should be focused on well-being (Pamungkas & Wahyudi, 2020). Health information literacy facilitates the difference between reliable publication and disinformation. It helps navigate health issues and services in empowering people to make medical decisions and practice healthy behaviors protectively in controlling the virus (Paakkari & Okan, 2020; Ashrafi-Rizi, & Kazempour, 2020). In general, health-related information literacy is the motivation, knowledge, and competence used to understand, assess, and make medical decisions (Durodolu & Ibenne, 2020; Suminar & Hadisiwi, 2021).

Health hoax is dangerous when practiced by the public, such as eating certain foods that are not based on doctor's recommendations. Therefore, public health literacy is evident in the community's behavior perspective. According to Juditha (2020) and Jones-Jang et al. (2021), people's behavior is evident from their knowledge and actions. Individuals with good literacy related to COVID-19 hoax tends to have adequate knowledge and act positively regarding the spread of false news.

The Behavior of Sharing Hoax

Fact-checking is an important element in a person's communication and before passing on information to others. Hoax is present in human life and has become a threat to true and accurate information, but it is not the only menace. It is fake news or likely pretends to be information which is not generated from the actual reporting process. Hoax is dangerous and misguided information, which is also conveyed as truth, hence, misleading people's perceptions. It also aims to influence the crowd by tarnishing credibility and as an image that influences readers to take action according to the content of the information.

Additionally, hoax is a fake news which trick readers into believing some expositions. It is not based on reality or truth produced for a specific purpose. Hoax aims not only as a joke or a prank, but also to shape public opinion, misleading readers who are not critical of the information and share the

news they read with others without checking the credibility (Juditha, 2018; Park & Rim, 2020). A real story is the result of a process where information is collected and used for the actual writing purpose, and before being spread to the public, a verification is made (López-García et al., 2021).

The acceptance of hoax in the community that leads to general belief is likely to occur when the information is correlated with the desire of recipients. The information is received due to the desire to be recognized as a trendsetter in spreading the news to people. This is the main factor in the hoax dissemination that needs to be addressed for improving false publication eradication strategies in Indonesian society (Arisanty & Wiradharma, 2020; Arisanty et al., 2022; Talwar et al., 2019).

Hoax information dissemination begins with someone's acceptance, then that person believes the information and continues to share it with others. Individual behavior is divided into two types, namely full and without awareness. The behavior of full awareness is intentionally redistributing information because of certain interests or desires, and there are political and social motives. Behavior without awareness is the act of redistributing information without concrete knowledge of the source. However, not everyone continues redistribution, some people stop the hoax when it gets to them (Stanley et al., 2021).

Efforts made to stop the spreading of hoax need to be accompanied by the public's increased information literacy, because, the community is the main controller of the news flow. According to Catts and Lau (2008), information-literate people are those who realize that they need to obtain and evaluate information quality. Information literacy is also synonymous with a person's ability to store and find publications. Information is self-generated, used ethically, effectively, and communicated. When it is associated with hoax, people who have adequate information literacy are those who cautiously find, distinguish, and do not spread false news. Adequate information literacy prevents people from the tendency to quickly believe in the news circulating without verification.

According to Juditha (2019), there are two reasons why people believe in hoax more quickly. First, a person's opinion or attitude is the same as the information circulating. Someone easily receives any information about a person, group of people, policies, and certain products when the individual already has a preference for the news. Even though the information is untrue, the person still accepts it without further verification. That information that suits the desire of individuals, triggers them to redistribute it to others.

Second is the person's limited knowledge of the information obtained, such as publication that is spread through instant messaging that invites users to upload an application or donate to a company. The ignorance about the clarity of the information causes them to be trapped, and it is easy to carry out the commands. Therefore, there is a need for information literacy, hence, people do not easily believe and spread hoax.

Information Seeking Behavior

When someone has a need for something, then that person will be triggered to find out so that information seeking behavior is born in him. According to Wilson (1999), there are four types of information seeking behavior: First, passive attention is when someone does not intend to search but accidentally obtains information. Second, passive search is when someone explores other data that is considered relevant to the information needed. Third, active search is when someone actively searches for the information needed. Fourth, continuous search is the desire for knowledge that continues to the active exploration of information to deepen one's perspective, ideas, and values towards something that one wants to know more deeply.

Information seeking behavior is an activity or activity of an individual in searching for the information needed for a specific purpose. In this effort, a person can interact with an information system, either a newspaper or other information sources. Information seeking behavior continues with processing and use. Information processing describes user behavior after receiving news from various sources (Al-Suqri & Al-Aufi, 2015; Bento et al., 2020; Nafie et al., 2021).

In information seeking behavior, it is assumed that the use of information is due to the need for information. This is what causes someone to search for information. Information can be searched through various sources. If someone is successful in searching and is satisfied, then usually that person will pass on the information to others (Sulistyawati et al., 2021). In information seeking behavior, other people must be involved so that information can be exchanged. The information obtained is used for one's own benefit or the benefit of others.

Social Judgment Theory

This study uses Social Judgment Theory as a basis for analysis. This theory pays attention to how people assess all information or statements they receive. Specifically, this theory attempts to predict how people assess messages and how the assessments made can affect previously held belief systems (Levy & Dweck, 1998). Thus, whether and how fake news can influence people who already have prior knowledge of information literacy to believe and spread fake news.

Social Judgment Theory states that changes in a person's attitude towards certain social objects and issues are the result of an assessment process that occurs within the person regarding the subject matter they are facing (Safitri et al., 2021). The process of assessing an issue or social object is based on a person's frame of reference.

This frame of reference in turn becomes an anchor for determining how a person positions a message they receive, and this frame is also a reference for how a person positions and sorts the messages received and compares them with a rational point of view (Smith et al., 2006). In the context of information literacy implications, this study intends to find out whether the persuasion conveyed by the source or spreader of fake news can persuade the public to believe the news and at the same time spread it when they have recognized and understood misinformation and disinformation.

Material and Methodology

This study was conducted from April 1 to May 30, 2022, using a quantitative approach. The data collection technique used was a questionnaire, which aims to obtain an overview of community information literacy in five districts, namely Banda Aceh, West Aceh, Central Aceh, and North Aceh, and Langsa. The selection of people in the five cities or regencies was considered to represent the Aceh people in general.

This study obtained 1078 respondents who participated in filling out the complete questionnaire. The sample distribution for each respondent included 254, 206, 206, 185, and 227 from Banda Aceh, North Aceh, Central Aceh, Langsa, and West Aceh, respectively. The technique of filling out the questionnaire was self-administered, which means that respondents filled out the questions themselves. Suppose the statements provided in the questionnaire causes confusion, in that case, they ask directly through the telephone number attached or ask the assigned surveyor.

The questionnaire used the options provided and additional answers are allowed based on the respondent's experience. The questionnaire data analysis was processed using the help of IBM SPSS software version 24.0. The statistical test used is descriptive, hence, the percentage score obtained for each statement submitted in the questionnaire is shown.

The processed data results are displayed in the form of graphs and images which are then analyzed descriptively. Previously, a validity test was also conducted with 2 experts from the Communication Science and Nursing Study Programs of Syiah Kuala University on the instruments used. The goal is for the instrument to be in accordance with what is to be studied.

Result and Discussion

Table 1 shows that among the 1078 respondents who participated in this study, most of them were women, with a percentage of 55.38%. When viewed by age, most respondents were between 20-24 years old, which was 48.61%. Meanwhile, most of the education level was Bachelor's degree with a percentage of 61.69%. Employment status was mostly student by 43.04%.

Table 2 shows the types of media used to obtain information about COVID-19, such as YouTube, Facebook, Instagram, Twitter, Tik Tok, etc. This indicated that the media is the most frequently visited platform for obtaining news about Coronavirus by 82.56%.

Table 1. Demographic Characteristics (N = 1078)

Variable	Frequency	(%)
Gender		
Male	481	44.61

Female	597	55.38
Age		
≤ 15 years old	11	1.02
16 – 19 years old	171	15.86
20 - 24 years old	524	48.61
25 – 40 years old	286	26.53
41 – 55 years old	83	7.70
> 55 years old	3	0.28
Education		
Elementary and Junior High School	22	2.04
Senior High School	244	22.63
Associate's Degree	90	8.35
Bachelor Degree	665	61.69
Master's and Doctoral Degree	49	4.55
Other	8	0.74
Profession		
College Student	464	43.04
Civil Servant	89	8.26
Permanent employee (private company)	72	6.68
Non-permanent/contract employees	135	12.52
Part-time or Freelance worker	178	16.51
Other		140
Income		
No income	387	35.90
< IDR 1,000,000	197	18.27
IDR 1,000,000 - 2,000,000	242	22.45
IDR 3,000,000 - 5,000,000	175	16.23
> IDR 5,000,000	77	7.14

Source: Statistics Analysis (SPSS)

Table 2. Media that are often used to obtain information about COVID-19

Statement	Frequency	%
Social media (YouTube, Facebook, Instagram, Twitter, Tik Tok)	890	82.56
Chat applications (WhatsApp, Line, Telegram)	368	34.14
Online media (news sites)	456	42.30
E-mail	68	6.31
Newspaper/Magazine (Print Media)	126	11.69
Television	431	39.98
Radio	98	9.09
Official website of official health organization or government	300	27.83
Other	6	0.56

Source: Statistics Analysis (SPSS)

Understanding of Hoax. In Table 3, 77.55% of respondents defined hoax as intentional fake news, 53.43% denoted it as inaccurate information, 43.13% indicated that it is a doubtful publication, and 30.14% identified it as news that instigates.

Furthermore, 13.91% indicated that it vilifies others, 11.22% stated that they do not like the news, 5.84% denoted that the information cornered only the government, and 1.66% were not able to define hoax. Therefore, it is observed that most respondents already have the understanding of hoax news.

Table 3. Definition of Hoax

Statement	Frequency	%
Intentional fake news	836	77.55
Instigating news	325	30.14

Inaccurate news	576	53.43
News prediction/fiction	107	9.92
News that discredits the government	63	5.84
News that vilifies others	150	13.91
News that I do not like	121	11.22
Doubtful news	465	43.13
Do not know	18	1.66
Other	7	0.64

Source: Statistics Analysis (SPSS)

Table 4. Distinguishing between the hoax and real information

Statement	Frequency	%
Yes	478	44.34
Sometimes	559	51.86
No	41	3.80

Source: Statistics Analysis (SPSS)

Table 5. ***How to detect hoax***

Statement	Frequency	%
Finding the truth of the information through the internet by themselves (search engine)	694	64.38
There are corrections/clarifications in online media (news sites)	413	38.31
There are corrections/clarifications on social media	335	31.08
There are corrections/clarifications in the mass media (TV, Radio, Newspapers)	371	34.42
Ask directly to a reliable source	334	30.98
Already knowing about the truth of the information	244	22.63
Other	11	1.02

Source: Statistics Analysis (SPSS)

In Table 4, 44.34% of respondents were able and 3.80% did not have the knowledge to distinguish between the hoax and true information about COVID-19. However, 51.86% of respondents admitted that sometimes they distinguish and are also confused about the difference between the two concepts.

In Table 5, respondents have various methods of detecting the hoax. A total of 64.38% stated that they detect by finding the truth of the information themselves through the internet (search engines). A total of 38.31% indicated that there were corrections/ clarifications in online media (news sites). A total of 34.42% stated that they verify whether there were corrections/ clarifications through the mass media (TV, Radio, Newspapers). A total of 31.08% showed that they detect corrections/ clarifications on social media. A total of 30.98% stated that they verify by asking directly from reliable sources, and only 1.02% stated other methods.

Community Behavior in Responding to Hoax. In Table 6, 55.01% stated that they first checked the truth of the news/information related to COVID-19 that was received. However, 3.80% immediately spread information to others without checking the truth, and 3.25% directly redistribute to others without any addition.

Impact of Hoax. In Table 7, 47.31% of respondents agreed that hoax disrupts community harmony, and 36.27% strongly agreed. However, 2.32% disagreed and 2.78% strongly disagreed. In Table 8, 68.18% of respondents stated that people easily believe in big news, and 52.97% showed that individuals are happy listening to such publications. A total of 40.63% of participants responded that spreading fake news to some people is a source of business. A total of 39.80% of respondents indicated that the lack of legal action was the cause of the hoax spreading, and 21.71% stated that it was because people easily believed in false publications.

Table 6. People's behavior when receiving exciting information

Statement	Frequency	%
Checking the truth of the news/information	593	55.01

Directly spread to others without checking the truth of the news/information	41	3.80
Immediately spread along with an explanation that the news/information is a hoax	32	2.97
Directly spread to others without being accompanied by any information	35	3.25
Check with reliable sources	194	18.00
Reprimand the sender of the news/information	22	2.04
Silence	111	10.30
Delete right away	43	3.99
Other	7	0.65

Source: Statistics Analysis (SPSS)

Table 7. Hoax disturb social harmony

Statement	Frequency	%
Strongly Disagree	30	2.78
Disagree	25	2.32
Neutral	122	11.32
Agree	510	47.31
Strongly agree	391	36.27

Source: Statistics Analysis (SPSS)

Table 8. Why hoax is prevalent

Statement	Frequency	%
People are happy with the big news	571	52.97
Lack of legal action	429	39.80
Some use it for business	438	40.63
Tools for black campaign	234	21.71
It is easy for people to believe in big news	735	68.18
Other	28	2.60

Source: Statistics Analysis (SPSS)

Table 9. Effective methods for preventing the spread of hoax

Statement	Frequency	%
Education/ Socialization	792	73.47
Legal action	577	53.53
Correcting hoax through social media	431	39.98
Block sites/Apps	304	28.20
Account Report/Post	332	30.80
Reporting in mass media (TV, Radio, Newspapers, and Magazines)	408	37.85
Need for media literacy for the community	353	32.75
Other	6	0.56

Source: Statistics Analysis (SPSS)

How to Stop the Spread of Hoax. In Table 9, 73.47% of respondents used education and socialization as the most effective method in preventing the spread of hoax, and 53.53% suggested that legal action was the most efficient technique. A total of 39.98% stated that corrective action through social media is the most effective method. A total of 37.85% indicated that information reported in the mass media (TV, Radio, Newspapers, and Magazines) was the most effective method. Furthermore, 32.75% of respondents suggested that the public should be media literate to prevent the spread of hoax. A total of 30.80% expressed that account/post was the most efficient method. A total of 28.20% indicated the blocking of sites/apps to prevent the spread of fake news.

In Table 10, 74.68% of respondents stated that they are the most responsible for overcoming the spread of hoax. A total of 60.67% suggested that the government is responsible. A total of 46.75% stated that law enforcement officers are accountable. Furthermore, 44.90% indicated that social media platforms are responsible. A total of 33.58% suggested that the community is accountable. A total of 31.35% stated that the community leaders are responsible.

Table 10. The party most responsible for preventing the spread of hoax

Statement	Frequency	%
Self	805	74.68
Government	654	60.67
Community	362	33.58
Police	504	46.75
Community leader	338	31.35
Social media platforms	484	44.90
Other	19	1.76
Other	6	0.56

Source: Statistics Analysis (SPSS)

Hoax are information that are fabricated, either by distorting the facts or obscuring the news. Therefore, the actual message is not received by the targeted audience. Fake news dissemination is a serious problem and demands great attention from all parties. Specifically, with the communication technology development, it is very easy for information to spread in the community. Since the emergence of social media, sharing messages without first reading them have suddenly become habit that strengthens the spread. Since there is much information in the community, some are true, and most are false. Therefore, making people experience extraordinary confusion in distinguishing both. The confusion that stirred up makes people believe that the information is wrong, which affects the government's work in overcoming COVID-19.

The confusion in distinguishing information is influenced by the lack and weak credibility of news sources used as public references. This is stimulated by online platforms, such as social media, namely YouTube, Facebook, Instagram, Twitter, and Tik Tok, as well as chat applications including WhatApps, Line, and Telegram, which contribute to the amount of information received by the public. The information source credibility affected the quality of news distributed (Fernández-Torres et al., 2021; Jones-Jang et al., 2021; Cooke, 2017).

This is also in line with the study of public information seeking through COVID-19 information. Online media is the main reference for Aceh people to seek or receive information related to Coronavirus (Rosemary et al., 2021). At the beginning of the pandemic, the mass and online media were still focused on reporting excessive information, and the news tended to be negative. For example, the number of infected people or mortality from the Coronavirus and the lack of health facilities in Indonesia (Rosemary et al., 2022). This negative reporting contributes to anxiety and confusion felt in society. With the low process of re-checking and confirming news sources received at the beginning of the pandemic, people are vulnerable to being exposed to hoax information. In the process of checking, comparative information regarding the events received is obtained (Balakrishnan & Rahim, 2021).

Relatively different from the findings in this study, respondents admitted that they sometimes distinguish between a false and true information (51.8%), while most of them admitted to seeking verification before distribution (55.01%). A total of 64.38% stated that they detected false information by searching through the internet. This finding is similar to the Indonesian digital literacy index survey conducted by the Ministry of Communication and Information Technology in 2020. It was found that there was still a high habit of receiving hoax in the community (2020). Although the ability to distinguish between true and false information is becoming better, this study found that people still prefer hoax (52.97%) and believe misleading news (68.18%). This indicates that the information literacy that has been carried out has not been comprehensive and effective in reaching the targeted population who are most vulnerable to hoax, such as adolescents and the elderly.

Information literacy competence determines the behavior of spreading false news (Jones-Jang et al., 2021). The higher the information literacy competence, the greater the tendency of people's behavior to ignore hoax or information that is still unclear. When the information literacy competence is low, the behavioral tendency to ignore is reduced. Assuming there is knowledge, understanding, and critical assessment of the various information characteristics. In this case, there is an inclination to ignore information obtained in the media or sources that are unclear and are considered hoax.

This is in line with the study of Apuke & Omar (2021), which stated that everyone who receives a stimulus in false information does not always respond similarly because each has its reference value. A refrain from spreading fake news to other parties occurs when there is understanding with respect to the characteristics of the information and a self-referential value that is different from the ideas in the hoax. This is similar to the studies of Juditha (2020) and Apuke & Omar (2021), stating that everyone tends to refrain from spreading hoax when they have sufficient knowledge to discern untrue, useless, and harmful news. It is observed that social media users understand the negative impacts that arise from spreading hoax. This impact influences the attitudes or others' opinions, which in the end tends to divide a nation.

Conclusions

The Aceh people's understanding of information literacy is still inadequate because some residents have not been involved in the development program, either from the government or other parties. It was found that there are still people who are ignorant of legal sanctions when someone intentionally creates hoax contents and then spreads it to others, causing public upheaval. There are still people who are unable to distinguish whether the information they receive is a true or false. Sometimes they believe what the information conveys and share it with others. Often the people of Aceh receive information about COVID-19, stating that it is a government or world conspiracy, resulting in their perception of doubt. Therefore, it challenges the administration in controlling the outbreak because the information influence people's perceptions of the government.

This study recommends that information literacy is important for the public to understand the disadvantages of hoax. With these programs, the public tends to become more critical in using the content received on social media, hence, they do not necessarily believe and spread it to others. The government should be more aggressive in conducting information literacy programs to prevent the spread of hoax. This enables the public to be educated on how to differentiate between true and hoax, and how to produce counter-positive information. The more educated the public, the less likely they are consumed by misinformation or hoax. This condition greatly affects the stability and harmony in society, as well as making a positive contribution to development. Therefore, hoax is considered common enemies because they cause many problems, such as degrading human dignity, fostering prejudice and discrimination, causing crime and hatred, as well as triggering inter-group conflict.

Acknowledgement

The author would like to thank Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM) Syiah Kuala University for funding so that this research can be carried out in 2022.

References

AJNN.net. (2020). Kasus di Aceh Terus Meningkat, Direktur RSUDZA: Banyak Masyarakat Tidak Percaya Corona. https://www.ajnn.net/news/kasus-di-aceh-terus-meningkat-direktur-rsudza-banyak- masyarakat-tidak- percaya-corona/index.html. Accessed: 15 November 2021.

Allahverdipour, H. (2020). Global challenge of health communication: infodemia in the coronavirus disease (COVID-19) pandemic. *Journal of Education and Community Health*, 7(2), 65-67.

Al-Suqri, M. N., & Al-Aufi, A. S. (2015). Information seeking behavior and technology adoption. *Advances in Knowlede Acquisition, Transfer, and Management*, 59-80. https://squ.elsevierpure.com/en/publications/information-seeking-behavior-and-technology-adoption-theories-and.

Apuke, O. D., & Omar, B. (2021). Fake news and COVID-19: modeling the predictors of fake news sharing among social media users. *Telematics and Informatics*, 56, 101475. https://doi.org/10.1016/j.tele. 2020.101475.

Arisanty, M., & Wiradharma, G. (2020). The acceptance and resharing behavior of hoax information on social media. *Jurnal Studi Sosial Dan Politik*, 4(2), 87-99. https://doi.org/10.19109/jssp.v4i2.6609.

Arisanty, M., Febrina, N., Wiradharma, G., & Ginting, E. (2022). Social Media User in Receiving and Sharing Hoax Information: Overview from Motivation Level. *Jurnal Studi Sosial dan Politik*, 6(1), 80-100. https://doi.org/10.19109/ jssp.v6i1.12238.

Ashrafi-Rizi, H., & Kazempour, Z. (2020). Information diet in Covid-19 crisis; a commentary. *Archives of academic emergency medicine*, 8(1). https://doi. org/10.22037/aaem.v8i1.605.

Baines, D.; Elliott, R.J.R. 2020. Defining Misinformation, Disinformation, and Misinformation: An Urgent Need for Clarity during the COVID-19 Infodemic; Discussion Papers 20; Department of Economics, University of Birmingham: Birmingham, UK.

Balakrishnan, V., Ng, K. S., & Rahim, H. A. (2021). To share or not to share–The underlying motives of sharing fake news amidst the COVID-19 pandemic in Malaysia. *Technology in Society*, 66, 101676. https://doi.org/10.1016/j. techsoc.2021.101676.

Bolsen, T., Palm, R., & Kingsland, J. T. (2020). Framing the origins of COVID-19. *Science communication*, 42(5), 562-585. https://doi.org/10.1177/1075547020953603.

Bento, A. I., Nguyen, T., Wing, C., Lozano-Rojas, F., Ahn, Y. Y., & Simon, K. (2020). Evidence from internet search data shows information-seeking responses to news of local COVID-19 cases. *Proceedings of the National Academy of Sciences*, 117(21), 11220-11222.

Catts, R., & Lau, J. (2008). Towards information literacy indicators. Paris: UNESCO: Paris.

Cooke, N. A. (2017). Posttruth, truthiness, and alternative facts: Information behavior and critical information consumption for a new age. *The library quarterly*, 87(3), 211-221.

De Freitas, L., Basdeo, D., & Wang, H. I. (2021). Public trust, information sources and vaccine willingness related to the COVID-19 pandemic in Trinidad and Tobago: an online cross-sectional survey. *The Lancet Regional Health-Americas*, 3, 100051. https://doi.org/10.1016/j.lana. 2021.100051.

Detik.com. (2020). Kapan Sebenarnya Corona Pertama Kali Masuk RI?. https://news.detik.com/berita/d-4991485/kapan-sebenarnya-corona-pertama-kali-masuk-ri/3. Accessed: 7 Mei 2020.

Durodolu, O. O., & Ibenne, S. K. (2020). The fake news infodemic vs information literacy. *Library Hi Tech News*, 37(7), 13-14.

Fernández-Torres, M. J., Almansa-Martínez, A., & Chamizo-Sánchez, R. (2021). Infodemic and fake news in Spain during the COVID-19 pandemic. *International journal of environmental research and public health*, 18(4), 1781. https://doi. org/10.3390/ijerph18041781.

Fidel, R. (2012). Human information interaction: An ecological approach to information behavior. Massachusetts: Mit Press.

Gallotti, R., Valle, F., Castaldo, N., Sacco, P., & De Domenico, M. (2020). Assessing the risks of 'infodemics' in response to COVID-19 epidemics. *Nature Human Behaviour*, 4(12), 1285-1293. https://doi. org/10.1038/s41562-020-00994-6.

Galvão, J. (2021). COVID-19: the deadly threat of misinformation. *The Lancet Infectious Diseases*, 21(5), e114. https://doi.org/ 10.1016/S1473-3099(20)30721-0.

Jones-Jang, S. M., Mortensen, T., & Liu, J. (2021). Does media literacy help identification of fake news? Information literacy helps, but other literacies don't. *American Behavioral Scientist*, 65(2), 371-388. https://doi.org/10.1177/ 0002764219869406.

Juditha, C. (2020). Perilaku Masyarakat Terkait Penyebaran Hoaks Covid-19. *Jurnal Pekommas*, 5(2), 105-116. https://doi. org/10.30818/jpkm.2020.2050201.

Juditha, C. (2018). Hoax Communication Interactivity in Social Media and Anticipation (Interaksi Komunikasi Hoax di Media Sosial serta Antisipasinya). *Pekommas*, 3(1). https://doi.org/10.30818/jpkm.2018.2030104.

Juditha, C. (2019). Literasi informasi melawan hoaks bidang kesehatan di komunitas online. *Jurnal Ilmu Komunikasi*, 16(1), 77-90. https://doi.org/10.24002/jik. v16i1.1857.

Kaplan, E. H. (2020). Containing 2019-ncov (Wuhan) coronavirus. *Health care management science*, 23(3), 311-314. https://doi.org/10.1007/s10729-020-09504-6.

Kominfo. (2020). Status Literasi Digital Indonesia: Survei di 34 Provinsi. Retrieved from https://aptika.kominfo. go.id/wp-content/uploads/2020/11/ Survei-Literasi-Digital-Indonesia-2020.pdf.

Levy, S. R., & Dweck, C. S. (1998). Trait-versus process-focused social judgment. *Social Cognition*, 16(1), 151-172.

López-García, X., Costa-Sánchez, C., & Vizoso, Á. (2021). Journalistic fact-checking of information in pandemic: Stakeholders, hoaxes, and strategies to fight disinformation during the COVID-19 crisis in Spain. *International journal of environmental research and public health*, 18(3), 1227. https://doi.org/ 10.3390/ijerph18031227.

Luengo-Oroz, M., Pham, K. H., Bullock, J., Kirkpatrick, R., Luccioni, A., Rubel, S.,Wachholz, C., Chakchouk, M., Biggs, P., Nguyen, T., Purnat, T. & Mariano, B. (2020). Artificial intelligence cooperation to support the global response to COVID-19. *Nature Machine Intelligence,* 2(6), 295-297. https://doi. org/10.1038/s42256-020-0184-3.

Mastel. (2019). Hasil Survey Wabah Hoax Nasional 2019. https://mastel.id/hasil-survey-wabah-hoax-nasional-2019/. Accessed: 22 November 2021.

Mastel. (2017). Infografi Hasil Survei Mastel Tentang Wabah Hoax Nasional. https://mastel.id/infografis-hasil-survey-mastel-tentang-wabah-hoax-nasional/. Accessed: 15 April 2019.

Nafie, J., Lembang, C. J. B., Adu, A. A., Toy, S. M., Wijaya, R. P. C., & Kiling, I. Y. (2021). COVID-19 Health Information-Seeking Behavior in Timorese Society: A Phenomenological Study. *Indian Journal of Forensic Medicine & Toxicology,* 15(3), 3561-3566.

Paakkari, L., & Okan, O. (2020). COVID-19: health literacy is an underestimated problem. *The lancet public health,* 5(5), e249-e250. https://doi.org/10.1016/ S2468-2667(20)30086-4.

Pamungkas, A. H., & Wahyudi, W. A. (2020). COVID-19, Family, and Information Literacy. *Kolokium,* 8(1), 83-91. https://doi.org/10.24036/kolokium-pls. v8i1.395.

Park, K., & Rim, H. (2020). "Click First!": The Effects of Instant Activism Via a Hoax on Social Media. *Social Media+ Society,* 6(2), 2056305120904706. https://doi. org/10.1177/2056305120904706.

Prasanti, D. (2018). Penggunaan Media komunikasi bagi remaja perempuan dalam pencarian informasi kesehatan. LONTAR: *Jurnal Ilmu Komunikasi,* 6(1), 15-22. https://doi.org/10.30656/ lontar.v6i1.645.

Purba, R. (2015). Tingkat Literasi Media Pada Mahasiswa (Studi Deskriptif Pengukuran Tingkat Literasi Media Berbasis Individual Competence Framework Pada Mahasiswa Departemen Ilmu Komunikasi USU). *Flow,* 2(9), 1-10.

Rahadi, D. R. (2017). Perilaku pengguna dan informasi hoax di media sosial. *Jurnal Manajemen dan Kewirausahaan,* 5(1), 58-70. https://doi.org/10.26905/jmdk. v5i1.1342.

Rasywir, E., & Purwarianti, A. (2016). Eksperimen pada sistem klasifikasi berita hoax berbahasa Indonesia berbasis pembelajaran mesin. *Jurnal Cybermatika,* 3(2).

Rosemary, R., Rochimah, T. H. N., & Susilawati, N. (2022). Efficacy information in Government's initial responses to COVID-19 pandemic: A content analysis of the media coverage in Indonesia. *International Journal of Disaster Risk Reduction,* 103076. https://doi.org/10.1016/j.ijdrr.2022.103076.

Rosemary, R., Syam, H. M., Anisah, N., Yanuar, D., & Putra, H. S. (2021). Acehnese People's Information Seeking Behavior about COVID-19. *Jurnal Komunikasi Ikatan Sarjana Komunikasi Indonesia,* 6(1). https://doi.org/10. 25008/jkiski.v6i1.482.

RRI.co.id. (2021). IDI Aceh : Masyarakat Jangan Mudah Percaya Berita Hoaks tentang COVID-19. https://rri.co.id/ banda-aceh/konter-hoaks/1167863/idi-aceh-masyarakat-jangan-mudah-percaya-berita-hoaks-tentang-covid-19. Accessed: 15 November 2021.

Safitri, A. A., Rahmadhany, A., & Irwansyah, I. (2021). Penerapan teori penetrasi sosial pada media sosial: Pengaruh pengungkapan jati diri melalui TikTok terhadap penilaian sosial. *Jurnal Teknologi Dan Sistem Informasi Bisnis,* 3(1), 1-9. https://doi.org/10.47233/ jteksis.v3i1.180.

Smith, S. W., Atkin, C. K., Martell, D., Allen, R., & Hembroff, L. (2006). A social judgment theory approach to conducting formative research in a social norms campaign. *Communication Theory,* 16(1), 141-152. https://doi.org/10. 1111/j.1468-2885.2006.00009.x.

Soveri, A., Karlsson, L. C., Antfolk, J., Lindfelt, M., & Lewandowsky, S. (2021). Unwillingness to engage in behaviors that protect against COVID-19: the role of conspiracy beliefs, trust, and endorsement of complementary and alternative medicine. *BMC public health,* 21(1), 1-12. https://doi.org/10.1186 /s12889-021-10643-w.

Stanley, M. L., Barr, N., Peters, K., & Seli, P. (2021). Analytic-thinking predicts hoax beliefs and helping behaviors in response to the COVID-19 pandemic. *Thinking & Reasoning,* 27(3), 464-477. https://doi. org/10.1080/13546783.2020.1813806.

Suminar, J. R., & Hadisiwi, P. (2021). Becoming a hoax buster in WhatsApp groups as an effort to limit the dissemination of misleading health information. *Jurnal Studi Komunikasi,* 5(1), 58-73. https://doi.org/10.25139/ jsk.v5i1.2408.

Sulistyawati, S., Yuliansyah, H., Asti Mulasari, S., & Sukesi, T. W. (2021). Online information seeking behavior among Indonesian during the COVID-19 pandemic. *Asian Journal of Medicine and Health,* 19(11), 1-7.

Syam, H. M., & Nurrahmi, F. (2020). "I Don't Know If It Is Fake or Real News" How Little Indonesian University Students Understand Social Media Literacy. *Jurnal Komunikasi: Malaysian Journal of Communication,* 36(2), 92-105. https:// doi.org/10.17576/JKMJC-2020-3602-06.

Talwar, S., Dhir, A., Kaur, P., Zafar, N., & Alrasheedy, M. (2019). Why do people share fake news? Associations between the dark side of social media use and fake news sharing behavior. *Journal of Retailing and Consumer Services,* 51, 72-82. https://doi.org/10.1016/j.jretconser.2019.05.026.

Teluma, A. R. (2020). Membaca Realitas Infodemi COVID-19 di Indonesia. *JCommsci-Journal Of Media and Communication Science,* 1(1), 1-9. https://doi.org/10.29303/jcommsci.v1i1.91.

Utami, D. (2019). Implikasi Literasi Media Dalam Mengubah Perilaku Masyarakat Kota Pontianak Terhadap Kabar Bohong. *Commed: Jurnal Komunikasi dan Media,* 3(2), 102-120. https://doi.org/10.33884/ commed.v3i2.921.

Van den Broucke, S. 2020. Why health promotion matters to the COVID-19 pandemic, and vice versa. *Health Promotion International,* 35, 181–186. https://doi.org/10.1093/heapro/daaa042.

VIVA.co.id. (2020). 8 dari 10 Orang di Aceh Tak Percaya Ada COVID-19. https://www.viva.co.id/berita/nasional/1289416-8-dari-10-orang-di-aceh-tak-percaya-ada-covid-19. Accessed: 15 November 2021.

West, R., & Turner, L. (2007). Communication theory. Analysis and Application. Singapore: McGraw Hill Companies.

Wilson, T. D. (1999). Models in information behaviour research. *Journal of documentation,* 55(3), 249-270. https:// doi.org/10.1108/EUM0000000007145.

World Health Organization. (2020). Infodemic management: A key component of the COVID-19 global response. https://apps. who.int/iris/handle/10665/331775. Accessed: 24 Mei 2020.

Zarocostas, J. (2020). How to fight an infodemic. *The lancet,* 395(10225), 676. https://doi.org/10.1016/S0140-6736(20)30461-X.