

Instagram Content Impact on Digital Literacy Capability

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Abstract

Instagram has become a social media with many users. Previous research has shown that Instagram content is often associated with learning media, promotion, entertainment, and politics. This study aims to see the relationship between Instagram content and people's digital literacy skills. Using the correlational method, the survey respondents were followers of the @jabarsaberhoaks Instagram account, which reached 59.5 thousand. The results show two main content elements of @jabarsaberhoaks visual aspects of photos and videos and textual elements that accompanied the visuals. While the themes raised consist of seven themes: saberinfo, saberliteration, saberbudaya, saberquote, sabertainment, saberquiz, and sabermoment. The conclusion of this study is that hoax educational content on Instagram @jabarsaberhoaks has an impact on people's digital literacy levels.

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Introduction

Several scientific research journals have described the use of Instagram media in various fields. Instagram, as a promotional medium such as fashion, goods, and even tourism, for example, has shown contributions to multiple impacts as a powerful marketing medium ranging from recognition and engagement to interest in consuming these products. Several studies have applied content analysis to Instagram. Some of these have used content analysis of visual information (images) and textual information (hashtags) available on social networks (i.e., Instagram), typing the hashtags #London and #Florence to reconstruct the brand image of the two cities. Concerning city branding, where the core of communication is based on images, research that principally focuses on visual communication, as a form of textual para lingual communication, for the construction of the idea of the cities of London and Florence. (Acuti et al., 2018)

In the context of Instagram marketing, it is also often studied, especially in terms of the effectiveness of content, such as the use of text, emoji, images, and mega-influencers as practical Instagram elements that can significantly influence increased engagement. Messaging strategy, experiential strategy, brand resonance, and emotional engagement

substantially affect engagement. Research findings contribute to the social media marketing literature by exploring social engagement on brands' Instagram pages. The results have practical implications for trademarks in effectively using Instagram (Jones et al., 2022). Even though the interaction between brands and their users is possible and considered adequate, research on the interaction of fashion brands with users on social networks has focused mainly on the social interaction platform Instagram. This research contributes significantly to the efficient interaction of brands with social network users (Bonilla et al., 2019). Another finding regarding Instagram effectiveness also reveals that highly credible brands featured in Instagram posts positively impact message credibility, attitude towards advertising, purchase intention, and eWOM intent. (Lee & Kim, 2020).

In the context of Instagram education in medical education, for example, it is possible to gain teaching experience and help develop critical skills in providing constructive feedback, creativity, and independent learning, which is essential for professional development. Using Instagram trains educators in using Instagram and encourages students to engage in discovering in-depth, new methods of delivering medical education (Gulati et al., 2020). Research on the impact of Instagram on the mindset of student behavior shows that it can positively help those who like to capture moments/events around them through photos and express creative ideas through pictures and promotional and information media. However, the negative impact of Instagram can manipulate people who see it (Nursalam & Arifin, 2017).

In a political context, the visual social media platform Instagram is a popular tool for building a political image among Europe's leading politicians in presenting themselves on Instagram. Instagram creates a professional appearance and demonstrates politicians' closeness to citizens. On an individual level, politicians differ in the messages they emphasize (Bast, 2021). In Indonesia, research on the relationship between Instagram and politics has been carried out on the @jokowi account, which highlights not only uploading political issues and development results during his reign. The results show that politicians use Instagram and government officials to propaganda and disseminate political information. The public's response is interested in seeing the figure of Joko Widodo from the other side, not only as a President and a leader of the country but as a father and grandfather figure. Instagram, in this context, bridges the public to see another side that is more personal, such as the human side and the more down-to-earth sense of humor, which users want to watch or comment on. The @jokowi Instagram account is not only used as a means of self-image as the number one person in Indonesia. Still, it gives a discourse to the broader community that the leaders are ordinary people with sides of life that ordinary people live (Sunarwan & Pieter Surlia, 2021). Research on communication through social media and Instagram has become a new culture for public officials or regional heads such as the mayor to expand or strengthen community relationships. Political communication carried out by the mayoral candidate through Instagram is considered adequate because it makes it easier for the public to submit complaints or greet the mayor. Especially if the candidate is very intense in answering every comment included in the post on Instagram social media (Alkomari & Nautico, 2020).

Instagram has a significant role in developing an online community, particularly in spreading information, increasing quantity, and promoting community popularity (Gumgum et al., 2017). It can be a supporting medium of guidance service and technology-based counseling (Noviyanti, 2020). It also has a social movement attracting social media users' sympathy, empathy, and attention as an early stage of a social movement (Yuliarti et al., 2020). Explanation about content analysis has been done as content on Instagram can increase the country's branding (Acuti et al., 2018). Content that has credibility shown on Instagram posts positively affects message credibility and attitude towards

what it promotes. (Lee & Kim, 2020) With various weaknesses and advantages, Instagram can provide helpful information to the public, for example, by providing media literacy education. Information and media literacy empowers people to find, evaluate, use, and create information effectively to achieve their personal, social, occupational, and educational goals. Dimensions in literacy itself conceptualize (1) Access and media user; (2) Media languages and critical understanding; (3) Production Process and Programming; and (4) Situation changes someone based on communication (Cuervo Sánchez et al., 2019). Research projects have emphasized that stigma against Instagram only has a negative impact that must be considered because, in reality, social media is also useful when creating positive content to educate the public, both formally and informally. This study is weak because it only looks at the optimization side of social media messages. It does not touch on how the audience responds when they get information containing this hoax literacy education on Instagram. (Fardiah et al., 2021)

Based on several studies that have been carried out, there are still few studies that directly and specifically link the way Instagram content is delivered with investigative reporting styles associated with the digital literacy abilities of its readers. Therefore, this article will fill in the lack of such studies.

Methodology

This research was conducted using a positivistic approach, a descriptive study with a correlational method (Silalahi, 2015), namely linking variable X (Impact of Hoax Educational Content on Instagram @jabasaberhoaks) to Variable Y (Community Digital Literacy Ability).

Population and Sample

The population in this study were followers of @jabasaberhoaks, totaling 59.3 thousand. This figure then becomes the population in this study. However, this study can take samples because the population is enormous. The sample is part of the population that has the same characteristics as the population. To determine the size of the sample, one can use the Slovin formula:

$$n = \frac{N}{1 + N \cdot e^2}$$

Where:

n = Minimum number of samples

N = Total population

e = Allowance for inaccuracy due to sampling errors that can still be tolerated or desired in this study (in this study, 5% or 0.05 was used).

Thus, the number of samples in this study is:

$n = \frac{N}{Ne^2 + 1} = \frac{59.300.000}{59300.000 (0.05)^2 + 1} = 399.997$

So, the minimum sample used is 399.997, rounded up to 400 respondents with 5% precision at a 95% confidence level.

Data Collection Technique

Data collection techniques are methods used by researchers to obtain data in a study (Sugiyono, 2018). In this study, data collection techniques are divided into 2, namely:

1. The questionnaire provides or distributes a list of questions to respondents via a google form.
2. The study collects relevant literature data from various libraries and references related to the study material.

Data Analysis Technique

Data analysis techniques will explain the steps of researchers in processing data obtained in the field into a report of research results. Several stages of data analysis techniques, following data analysis techniques:

A validity test is used to determine the feasibility of the items in a list of questions defining a variable. This list of questions generally supports a specific group of variables. A validity test should be carried out on each item of the question. A validity test was conducted on 30 respondents. The result of the r count is compared with the r table where $df = n-2$ with sig 5%. If $r \text{ table} < r \text{ count}$, then it is valid. It tests the validity using the Product Moment correlation technique using the following formula (Sujarweni, 2018).

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where:

- r_{xy} = correlation coefficient
- n = number of respondents
- x = score of each item on the instrument
- y = total score for all question items

The reliability test measures a respondent's stability and consistency in answering matters relating to the question constructs, which are the dimensions of a variable and are arranged in the form of a questionnaire. The reliability test can be carried out simultaneously on all questions. If the Alpha value > 0.60 , then a reliable (Sujarweni, 2018) with the following formula.

$$r = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Where:

- r = instrument reliability coefficient (Cronbach alfa)
- k = number of questions
- \sum = total variance of items
- = total variance

Data Analysis

Simple Linear Regression Analysis

Regression analysis aims to determine a good regression equation that can be used to estimate the value of the dependent variable. Simple regression analysis is an analysis that only involves two variables: one variable is the independent variable, and the other is the dependent variable (Nuryadi; T. D. et al., 2017). The simple regression analysis formula used in this study is as follows:

$$Y = a + bX$$

Where:

Y: a variable whose value is influenced by other variables (*dependent variable*)

a: constant (Y value if X = 0)

b: regression coefficient (estimated change in the value of Y if X changes the value of one unit)

X: variables that affect the value of other variables (*independent variable*)

Multiple Linear Regression Analysis

Multiple linear regression analysis is an analysis to determine the magnitude of the relationship and the influence of the independent variables whose number is more than two with the dependent variable. This analysis determines the direction of the relationship between the independent variables that are positively or negatively related. The formula used is as follows:

$$Y = a + b_1X_1 + b_2X_2 + \dots + b_nX_n + e$$

Where:

Y = dependent variable

a = constant

b_1 = regression coefficient X_1 , b_2 = regression coefficient X_2 , etc.

e = residual/error

Hypothesis Testing

A hypothesis is a statement about the nature of the population. In contrast, hypothesis testing is a procedure for proving the truth of the heart of the population based on sample data. The hypothesis that one wants to test the fact is usually compared with the wrong one, which will be rejected later. A false hypothesis is declared as a null hypothesis (H_0), and the correct hypothesis is reported as an alternative hypothesis (H_a)

F Test

F test is a test conducted to evaluate the effect of all independent variables on the dependent variable. If F_{count} is greater than F_{critical} ($F_{\text{count}} > F_{\text{critical}}$), then the null hypothesis (H_0) is rejected. If F_{count} is less than F_{critical} ($F_{\text{count}} < F_{\text{critical}}$), then the null hypothesis (H_0) is accepted. The F test formula is as follows:

$$F = \frac{R^2 / (k-1)}{1 - R^2 / (n-k)}$$

Where:

F = F_{count} value

R = coefficient of determination

k = number of estimated parameters, including intercepts or constants

n = number of observations

T Test

The T-test is a statistical test conducted to determine the significance of the variation in the relationship between the independent variables affecting the dependent variable. If the value of t_{count} is greater than the critical value ($t_{\text{count}} > t_{\text{critical}}$), then the null hypothesis (H_0) is rejected. If the value of t_{count} is less than the critical value ($t_{\text{count}} < t_{\text{critical}}$), then the null hypothesis (H_0) is accepted. The formula used is as follows (Basuki & Prawoto, 2015)

$$t = \frac{r\sqrt{n-2}}{1-r^2}$$

Where:

t = t_{count} value

r = specified partial correlation

n = number of samples

The research hypothesis can be described as follows:

H0: There is no correlation between hoax educational content on Instagram and people’s digital literacy skills

H1: There is a correlation between hoax educational content on Instagram and people’s digital literacy skills

Results and Discussion

The statistical test of X with Y can be seen in the following description:

Pearson r Correlations			
		Delivery Method	Digital Literacy Competence
Delivery Method	Pearson Correlation	1	.124*
	Sig. (2-tailed)		.011
	N	414	414
Digital Literacy Competence	Pearson Correlation	.124*	1
	Sig. (2-tailed)	.011	
	N	414	414

*. Correlation is significant at the 0.05 level (2-tailed).

Pearson correlation has a coefficient of r=-0.124 and a significance value of 0.011. Because the significance value is more significant than = 0.05, then H0 is accepted, and H1 is rejected. In conclusion, there is no relationship between how hoax educational content is delivered on Instagram @jabarsaberhoaks and the level of people’s digital literacy skills.

Nonparametric Correlations			
Spearman Rho Correlations			
		Delivery Method	Digital Literacy Competence
Spearman’s rho	Delivery Method	Correlation Coefficient	1.000
		Sig. (2-tailed)	.119*
		N	414
Spearman’s rho	Digital Literacy Competence	Correlation Coefficient	.119*
		Sig. (2-tailed)	.015
		N	414

*. Correlation is significant at the 0.05 level (2-tailed).

Spearman correlation coefficient rho = 0.119 and a significance value of 0.015. Because the significance value is more significant than = 0.05, then H0 is accepted, and H1 is rejected. In conclusion, there is relationship between the delivery of hoax educational content on Instagram @jabarsaberhoaks on the level of digital literacy skills of the community.

The method of delivering content is a step taken by the Instagram account @jabarsaberhoaks to educate digital literacy. Based on the hypothesis test results, there

is a relationship between the delivery of hoax educational content on Instagram @jabarsaberhoaks and the level of digital literacy skills of the community. The results of this study mean that the more attractive the way of delivering digital literacy educational content presented on Instagram, the higher the level of digital literacy skills. Educational content is intended to convey information in the form of things that increase the audience's knowledge. Educational content usually includes learning materials, health content, tutorials, and many other types of educational content that can be created.

Hoax educational content posted on Instagram in one week has a variety of themes with various visualizations. This thematic pattern in the management of content posts is also guided by the principles of the four pillars of digital literacy: competent, ethical, safe, and digital culture. These four pillars are the main principles in formulating hoax educational content.

Post-management is essential, both in terms of managing time and managing content. The content posted by Instagram @jabarsaberhoaks pays attention to the prime-time principle, which adjusts when followers activate their activities on Instagram social media so that it will attract the scope of posting content and opportunities for netizen involvement in a post, both in the form of responses and comments. Strategic posting hours, or prime time, are dynamic and changing, so social media managers, in this case, admins, are very concerned about posting timing patterns.

The content submitted by @jabarsaberhokas consists of clarification and literacy content. Clarifying content is a hoax clarification content and is a response (answer) to complaints submitted by the public or obtained from monitoring. Sources of content clarification are complaints and monitoring. Complaints clarified by posting on @jabarsaberhoaks are complaints that contain hoax elements. Still, if the submitted complaint includes aspects of the truth, then the clarification is submitted through direct submission to the source of the complainant.

Hoax clarification is a rebuttal or refutation of a claim (debunking) which is presented in the form of -mainly - a counter-narrative systematically: Claims on facts, rebuttals on claims, conclusions, sources of negation.

Visualization of clarifying content is presented in the form of graphics or images, which displays illustrations, titles, claims, rebuttals to claims, and information regarding the typology of hoaxes. The clarifying content consists of three images, which in Instagram terms are called slides:

1. The first slide shows illustrations, titles, and claims of facts
2. The second slide shows a hoax visualization accompanied by a rebuttal narration
3. The third slide presents an explanation in the form of a picture about the typology of hoaxes originating from the First Draft.

The caption space in the clarification content is filled with textual narratives that include claims to facts, rebuttals to claims, conclusions, hoax typologies, and reference sources. This caption formulation serves as both reinforcement and counterweight to visual content because some that are not included in the image are conveyed through textual narration in the caption space. The textual narrative in the caption is delivered in straightforward language and easy-to-understand diction.

Hoax clarification content is not always packaged in graphics or images. Still, it is also packaged as a short video presenting a news reporter or through voice-over accompanied by musical accompaniment sound instruments. This suits the platform's character, audience, and visual appeal.

Literacy is non-clarifying content containing digital literacy (capable, ethical, safe, and cultural). Literacy content has the function of education, prevention, and prebunking, which is produced with an accentuation on the visual dimension (images and videos), layout, coloring, and short textual narratives that can attract attention (uplift, inspire, remind, invite, prevent, and be aware). The scope of the literacy content is about simple tips, motivational tips, encouraging people to do something, and threatening vigilance that enables avoiding or not taking actions that result in losses.

The literacy content submitted is like production, reproduction, and reposting.

- a. Produced content is entirely made by utilizing instruments, properties, designs, and other content aspects, optimizing the ingenuity and authenticity of the required materials or materials, for example, making original illustrations or photos as materials, attributes, or supporting content. Likewise, with textual narratives, both the title and the content are also born from ideas and ideas. Ideas and content materials are sourced – both electronically and in print – from reading books, magazines, news articles, research journals, social media platforms that campaign for digital literacy, educational sites for the Central, Provincial, and Regency Governments, and non-educational websites. Government and other educational information fibers are then visualized as content based on the Instagram platform.
- b. Reproduced content is someone else's content that is reproduced but does not detract from the content's core message. Changed aspects in content reproduction include design, attributes, colors, and layouts. Reproduction content consists of the source of the content as a content reference.
- c. Reposting content is the act of reposting someone else's content. Repost has the function of increasing the amplification or dissemination of content so that it can expand and create new reach and engagement spaces. Jabar Saber Hoaks reposts when the content is seen as essential and urgent to be posted immediately.

Collaborative posting is posting one piece of content by two accounts. This is done to provide mutual support for reach, engagement, and interaction level or even increase the number of followers for each account. Jabar Saber Hoaks collaborates on posting with the Deputy Governor's account about educational content with an entertaining tone and sharing prizes, such as quiz content, guesswork, or other types, that include criteria. These criteria drive high levels of engagement or participation in content.

Posting collaborations are carried out with West Java Saber Hoaks partners such as the Regency/City Saber Hoaks Unit. This helps and encourages the region to increase amplification in a new and broader range. Although it has not yet reached all regencies/cities in West Java, the Saber Hoaks Unit in the City area has carried out hoax education activities through the Instagram social media platform, making it easier to improve collaboration and content management on social media. In addition, the presence of the Regional Hoaks Saber Unit's Instagram creates a space for interaction on the same platform, making it easier for each other to monitor the progress and presence of content. The Regional Hoaks Saber Unit has a different Instagram account unit name and a different logo, including the management of its content visually, textually, and in substance. This diversity shows that each has its characteristics and uniqueness. However, with the existence of this Regional Saber Hoaks Unit, West Java Saber Hoaks is more accessible and more helpful in delivering hoax educational content or, in certain situations, can be invited to provide single narrative content at a particular time and momentum.

Mitra Jabar Saber Hoaks is an entity with the same vision and mission as Jabar Saber Hoaks. Mitra Jabar Saber Hoaks is an entity engaged in digital literacy education activities, formally, institutionally, individually, and non-formally, based on the digital literacy community. Jabar Saber Hoaks also post-collaboration with Jabar Saber Hoaks Partners to strengthen and expand the dissemination space and target reach.

Instagram literacy content theme of @jabarsaberhoaks:

- **SaberInfo:** this content provides information related to data and figures on the number of complaints and monitoring of recorded hoaxes every weekend. This content is known as Top 5, which describes how many complaints and monitoring in a week, and any clarifying content that gets significant attention from the public in calculated insights by Instagram. SaberInfo presents other content based on numbers and data on variants or typologies of hoaxes that have emerged based on the intensity of complaints submitted by the public. This hoax typology is essential and becomes one of the measuring tools for any hoax often reported by the public. SaberInfo is presented through visual images accompanied by graphics, numbers, data, or tables. SaberInfo is also for certain materials packaged in the form of short videos.
- **SaberLiterasi:** this content contains the four pillars of digital literacy guided by the Digital Literacy Module of the Ministry of Communication and Information Technology. SaberLiterasi content is visualized in the form of images, text, videos, or content scenes that involve reenactments, such as the creation of video reels which can also be used for TikTok media.
- **SaberBudaya:** This content is local and related to the archipelago's culture. SaberBudaya content invites netizens to reminisce and reflect on the importance of preserving local culture as a valuable literacy heritage. SaberBudaya content is raised stress-freely, even colored with jokes and funny stories that invite the public to dive into nostalgic memory, such as the village life with all its cultural tools, games, old entertainments, and other cultural attributes.
- **SaberQuote:** straightforward visual content that relies on the power of textual narrative. This content contains quotes from figures, and the contents of these quotes include intense, inspiring, uplifting, and encouraging messages for people to act.
- **SaberTainment:** this content plays a higher level of entertainment and is usually posted on the weekends. This content includes recreational activities such as local information about culinary, travel, music, movies, or other entertainment information.
- **SaberQuiz:** this educational content is delivered through the guesswork of knowledge and insight. This content is packaged as questions and puzzles related to digital literacy.
- **SaberMoment:** this content fills a certain momentum through education. The momentum of commemoration or death is not only through words but also through educational reviews related to the momentum so that the public can recognize and remember the importance of a moment.

In one day, @jabarsaberhoaks submits (posts) at least three times hoax clarification content and two digital literacy educational content, so that in one day, on average, @jabarsaberhoaks conveys or posts five pieces of content. The amount of content posted per

day needs to be considered. Too much posting will result in spamming, disrupting the cycle of receiving content in netizens' newsfeeds.

The content is presented more attractively to attract followers' interest so that the message can be received. The form of content is more in the form of visuals that match the characteristics of Instagram media and reduce the textual content. Visualize content in graphics and video reels that are packaged according to the theme, material content, instruments used, and content properties.

The two main elements on Instagram in the content feature, the visual elements of a static photo or video and the textual element that accompanies the visual, are called captions. Verbal elements represent message cues. Visual elements represent peripheral cues. Visual aesthetics and message orientation play an essential role in developing consumer engagement in the context of Instagram, which is described as the attractiveness and pleasure of a graphical object as a non-instrumental indicator of the quality of a visual thing. Visual aesthetics regulates balance, proportion, and harmony between visual design elements; color, shape, texture, or tone. Visual objects presented with verbal or textual product information will remember the information better (Kusumasondjaja, 2021).

The visual format of information can affect message reception because visual complexity can increase cognitive attention to message elements. A message may be more effective if the text is embedded in a photo because images are the primary stimulus on Instagram, and text is a peripheral (O'Donnell & Willoughby, 2017).

Humans process visual information faster than textual information, and images tend to be more emotionally evocative than words. Emotional appeals are designed to make consumers feel good and can cause positive reactions and higher levels of recall than informative appeals (Valentini et al., 2018).

The hoax educational content delivered contains clear and easy-to-understand messages. Content as a message has dimensions of range, clarity, and content being communicated. The news is influenced by not only the directive content but also the message sender, including, in this case, the channel or media used (Mulyana, 2012), so the choice of language delivered is a language that various social layers and ages can accept. Message source credibility lies in the qualification of trained message sources (David K. Berlo, James B. Lemert, n.d.). The character of the messenger or communicator, in Aristotle's language, is referred to as *ethos*, who is clean-minded, kind, and honest, which Hovland and Weiss then develop into credibility that has "expertise" and "trustworthiness" (Jalaluddin Rakhmat, 2004).

Hoax Educational Content delivered varies in form, content, and packaging, so educational content is not necessarily rigid. Still, it provides content space that contains elements that evoke joy, jokes, and entertainment. This encourages the community, in this case, followers, to take part in the Instagram media space, which is indicated by the response to comments from the discussion room, likes, and other expressions. Content that includes daily activities, funny jokes, and discussions on various topics encourages users to share information. In addition, the presence of visual elements of Instagram content tends to be more vital to get responses from Instagram users (Gao & Feng, 2016).

Message appeal is an essential factor that drives consumer engagement on Instagram (Rietveld et al., 2020). Self-involvement in the social media space is a behavioral, cognitive, and affective state with particular objects and responsive behavior to the information posted on Instagram, which is indicated by liking and commenting on information packaged in social media content. (Kusumasondjaja, 2021).

The hoax educational content delivered by Jabar Saber Hoaks prioritizes the public interest and is local. This is related to issues of daily life faced by the community. The emergence of various news of job vacancies, distribution of sweepstakes via messages on chat applications, or other forms of fraudulent hoax news and other digital crimes pose a risk of threatening and harming the public. So that the hoax educational content conveyed is the most basic clarification and literacy related to the protection and advocacy of information for the public.

In addition, hoax educational content includes digital literacy related to tips, procedures, ethics, digital media activities, hoax information and issues, entertainment information, and other content. People obtain fulfillment of needs and satisfaction through social media, including information seeking, entertainment, social interaction, self-expression, and impression management (Gao & Feng, 2016).

The @jabarsaberhoaks channel is one of the official sites verifying information/news circulating in the community, especially in West Java. This channel provides information and invites the public to actively fight fake news by providing education on the wise use of social media and services that clarify and fact-check issues and information circulating in the community. This channel coordinates with agencies, organizations, and institutions operating in the same area.

The @jabarsaberhoaks channel opens a complaint service for the public to ask for information with unclear facts and submit reports suspected to lead to hoaxes. Complaints must be accompanied by digital evidence in visual, audio, or video screenshots. This complaint is a doorway to capturing hoaxes circulating in public. The complaint, part of monitoring public aspirations, has become a space and instrument for controlling hoaxes in the community so that few followers are diligent in submitting complaints and reports as a form of concern and the emergence of digital literacy awareness. To be and support the principle of privacy, complaints can be submitted via direct message (direct message). The @jabarsaberhoaks channel also accepts and responds to the “mention” action as a complaint made by netizens in the comments column when a conversation occurs in the context of certain content. The “mention” function is an alternative for submitting a complaint when the complaint is not submitted via the inbox or direct message column. Complaint evidence is the most critical primary material to determine whether a piece of information the complainant has received contains an element of a hoax. This is then followed by a fact check.

In addition to complaints, hoax sources are obtained from monitoring activities on various digital platforms, social media, websites, and online news channels. Monitoring of social media platforms is carried out on social media accounts that are individuals, groups, institutions, organizations, formal, non-formal, or other forms.

In addition to evidence of complaints and monitoring, West Java Saber Hoaks keeps other essential records and tabulations, including sources of complaint evidence primarily recorded on social media platforms (WhatsApp, Instagram, Facebook, and Twitter). This is one of the benchmarks for hoaxes spread on this social media platform.

In principle, fact-checking is carried out through the process of selecting claims to be verified, verifying claims that are viral on social media and messaging applications through the following steps:

1. **Finding fact-checkable claims**, the fact-checking process is essential as research that has been done has shown that fact-checking efforts have increased as a solution to countering fake news. Fact-checking is used to reduce the spread of false and harmful

information, and fact-checking provides services by clarifying claims judgments by providing context and background information (Ceron et al., 2021). Detecting fake news quickly can reduce the spread of panic, chaos, and potential harm (Vijjali et al., 2020).

2. **Finding the facts**, in the next stage, the fact-checking process is carried out by the @jabarsaberhoaks Instagram account in various ways. Generally, the process follows the verification and consistency check of sources (origin of claims), making comparisons with reports from trusted media sources at national and international levels through official sources. Verified news and media, including journals, that have legitimacy. The next step is to confirm directly with resource persons or figures who have credibility related to the issues discussed. Confirmation is done to figures on a national and international scale. This step is done to help interpret the data or the context of the problem by mentioning the source. The next step is to confirm with the relevant institutions and authorities following the context of the issue being discussed.
3. **Correcting the record**, in principle, provides an explanation to the public regarding the results of clarifying information by classifying the types of hoax information that appear. After the verification, the channel will provide conclusions regarding the examined claims by including supporting evidence. Conclusions are drawn based on the results of the evidence and verification carried out.

The observation on how to present @jabarsaberhoaks' Instagram content is to use the Fact Checking Journalism method, a new trend in today's online journalism world. This phenomenon has developed since the International Fact-Checking Network or IFCN (International Fact-Checking Network) emerged as an international media network to reduce hoaxes. Globally, fact-checking is spearheaded by Poynter, the Google News Initiative, and Facebook to promote facts in digital information. There are two kinds of fact-checking organizations in Indonesia, namely:

1. Media organizations that create special divisions to conduct fact checks, such as Tirto, Liputan6.com Fact Check, Tempo.com, and Kompas.com, have been accredited by IFCN.
2. Association organizations consist of media as well as non-media. In Indonesia, those who fall into this category are Cekfact.com, which was created by the Anti-Defamation Society (Mafindo), the Indonesian Cyber Media Association (AMSI), the Alliance of Independent Journalists (AJI), the Google News Initiative, and the First Draft.

Meanwhile, @jabarsaberhoaks is a channel that clarifies hoax news by using the fact-checking organization mentioned above as a source of clarification. Apparently, one of these factors contributes to followers increasing their digital literacy skills. The explanation of the steps taken by this Instagram account in clarifying information that is indicated to contain hoaxes is a consideration for the audience in digesting the content so that it has an impact on increasing knowledge about digital. In digital literacy, messages in the media are constructed to function optimally in even more complex communication situations. Digital literacy has a broader scale and usually addresses essential issues. Digital literacy education can start by honing skills in reading content, diligently reading content, then using digital literacy for content understanding will be more critical. Digital literacy also stimulates the development of knowledge. It improves one's skills in interpreting media texts and using technology, as well as the ability to interact between users and technology and between users and content recipients.

Conclusion

The results showed how hoax educational content delivered on Instagram @jabarsaberhoaks impacted the community's level of digital literacy. The results of this study mean that the more attractive the way of delivering digital literacy educational content presented on Instagram, the higher the level of digital literacy skills.

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