

# THE RELATIONSHIP BETWEEN EXPOSURE TO HOAX CONTENT AND LITERACY LEVEL ON SOCIAL MEDIA TOWARDS THE CRITICAL ATTITUDE OF GENERATION Z TOWARDS ONLINE NEWS

**Ainiyah Rahman Hasibuan<sup>1</sup>, Martha Tri Lestari<sup>2</sup>**

Telkom University, Indonesia

Corresponding email: [ainiyahrahmanhasibuan@gmail.com](mailto:ainiyahrahmanhasibuan@gmail.com)

Received : 21 March 2025

Revised : 29 March 2025

Accepted : 15 April 2025

Published : 25 May 2025

DOI : <https://doi.org/10.54443/morfai.v5i3.3031>

Link Publish : <https://radjapublika.com/index.php/MORFAI/article/view/3031>

## Abstract

Social media offers many benefits in people's lives including ease of communication, ease of getting information from social media and ease of sending and receiving messages in the form of documents or videos and photos via social media. However, people often receive negative impacts from social media, one of which is receiving hoax information. This study aims to analyze the relationship between exposure to hoax content and the level of social media literacy towards Generation Z in responding to online news. This type of research uses a positivistic quantitative method by distributing questionnaires to 400 respondents to the Z generation community in the city of Bandung. The author uses the Audience Reception theory by Stuart Hall which explains how messages are conveyed by the media produced by encoding and received by decoding by the audience. The results of the study showed that there was a significant relationship between exposure to hoax content and critical attitudes of generation Z. The higher the exposure to hoax content, the lower the critical attitude shown by respondents. In the sense that the more often someone is exposed to false information without being able to verify its truth, the more vulnerable they are to receiving information passively and uncritically.

**Keywords:** *Social Media, Generation Z, Hoax Content*

## INTRODUCTION

The advancement of information and communication technology has drastically changed people's mindsets, especially Generation Z, in accessing and consuming information. As a generation that grew up with technological developments, Generation Z uses social media as the main means to search for information and interact. This shifting pattern of information consumption also brings new challenges, especially in the context of digital literacy. Social media is not only used as a source of information, but also as a place for self-expression. Social media platforms such as TikTok, Instagram, and Twitter provide fast and easy access to various information, encouraging Generation Z to be more selective in filtering content. However, many of them are still not used to verifying information, so they have the potential to spread disinformation. According to the We Are Social and Hootsuite report (2023), 62.5% of global internet users aged 16 to 24 rely on social media to search for the latest news and information. For example, TikTok social media has experienced a significant increase as an information search platform, with 40% of young users choosing TikTok over search engines like Google (TrenchCrunch 2022).

This phenomenon shows that social media not only functions as a means of entertainment but also as the main media for gaining knowledge and building opinions, but Generation Z's dependence on social media also poses challenges, such as the spread of unverified information and the potential for exposure to fake news so that they are not only social media users but also active content creators. Platforms such as Facebook, Instagram, Twitter, and TikTok are the main places for this generation to find the latest news and information. Social media offers many benefits in people's lives including ease of communication, ease of getting information from social media and ease of sending and receiving messages in the form of documents or videos and photos via social media. However, people often receive negative impacts from social media, one of which is receiving hoax information. In this phenomenon, the term hoax news or fake news has become very familiar to the ears of the Indonesian people. This is because of the large number of hoax news,

# THE RELATIONSHIP BETWEEN EXPOSURE TO HOAX CONTENT AND LITERACY LEVEL ON SOCIAL MEDIA TOWARDS THE CRITICAL ATTITUDE OF GENERATION Z TOWARDS ONLINE NEWS

Ainiyah Rahman Hasibuan and Martha Tri Lestari

especially those concerning religious and political sentiments that are spread across various media in Indonesia. Based on data from a survey released by the Indonesian Telecommunications Society (Mastel 2017), 91% of hoax news received by the public is news concerning socio-political issues. Around 88.60% of the news spread was about SAEA and 41.20% of the news spread was about Health. Every day 44.30% of 1,116 people get hoax news, and 17.20% get hoax news more than once a day. For example, A study by the Center for Countering Digital Hate (2022) shows that 59% of misinformation content about health on social media is not removed even though it has been reported. This is a challenge for Generation Z who often use health social media to find information related to important issues, such as mental health, climate change, and politics. Previous studies have highlighted the importance of media literacy in dealing with hoaxes. Media literacy includes the ability to access, analyze, and evaluate information from various sources.

Increasing media literacy among Generation Z is considered an important step to strengthen their critical thinking skills in dealing with fake news. Media literacy education programs and campaigns in schools and communities can be an effective solution to overcome this problem. In addition, there is an important role for social media platforms themselves in dealing with fake news. Media literacy education programs and campaigns in schools and communities can be an effective solution to overcome this problem. In addition, there is an important role for social media platforms themselves in countering the spread of hoaxes. Strong justification in this study focuses on the relevance of the hoax problem on social media and how it affects the critical attitude of generation Z towards online news, with this justification the study focuses on the impact of exposure to hoaxes on social media on the critical attitude of generation Z. This study will help understand how the spread of false information can affect the generation growing up in the digital era and find concrete solutions to strengthen their critical abilities. To determine which news is right on social media in the context of the title "The relationship between exposure to hoax content on social media and the critical attitude of generation z towards online news", the focus is not only on true or false news, but also on the types of news that are often the target of the spread of hoaxes and are important to generation Z.

Educational programs and media literacy campaigns in schools and communities can be effective solutions to overcome this problem. In addition, there is an important role for social media platforms themselves in countering the spread of hoaxes. Strong justification in this study focuses on the relevance of the problem of hoaxes on social media and how it affects the critical attitude of generation Z towards online news, with this justification the study focuses on the impact of exposure to hoaxes on social media on the critical attitude of generation Z. This study will help understand how the spread of false information can affect the generation growing up in the digital era and find concrete solutions to strengthen their critical abilities. To determine which news is right on social media in the context of the title "The relationship between exposure to hoax content on social media and critical attitudes of generation z towards online news", the focus is not only on true or false news, but also on the types of news that are often the target of the spread of hoaxes and are important to generation Z.

Educational programs and media literacy campaigns in schools and communities can be effective solutions to overcome this problem. In addition, there is an important role for social media platforms themselves in countering the spread of hoaxes. Strong justification in this study focuses on the relevance of the problem of hoaxes on social media and how it affects the critical attitude of generation Z towards online news, with this justification the study focuses on the impact of exposure to hoaxes on social media on the critical attitude of generation Z. This study will help understand how the spread of false information can affect the generation growing up in the digital era and find concrete solutions to strengthen their critical abilities. To determine which news is right on social media in the context of the title "The relationship between exposure to hoax content on social media and critical attitudes of generation z towards online news", the focus is not only on true or false news, but also on the types of news that are often the target of the spread of hoaxes and are important to generation Z.

Researchers found several problem formulations in this study, namely: how big is the relationship between the level of digital literacy on social media and the critical attitude of generation z on online media news and how big is the relationship between exposure to hoax content on social media and the critical attitude of generation z on online news. The purpose of this study is to measure how big the relationship is between the level of digital literacy on social media and the critical attitude of generation z on online media news and to analyze how big the relationship is between exposure to hoax content on online media.

## LITERATURE REVIEW

# THE RELATIONSHIP BETWEEN EXPOSURE TO HOAX CONTENT AND LITERACY LEVEL ON SOCIAL MEDIA TOWARDS THE CRITICAL ATTITUDE OF GENERATION Z TOWARDS ONLINE NEWS

Ainiyah Rahman Hasibuan and Martha Tri Lestari

## Audience Reception Theory

The study entitled "The Relationship Between Exposure to Hoax Content on Social Media and Generation Z's Critical Attitude Towards Online News" uses the Audience Reception theory by Stuart Hall which explains how messages conveyed by the media are produced (encoding) and received (decoding) by the audience. In the decoding process by the message creator. The audience gets Hegemonic Dominance which means accepting the message according to the creator's intent, Negotiation which means accepting part of the message, but rejecting part of it, then oppositional which means rejecting the message completely and interpreting it differently. Based on this explanation, the focus of this study is the audience reception theory which focuses on how the audience (Generation Z) understands and responds to hoax content on social media. The grand theory of Encoding/Decoding is the basis for understanding the message reception process, especially how Generation Z's critical attitude influences the way they filter and interpret online news. So this theory is relevant to explain the relationship between exposure to hoax content and Generation Z's critical attitude, because the decoding process is key to understanding the differences in audience responses to the same information.

## Hoaxes in the Digital Age

In the context of new media, media literacy is not only related to how to digest media content, but also how to produce multimedia texts or interactive hypermedia texts. (Kurnia et al., 2019). Digital literacy can be interpreted as part of media literacy, because basically the concept of digital literacy can be interpreted as understanding and giving emotions to various information received in using digital media and devices. Digital literacy is understood as the ability to understand and use various formations from digital sources, as well as the ability to use technological devices and information from devices from digital sources. Social media as a means of disseminating information is a very close part of society that will always be facilitated in getting various information related to anything they want. In using social media, people can exchange information with everyone as fellow users. The existence of social media usage behavior in society that tends to be consumptive, causes the understanding of information that should be correct, to be incompatible with what is actually (Hidayah, 2019).

## Digital Literacy

Digital literacy is the ability to understand, use, and interact with digital technology effectively. According to Bawden in the book Muna (2020: 25) digital literacy includes several main aspects, such as information search skills, information evaluation, information management, and information creation. Information search skills relate to the extent to which a person can find and access the extent to which a person can find and access relevant information efficiently. After the information is found, individuals need to have information evaluation skills, which means being able to assess the credibility and reliability of the information source. Information management is the main factor because a person must be able to organize and store the information obtained for future use. In addition, the aspect of information creation refers to an individual's ability to produce and share digital content ethically and effectively. According to the Ministry of Communication and Information of the Republic of Indonesia (Kominfo) in 2021 identified 4 main pillars of digital literacy, namely digital skills, digital ethics, individuals need to have information and data literacy. Critical thinking skills, and good communication skills in a digital environment.

Digital ethics emphasizes the importance of awareness of ethics in the use of technology, including in interacting on social media. Digital security is an equally important aspect where individuals must understand how to protect personal information and maintain the security of the devices they use. Digital culture refers to an individual's ability to participate actively and positively in a digital society. In relation to exposure to hoax content and the level of literacy on social media towards Generation Z's critical attitude towards online news, digital literacy plays a very important role. Generation Z, who was born in the digital era, has a very important role. Generation Z, who was born in the digital era, has wide access to various information on the internet and social media. However, high exposure to hoax content can affect how they respond to the news they consume. Research conducted by Sya'diyah and Anggraini (2020) shows that the level of media literacy has a significant influence on the behavior of spreading hoaxes among Generation Z. The higher a person's literacy level, the less likely they are to spread hoax information, because they are better able to evaluate the credibility of the news they receive. So according to researchers in the relevance of this study, increasing digital literacy, especially in the aspects of evaluating information and critical thinking, is very important for Generation Z. By having good digital literacy, they can be more critical in filtering information, avoiding the spread of hoaxes, and build healthier and more responsible news consumption habits in this digital era. So increasing digital literacy, especially in terms of evaluating

# THE RELATIONSHIP BETWEEN EXPOSURE TO HOAX CONTENT AND LITERACY LEVEL ON SOCIAL MEDIA TOWARDS THE CRITICAL ATTITUDE OF GENERATION Z TOWARDS ONLINE NEWS

Ainiyah Rahman Hasibuan and Martha Tri Lestari

information and critical thinking, is very important to help Generation Z develop a critical attitude towards online news and reduce the spread of hoaxes on social media.

## Social media

Social media according to Mulawarman in Kosasih (2020) social media consists of two words, namely media and social. Media is a tool used to communicate, while social is an action or interaction from a person to the surrounding community. Social media can be translated as a communication tool for someone to interact. Van Dijk in Setiadi (2016) stated that social media is a media platform that focuses on the existence of users who facilitate them in their activities or collaboration. In this case, social media is a media that is used online for activities or collaboration. With the existence of social media, various information can be easily obtained by various groups, both young and old, as well as various groups in society. In addition, social media is also defined as a web-based application that provides functions for sharing, connecting, sharing in groups, conversations, and profiles. Another definition refers to internet-based applications built on web 2.0. The definition given by Z. Huang and M Bennyoycef defines social media as a technology-based content creation medium on the internet.

## Research Hypothesis

H0 = There is no significant relationship between exposure to hoaxes on social media (X1) and Generation Z's critical attitude towards online media news (Y)

H1 = There is a significant relationship between exposure to hoax content on social media (X1) and the critical attitude of generation Z towards online media news (Y).

H2 = There is no significant influence between the level of digital literacy (X2) and the critical attitude of generation Z towards online media news (Y).

H3 = There is a significant relationship between the level of digital literacy (X2) and the critical attitude of generation Z towards online media news (Y).

Exposure to hoax content on social media can influence how to think and respond to information in online media. Generation Z, which part most of them get their information from social media, they may be influenced by exposure to false information (hoaxes). If they are exposed to hoaxes continuously, their critical attitude towards online news can decrease because they tend to accept information without filtering it properly. In this case, exposure to content hoaxes on social media (X) can hinder Generation Z's ability to think critically (Y) when dealing with online news.

## RESEARCH METHODS

The approach used in this study is the quantitative method. According to Creswell (2023) quantitative research is an approach to prove a theory by measuring several variables used. The measurement of these variables is then analyzed using statistics and has data in the form of numbers. The results obtained are in the form of data that is usually described using tables, graphs, and others. The purpose of this quantitative approach is to prove and develop theories and hypotheses related to an object or phenomenon that is occurring. This variable, in turn, can be measured using an instrument, so that the total data can be analyzed using statistical procedures. The sampling used in this study uses the purposive sampling technique. The population in this study is Generation Z (born between 1997 – 2012) who actively use social media in Indonesia.

So the required sample is increased to 400 respondents. The data collection techniques used in this study are questionnaires and literature studies. The data analysis techniques used in this study are descriptive analysis techniques and inferential analysis techniques. The operational variables and measurement scales in this study are X1 = Exposure to Hoax Content, X2 = Digital Literacy, Y = Critical Attitude towards Online News. The measurement scale used is the Likert Scale with 5 answer choices to measure respondents' perceptions of each variable.

## RESEARCH RESULTS AND DISCUSSION

### Respondent Characteristics

Based on the results of the research conducted by the researcher, the respondents in this study were generation Z aged 12 to 27 years with a total of 400 respondents. The data collection technique used was by distributing online questionnaires using the help of Google Form which produced primary data, so the characteristics of the respondents were grouped into several categories determined based on: gender, age, year of birth, last education, to the frequency of

# THE RELATIONSHIP BETWEEN EXPOSURE TO HOAX CONTENT AND LITERACY LEVEL ON SOCIAL MEDIA TOWARDS THE CRITICAL ATTITUDE OF GENERATION Z TOWARDS ONLINE NEWS

Ainiyah Rahman Hasibuan and Martha Tri Lestari

daily social media use in the research respondents. From the grouping of respondents, it can be explained in more depth about the characteristics of the respondents in the following tables along with the identification of each characteristic of the respondents from 400 generation Z people who influence hoax news in online news.

## RESEARCH RESULT

### Validity Reliability Test

Based on the results of the reliability test, all variables in this study were declared reliable because they had a Cronbach's Alpha value greater than the reliability standard of 0.80. The Hoax Content Exposure variable on Social Media (X1) has a Cronbach's Alpha value of 0.872, which indicates high internal consistency in measuring hoax exposure on social media. Furthermore, the Hoax Exposure Frequency variable (X2) with a Cronbach's Alpha value of 0.865 also shows an adequate level of reliability in measuring the frequency of hoax exposure. The Critical Attitude towards Online News variable (Y1) has a Cronbach's Alpha value of 0.857, indicating that the indicators are consistent in measuring critical attitudes towards online news. Finally, the Digital Media Literacy Level variable (Y2) shows a Cronbach's Alpha value of 0.831, indicating that the items in this variable are quite reliable in measuring digital media literacy. Overall, these four variables meet the reliability criteria, so that the instruments used in this study can be relied on for further analysis.

### Multiple Regression Analysis Test

TABEL 4. 4  
HASIL UJI ANALISIS REGRESI BERGANDA

Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	25.349	1.221		20.760	.000
	paparan konten	.145	.045	.180	3.251	.001
	tingkat literasi	.166	.062	.148	2.673	.008

Sumber: Data diolah SPSS, tahun 2025

$$Y = 25.349 + 0.145 X1 + 0.166 X2 + e$$

Based on the regression equation above, it is interpreted as follows:

1. The constant value of 25.349 indicates that if there is no exposure to content (X1) and literacy level (X2), then the critical attitude (Y) is estimated to be at 25.349.
2. The coefficient X1 (content exposure) of 0.145 indicates that every one unit increase in content exposure will increase critical attitudes by 0.145, assuming a constant literacy level.
3. The coefficient X2 (literacy level) of 0.166 indicates that every one unit increase in literacy level will increase critical attitudes by 0.166, assuming constant content exposure.

### Hypothesis Testing

#### Partial Test (t-Test)



# THE RELATIONSHIP BETWEEN EXPOSURE TO HOAX CONTENT AND LITERACY LEVEL ON SOCIAL MEDIA TOWARDS THE CRITICAL ATTITUDE OF GENERATION Z TOWARDS ONLINE NEWS

Ainiyah Rahman Hasibuan and Martha Tri Lestari

**TABEL 4. 5**  
**HASIL UJI PARSIAL (UJI t)**

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	25.349	1.221		20.760
	paparan konten	.145	.045	.180	3.251
	tingkat literasi	.166	.062	.148	2.673

Sumber: Data diolah SPSS, tahun 2025

## 1. The Influence of Content Exposure on Critical Attitudes

Based on the partial test results, the t-count value was obtained as much as 3.251 with a significance value of 0.001. A significance value smaller than 0.05 indicates that the relationship being tested is significant. Furthermore, by comparing the t-count (3.251) with the t table of 1.967, it can be concluded that the t-count is greater than the t table. This indicates that H0 (null hypothesis) which states that there is no influence between the variables of Content Exposure (X1) on Critical Attitude (Y) can be rejected, while H1 (alternative hypothesis) which states that there is a significant influence between these two variables is accepted.

Thus, these results indicate that Content Exposure (X1) has a significant effect on Critical Attitude (Y). This means that the Content Exposure variable (X1) makes a significant contribution in forming or influencing Critical Attitude (Y) in respondents in this study. This detected influence indicates a strong relationship between individual critical attitudes as a factor that influences broader critical attitudes. Therefore, this study confirms the importance of Content Exposure (X1) as a significant factor in influencing overall critical behavior or attitudes.

## 2). The Influence of Literacy Level on Critical Attitude

Based on the results of the partial test, the t-count value for the Literacy Level (X2) was 2.673 with a significance value of 0.008. Because the t-count (2.673) is greater than the t table (1.967) and the significance value (0.008) is smaller than the significance level of 0.05, then H0 is rejected and H1 is accepted. This shows that the Literacy Level (X2) has a significant effect on the Critical Attitude variable (Y).

In other words, there is a significant relationship between the Literacy Level (X2) as an independent variable and the Critical Attitude variable (Y). This result confirms that the higher a person's literacy level, the greater its influence on the Critical Attitude variable (Y). Therefore, the Literacy Level (X2) has a significant contribution in influencing the results obtained in this study.

**TABEL 4. 5**  
**HASIL UJI PARSIAL (UJI t)**

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	25.349	1.221		20.760
	paparan konten	.145	.045	.180	3.251
	tingkat literasi	.166	.062	.148	2.673

Sumber: Data diolah SPSS, tahun 2025

## Simultaneous Test (F Test)

# THE RELATIONSHIP BETWEEN EXPOSURE TO HOAX CONTENT AND LITERACY LEVEL ON SOCIAL MEDIA TOWARDS THE CRITICAL ATTITUDE OF GENERATION Z TOWARDS ONLINE NEWS

Ainiyah Rahman Hasibuan and Martha Tri Lestari

**TABEL 4. 6**  
**HASIL UJI SIMULTAN (UJI F)**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1062.610	2	531.305	17.588	.000 <sup>b</sup>
	Residual	12144.106	402	30.209		
	Total	13206.716	404			

Sumber: Data diolah SPSS, tahun 2025

Based on the results of the simultaneous test (F test), the F-count value was obtained at 17,588 with a significance value of 0.000. The significance value is smaller than the significance level of 0.05, and the F-count value (17,588) is also much larger than the F table of 3.02. Thus, H<sub>0</sub> is rejected and H<sub>1</sub> is accepted, which means that simultaneously the variables Content Exposure (X<sub>1</sub>) and Literacy Level (X<sub>2</sub>) have a significant effect on the dependent variable in this study. This means that the two independent variables together have a significant contribution in explaining the variables studied. This finding shows that the combination of critical attitudes and literacy levels can influence the results obtained as a whole in the research model.

## Coefficient of Determination

**TABEL 4. 7**  
**HASIL UJI KOEFISIEN DETERMINASI**

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.284 <sup>a</sup>	.080	.076	5.496	1.499

Sumber: Data diolah SPSS, tahun 2025

The R Square value of 0.080 indicates that 8% of the variation of the dependent variable in this study can be explained by two independent variables, namely Content Exposure (X<sub>1</sub>) and Literacy Level (X<sub>2</sub>). In other words, the regression model formed is able to explain 8% of the total changes or variations that occur in the dependent variable, while the rest, namely 92%, is explained by other factors outside this model.

This shows that although the relationship between X<sub>1</sub> and X<sub>2</sub> on the dependent variable is significant, there are still many other factors that influence the dependent variable but have not been included in this research model.

## DISCUSSION OF RESEARCH RESULTS

### 1. Influence of Relationships Content exposure (X<sub>1</sub>) towards the critical attitude of generation Z towards online media news (Y)

Based on the results of the partial test, it is known that content exposure (X<sub>1</sub>) has a significant effect on Generation Z's critical attitude towards online media news (Y), with a t-value of 3.251 and a significance value of 0.001 (less than 0.05). This indicates that the alternative hypothesis (H<sub>1</sub>) is accepted and the null hypothesis (H<sub>0</sub>) is rejected. This means that the higher the level of content exposure received by Generation Z, the greater the influence on their critical attitude in responding to online news.

# THE RELATIONSHIP BETWEEN EXPOSURE TO HOAX CONTENT AND LITERACY LEVEL ON SOCIAL MEDIA TOWARDS THE CRITICAL ATTITUDE OF GENERATION Z TOWARDS ONLINE NEWS

Ainiyah Rahman Hasibuan and Martha Tri Lestari

## 2. The influence of the relationship between digital literacy levels (X2) and critical attitudes of generation Z towards online media news (Y)

Based on the results of the partial test, it was obtained that the Digital Literacy Level variable (X2) has a significant influence on the critical attitude of Generation Z in responding to online media news, with a t-count value of 2.673 and a significance of 0.008. Because the t-count value is greater than the t-table (1.967) and the significance value is less than 0.05, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. This indicates that the higher a person's digital literacy level, the more critical their attitude is in responding to the online news they consume.

## 3. The influence of the relationship between content exposure (X1) and digital literacy (X2) towards critical attitudes of generation Z towards online media news (Y)

Based on the results of the simultaneous test (F test), the F-count value was obtained at 17,588 with a significance value of 0.000, which is smaller than 0.05. This shows that the variables Content Exposure (X1) and Digital Literacy (X2) simultaneously have a significant effect on Generation Z's Critical Attitude in responding to online media news. In addition, the F-count value which is much larger than the F-table value of 3.02 further strengthens this finding. Therefore, the null hypothesis (H0) which states that there is no influence can be rejected, and the alternative hypothesis (H1) which states that there is an influence can be accepted.

## CONCLUSION

Based on the findings of this study, the researcher concluded that there is a significant relationship between exposure to hoax content and critical attitudes of generation Z. The higher the exposure to hoax content, the lower the critical attitude shown by respondents. This means that the more often someone is exposed to false information without being able to verify its truth, the more vulnerable they are to receiving information passively and uncritically. The level of social media literacy plays an important role in shaping the critical attitudes of respondents with higher levels of literacy tend to be more critical in responding to online news, even though they are also exposed to hoax content. Individuals with a good level of literacy are better able to sort information, criticize the contents of messages, and take a rational stance. This ability makes them less easily influenced by misleading content or fake news. Exposure to hoax content and social media literacy simultaneously influence critical attitudes. The combination of these two variables together contributes to how individuals form responses to online news. The main results of this study indicate that exposure to hoax content has a negative impact on the critical attitudes of generation Z, a good level of social media literacy can reduce this negative impact so that generation Z can be more critical in responding to online news.

## SUGGESTION

### Further Research Recommendations

This research can be continued with different objects such as the Millennial Generation or even the Alpha Generation, the aim is to see whether the relationship between exposure to hoaxes, media literacy, education level, or emotional factors can also be added to enrich the analysis and different results. The addition of variables such as trust in media, tendency to share content, or digital self-efficacy can also enrich the results of the analysis. In addition, further research is recommended to include the last education level variable in the questionnaire in order to obtain a more comprehensive picture of the influence of educational background on critical thinking skills in responding to hoaxes. Comparisons based on gender and age can also be explored further to identify certain attitudinal tendencies in responding to online news on social media.

## REFERENCES

- Aini, M. N. (2018). *Pengaruh self efficacy dan motivasi berwirausaha terhadap minat berwirausaha siswa melalui media sosial instagram di SMK PGRI 1 Tulungagung* [Skripsi ]. Universitas Negeri Malang.
- Allcott, H., & Gentzkow, M. (2017). Social Media and Fake News in the 2016 Election. *Journal of Economic Perspectives*, 31(2), 211–236. <https://doi.org/10.1257/jep.31.2.211>



# THE RELATIONSHIP BETWEEN EXPOSURE TO HOAX CONTENT AND LITERACY LEVEL ON SOCIAL MEDIA TOWARDS THE CRITICAL ATTITUDE OF GENERATION Z TOWARDS ONLINE NEWS

Ainiyah Rahman Hasibuan and Martha Tri Lestari

- Ardianto, E., Komala, L., & Karlinah, S. (2017). *Komunikasi massa : suatu pengantar* (R. Karyati, Ed.; Rev, Cet.6). Simbiosis Rekatama Media.
- Aulia, R. (2019). *Pengaruh Literasi Media terhadap Sikap Kritis Mahasiswa dalam Menghadapi Berita Hoax di Media Sosial* [Tesis]. Universitas Indonesia.
- CANGARA, H. (2017). *PERENCANAAN & STRATEGI KOMUNIKASI* (REV). RAJAWALI PERS.
- Enders, A. M., Uscinski, J. E., Seelig, M. I., Klostad, C. A., Wuchty, S., Funchion, J. R., Murthi, M. N., Premaratne, K., & Stoler, J. (2023). The Relationship Between Social Media Use and Beliefs in Conspiracy Theories and Misinformation. *Political Behavior*, 45(2), 781–804. <https://doi.org/10.1007/s11109-021-09734-6>
- Fitryarini, I. (2016). Literasi Media Pada Mahasiswa Prodi Ilmu Komunikasi Universitas Mulawarman. *Jurnal Komunikasi*, 8(1), 51–67. <https://doi.org/10.24912/JK.V8I1.46>
- Gumilar, G. (2017). LITERASI MEDIA: CERDAS MENGGUNAKAN MEDIA SOSIAL DALAM MENANGGULANGI BERITA PALSU (HOAX) OLEH SISWA SMA. *Jurnal Pengabdian Kepada Masyarakat*, 1(1). <http://jurnal.unpad.ac.id/pkm/article/view/16275>
- Hidayah, N. (2019). *Pemasaran Destinasi Pariwisata*. Alfabeta.
- Kholid, Laksana, I. K. D., & Sudipa, I. N. (2021). The Hoax News Text On Social Media: A Critical Discourse Study. *International Journal of English Language Studies*, 3(10), 14–21. <https://doi.org/10.32996/ijels.2021.3.10.3>
- Kurnia, N., Wendratama, E., Adiputra, W., M., & Poerwaningtiyas, I. (2019). *Literasi Digital Keluarga: Teori dan Praktik Pendampingan Orangtua terhadap Anak dalam Berinternet* (N. Kurnia, Ed.). Gajah Mada University Press.
- Lestari, Y., Elian, N., Diego, D., Anindya, A., & Helmi, R. F. (2024). The Relationship Between Social Media Usage and Responses to Hoax and Hate Speech in Padang. *Studies in Media and Communication*, 12(3), 393. <https://doi.org/10.11114/smc.v12i3.6682>
- Mastel Living Enabler. (2017). *Hasil Survey Wabah HOAX Nasional 2017*.
- McCombs, M. E., & Shaw, D. L. (1972). The Agenda-Setting Function of Mass Media. *Public Opinion Quarterly*, 36(2), 176–187. <https://doi.org/10.1086/267990>
- Pennycook, G., & Rand, D. G. (2020). Who falls for fake news? The roles of bullshit receptivity, overclaiming, familiarity, and analytic thinking. *Journal of Personality*, 88(2), 185–200. <https://doi.org/10.1111/jopy.12476>
- Pratama, A. ,G, & Pradeko, T. (2018). Pengaruh Terpaan Berita Hoax dan Persepsi Masyarakat Tentang Kualitas Pemberitaan Televisi Berita Terhadap Intensitas Menonton Televisi Berita. *Interaksi Online*, 6(4), 1–13. <https://ekonomi.kompas.com/read/2017/>
- Rizki, M. (2020). *Pengaruh penggunaan media sosial terhadap pengetahuan dan sikap kritis mahasiswa tentang hoaks di kota bandung. Tesis Universitas Padjajaran*. Universitas Padjajaran.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. CV. Alfabeta.
- Sugiyono. (2018). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Syahrani, M. (2023, March 16). 10 Provinsi dengan Tingkat Penetrasi Internet Tertinggi di Indonesia Tahun 2023. GoodStats. <https://data.goodstats.id/statistic/10-provinsi-dengan-tingkat-penetrasi-internet-tertinggi-di-indonesia-tahun-2023-LdHH4>
- Taqyah, C., Silviana, R., Anwar, A. A., & Abidin, F. A. (2022). Apakah Misleading Headline News Covid-19 Berpengaruh terhadap Keputusan Membaca Isi Berita? *Jurnal Diversita*, 8(1), 71–78. <https://doi.org/10.31289/diversita.v8i1.5536>
- Zhang, B., Holton, A. E., & Gil de Zúñiga, H. (2024). Finding “fake” in the news: the relationship between social media use, political knowledge, epistemic political efficacy and fake news literacy. *Online Information Review*. <https://doi.org/10.1108/OIR-03-2024-0140>
- Maryani, S., & Wulandari, R. R. (2025). Analisis keterampilan literasi membaca digital generasi Z dalam mengidentifikasi berita hoaks di era digital. *Jurnal TEDC*, 19(1), 8–15.
- Sabilillah, H., & Sutabri, T. (2024). Analisis pengaruh paparan konten negatif di media sosial terhadap kesehatan mental Gen Z. *Tuturan: Jurnal Ilmu Komunikasi*, 5(2), 45–60.
- Illahi, S. M., & Gani, R. (2023). Hubungan literasi media digital dengan penyebaran hoaks di kalangan Generasi Z. *Jurnal Komunikasi Digital*, 7(1), 22–35.