"*Bukan Sekadar Paham*": A Quasi-Experimental Study on High School Students in Surabaya

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Abstract
This study employs a quasi-experimental research design to investigate the application of the tagline "Bukan Sekadar Paham" (not just understanding), which is the motto of the digital literacy program conducted by Masyarakat Anti Fitnah Indonesia (Mafindo). The primary objective of this research is to address the lack of quantitative analysis that empirically examines the implementation of the "Bukan Sekadar Paham" discourse in various programs. The chosen theoretical framework is deemed appropriate for this study as it offers a quantitative framework to measure changes in attitudes among training participants before and after undergoing the program. Furthermore, this research seeks to advance the utilization of quantitative research methods in evaluating the implementation of a discourse. In this case, the tagline is not merely perceived as an envisioned outcome but is evaluated through quantitative measurements. Specifically, this article focuses on the responses of students from four high schools in Surabaya who participated in the digital literacy program called Fikom Mengajar. The program was a collaborative effort between Mafindo, the Mafindo Commissariat of Widya Mandala Catholic University Surabaya (UKWMS), and the Student Executive Board of the Faculty of Communication Sciences at UKWMS. The research applied the theoretical framework of attitude change using the ABC three-dimensional indicators, which measure affect, behavior, and cognition. The survey method was utilized, employing an electronic questionnaire administered via a Google Form. The findings of this study demonstrate an improvement of the cognitive, affective, and conative indicators of attitude of high school students in Surabaya. Consequently, the quantitative analysis concludes that the application of the tagline in the Fikom Mengajar program was successful, as evidenced by the increase in mean scores and the significant results obtained from the t-test.

Keywords*: bukan sekedar paham, digital literacy, Fikom Mengajar, cek fakta, generation z*

INTRODUCTION

Digital technology has changed the childhoods of millions of children around the world. Generation Z, a representative of today's youth, is growing up in a world where digital technology is ubiquitous and integrated into almost every aspect of life. Basic human activities, such as education, socialization, and recreation, are increasingly taking place on digital platforms, giving birth to new forms of engagement. As a result, digital technology is gaining a vital role in this generation's lives, such as how they spend their leisure time,

communicate through social media, learn and gain new experiences (Haddock et al., 2022; Kuzmanović et al., 2019; Shahidullah, 2018).

The vital role of digital technology is reinforced by a research report from Common Sense Media that examines the digital media use of children in America during the Covid-19 pandemic. As a result, from 2019 to 2021, there was a 17% increase in the use of digital media among adolescents. The most significant increases were watching online videos, using social media, and browsing websites. 83% use YouTube, and 68% use TikTok (Rideout et al., 2022). Meanwhile, in Indonesia, the survey results of the Indonesian Internet Service Providers Association (APJII) show that the internet penetration rate in the 13-18 age group reached 99.16% in 2021-2022 (Bayu, 2022).

The increasing internet penetration among adolescents means that literacy skills are a must for them to cope with potential risks in the digital environment. These skills generally help adolescents use digital devices and access content safely, critically and creatively (Kuzmanović et al., 2019). On the one hand, Generation Z belongs to a generation that is not used to thinking critically about the information they read online. On the other hand, the flood of knowledge gives them limited attention to analyzing and evaluating information. This shows that although generation Z is constantly surrounded by digital technology, learning to achieve a high level of digital literacy is also needed (Stjepić et al., 2019).

This learning makes the definition of digital literacy not only about functional or technical skills, but also critical evaluation skills to understand how and why technologies are designed and information is produced in specific ways to actively and constructively participate in society (Cortesi et al., 2020; Helsper et al., 2020). The Digital Literacy Activist Network (Japelidi) has formulated ten digital literacy competencies: accessing, selecting, understanding, analyzing, verifying, evaluating, distributing, producing, participating and collaborating (S. I. Astuti et al., 2021).

The results of the Japelidi study show that of the ten competencies measured, functional competencies (access, selection, understanding, distribution and production) have higher scores than critical competencies (analysis, verification, evaluation, participation and collaboration) (Astuti et al., 2021). Specifically related to the generation Z digital literacy index, the Japelidi study shows that the average index for digital media users aged 13-17 years is 3.54, with the lowest collaboration competencies score and the highest access score. While digital media users aged 17-20 years old, the average index is 3.85, with the lowest score in collaboration competency and the highest score in access. These findings indicate that digital media users' functional and technical competencies tend to be higher than critical competencies and interact with other digital media users and the larger community (Amihardja et al., 2022).

These results are in line with the results of research from the Indonesia Digital Literacy Status 2021 released by the Ministry of Communication and Information of the Republic of Indonesia (Kominfo), where the Digital Ethics index, which is the ability to realize,

exemplifies, rationalize to consider digital content from generation Z is 51.5%, far compared to Baby Boomers who have a high Digital Ethics index of 80.1%, followed by generation X at 71.7% and Y at 60.8%. However, for the Digital Skills score, which focuses on the skills of operating digital devices and searching for information, generation Z has the highest score of 66.8%, followed by generation X at 57.6% and generation Y at 38.0%. The Baby Boomer occupies the lowest position at 26.8% (Ameliah et al., 2022).

The Japelidi and Kominfo report has shown that Generation Z's digital device usage and information-seeking skills are different from their digital media etiquette skills. The increased use of digital applications such as social media can be a source of problems for teenagers' social interactions. According to a study by Mardiana, the most significant social media users are teenagers. They open social media anywhere, so strong control and understanding of digital literacy are needed because it will cause new problems by spreading content or commenting on status (Mardiana, 2020). Another study found that Generation Z, who have digital skills such as using social media, get higher grades in school (Hampton et al., 2021). However, one of the weakest aspects of adolescents' digital literacy is that they need help to evaluate information and have relatively low problem-solving skills (van Laar et al., 2020).

Previous research shows several factors influencing adolescents' digital literacy attitudes, including technical, critical understanding and communicative ability. Among these factors, the most dominant factor is critical understanding (Dewi et al., 2021). Another study also mentioned that digital literacy significantly affects cyberbullying behavior on social media. The higher the knowledge of adolescent digital literacy, the lower the cyberbullying behavior (Rusdy & Fauzi, 2020).

However, from previous studies, no one has specifically conducted an empirical investigation of the discourse "Bukan Sekadar Paham", which is the tagline of the digital literacy program of Masyarakat Anti Fitnah Indonesia (MAFINDO). The study explores the relationship between generation Z's digital literacy and their attitudes toward using technology, especially recognizing, understanding, and evaluating false information (hoaxes) to the ability to seek truthful information as problem-solving.

The tagline "Bukan Sekadar Paham" has always been the motto that drives every *tular nalar* program. This tagline is always mentioned in every program and can be found on the official *tular nalar* website (https://tularnalar.id/tentang-kami/) and social media. The *tular nalar* program is a collaboration between Maarif Institute, Masyarakat Anti Fitnah Indonesia (MAFINDO), and Love Frankie with full support from Google.org.

Adopting Mafindo's fact-checking program, the Mafindo Commissariat of Widya Mandala Catholic University Surabaya (UKWMS), in collaboration with the FIKOM UKWMS Student Executive Board, organized the *Fikom Mengajar* program at Petra 5 Christian High School Surabaya with a total of 688 students on December 6, 2022. The sampling technique in this study was total sampling. During the event, a pre-test and post-test were conducted to

measure the success rate of increasing the capacity of students' fact-checking ability at the affect, behavior, and cognitive levels.

Figure 1. Tweet MAARIF Institute (@maarifinstitute, Nov 18, 2020)

This research uses the main theories of attitude and attitude change. Attitudes are not passive but rather exert a dynamic influence on behavior. According to Malhotra (2005), attitude is a summary evaluation of an object or thought. Meanwhile, Fazio and Williams state that attitude is a summary assessment of an event that helps individuals organize their complex social environment. Therefore, attitudes cannot be observed directly. Attitudes are acquired through learning over time and influenced by individual and group personalities. Furthermore, Walley states that attitudes can be positive, negative, or neutral. Attitudes are psychological tendencies expressed by evaluating certain entities with a certain degree of liking or disliking (Jain, 2014).

Attitudes can also vary in their strength. Strong attitudes easily come to mind, influence thoughts and behaviors, persist over time and resist change. However, attitudes can also change over time. Increased thinking could result in more attitude changes if the arguments presented are strong. Conversely, increased thinking may result in less attitude change if the argument presented needs to be stronger. In addition to thinking, individual differences can affect attitudes. Individual differences can motivate or enable people to generate thoughts that are favorable or less likely to be suitable for themselves. For example, optimistic people generate good thoughts about information or messages, whereas pessimistic people generate negative thoughts about messages (Albarracín & Johnson, 2019).

Regarding the theory of attitude change, Carl Hovland (Hovland et al., 1953) explains how a person's attitude is formed and changed through the communication

process. This attitude can affect a person's actions. This theory states that a person will experience discomfort when faced with new information or information that is different from his beliefs.

People will make a conscious effort to reduce pain through three selection processes—first, selective information. People will only accept information that matches their pre-existing attitudes or beliefs. For example, reading the information in the media that supports what he already believes or believes. Second selective memory. Explains that people will not forget or remember messages that are by pre-existing attitudes or beliefs. The third is selective perception. Assumes that people will interpret every message received by pre-existing attitudes and beliefs. This selection process will help a person determine what information is consumed, remembered and interpreted according to what is considered necessary (Hartawan, 2020).

ABC Attitude Model

The ABC model is one of the most widely cited attitude models. The ABC model shows that attitude has three elements: Affect, Behavior and Cognition. Affect shows the individual's feelings about the attitude object. Behavior indicates the individual's intention towards an attitude object. Cognition shows individuals' beliefs about the attitude object (Jain, 2014).

This theory is pertinent to be employed in this study due to its capacity to offer a quantitative framework for assessing the transformations in attitudes that transpire among training participants prior to and following their engagement in the training program. Moreover, this research endeavor also endeavors to advance the utilization of quantitative research methodologies to ascertain the extent to which a discourse has been optimally implemented. In this context, the tagline is not solely comprehended as an aspirational vision but rather its implementation is quantitatively gauged.

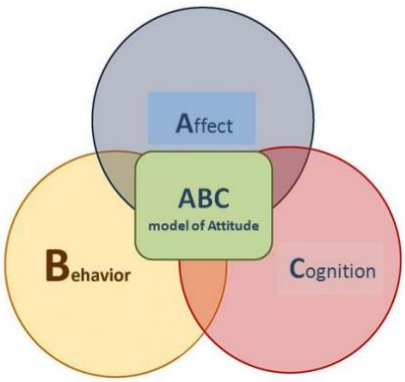


Figure 2. ABC Model
Source: Joy (2016)

Figure 1 shows the relationship between the indicators. They overlap and are not strictly separable. The affective component refers to a person's emotional reaction towards a particular object. Affect is the emotional component of an attitude. A girl afraid of snakes

will experience extreme anxiety and fear when she sees a snake. Here, the snake object creates a negative attitude. Attitudes that stem from or are created by emotions are called affective-based attitudes. Attitudes regarding sensitive issues such as politics, sex, and religion tend to be affective-based, as they usually stem from a person's values (Joy, 2016).

The second component of attitude is the behavioral component which refers to how a person behaves when confronted with a particular object. It is the behavior that is part of the attitude. The intention to act in a certain specific way towards an object or a person. This component of a person who is afraid of snakes will avoid any situation where he may be confronted with a snake and may scream if he sees one (Joy, 2016). The third and final component of an attitude is the cognitive component which refers to a person's beliefs or knowledge about a particular object. For someone afraid of snakes, this fear may stem from the knowledge that snakes are dangerous. This component reflects a person's perceptions or beliefs (Joy, 2016).

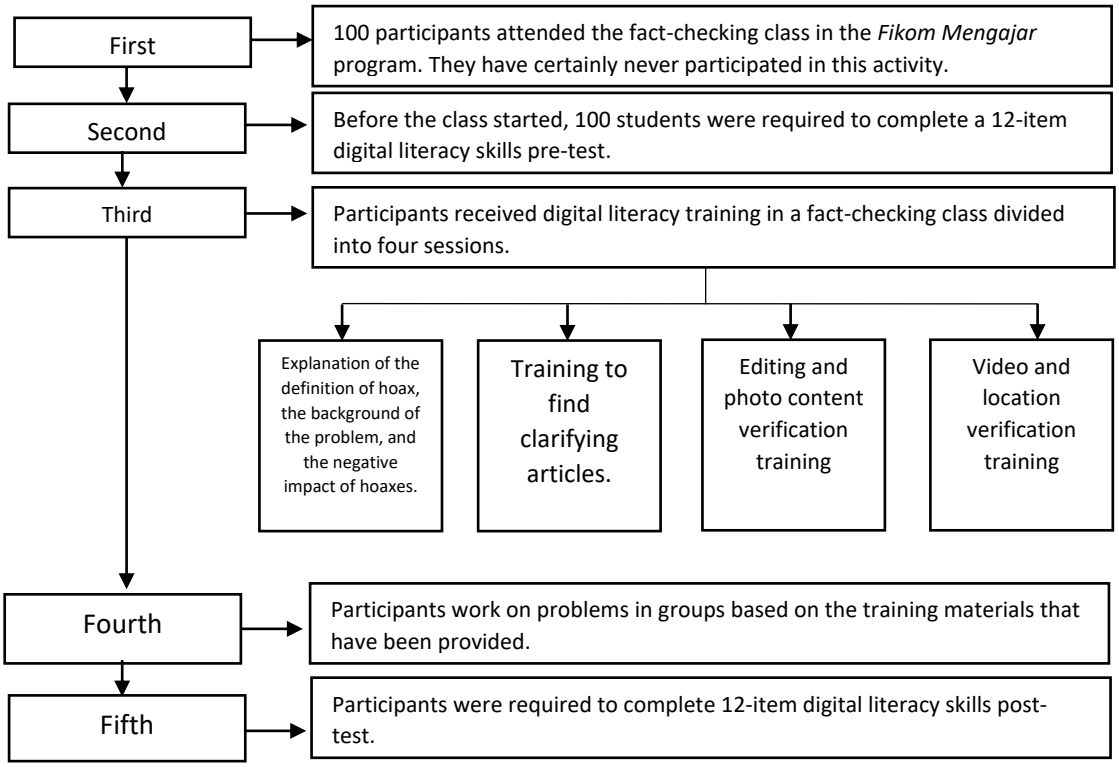
METHODOLOGY

This research uses a quantitative approach that emphasizes quantification with a deductive approach (Silalahi, 2018; Sugiono, 2021) with a survey method. According to Neuman, the survey method is carried out by distributing questions to several respondents regarding their opinions, beliefs, or behavior (Neuman, 2014). This type of research is quasi-experimental by testing one variable (Kriyantono, 2021), namely measuring attitude variables with affect, behavior, and cognitive indicators as a form of pre-test and post-test. Scoring is given using the following type of ordinal scale: strongly disagree (ST) score 1, disagree (T) score 2, agree (S) score 3, and strongly agree (SS) with a score of 4. The type of calculation used is the mean value with a score division of 1-2 low and 3-4 high.

Data collection from this study using a questionnaire (questionnaire). Questionnaires can be in the form of questions or statements, both closed and open, and given via the internet or directly (Sugiono, 2021). In this study, the questionnaire used the form of closed-ended information. It was distributed now through filling in the google form simultaneously at the beginning and end of the training event. The 12-question questionnaire is an operationalization of three indicators: affect, behavior, and cognitive. Each indicator contained four questions: 1 general question and three specific questions related to image fact-checking, online headlines, and pictures.

The chart shows that the 100 participants will be conditioned in five stages. In the first stage, the students selected to participate in *Fikom Mengajar* activities are those who have never received fact-checking training. In the second stage, they will fill out a pre-test question. In the third stage, they will be given insight material about hoaxes. At this stage, students will receive training in four sessions, namely the presentation of conceptual material, clarification techniques for news articles on the website, clarification techniques for edited content and photos on social media, and video and location verification techniques. In stage four, students will be asked to do fact-checking questions. Finally, they are required to fill out a digital literacy skills post-test.

Experiment Stages



Fugure 3. Stages of the *Fikom Mengajar* Fact Check Classroom Experiment

The technique used to measure data quality in this research utilizes tests of normality and Levene's test of homogeneity. Each test aims to examine the distribution of data for normal significance (Kriyantono, 2021:348) and ensure that it is homogeneously filled by the same respondents in both the pre-test and post-test. The data analysis technique involves calculating the mean scores and conducting t-tests. The mean scores indicate the average score obtained for each statement item, while the t-test is used to confirm the presence of differences between the results of the pre-test and post-test.

RESULTS AND DISCUSSION

In this research, the normality and homogeneity tests were utilized to ensure the data quality obtained. The normality test was employed to demonstrate the normal distribution of the obtained data's variability. Quantitatively, the following parameters were used. Data is deemed non-normally distributed if it has a significance value < 0.05, whereas if the significance score is > 0.05, the data can be categorized as normally distributed. Based on the Kolmogorov-Smirnov normality test table utilizing the Monte Carlo approach, the normality test results indicated a value of 0.199, which is > 0.05, indicating that the data follows a normal distribution.

Tabel 1. Normality Test Kolmogorov-Smirnov Data

			Unstandardized Residual
N			100
Normal Parameters[a,b]	Mean		.4664
	Std. Deviation		.39508
Most Extreme Differences	Absolute		.106
	Positive		.106
	Negative		-.071
Test Statistic			.106
Asymp. Sig. (2-tailed)			.007[c]
Monte Carlo Sig. (2-tailed)	Sig.		.199[d]
	99% Confidence Interval	Lower Bound	.189
		Upper Bound	.209

Sumber: researcher

Secondly, the homogeneity test results for the data can be observed in the following table. Based on the findings of the homogeneity test, it is evident that the group variances exhibit a statistically significant level of homogeneity with a significance level of 0.084 > 0.05. In other words, the paired group variances, representing the pre-test and post-test, demonstrate homogeneity or consist of the same respondents. The following table presents the results of the homogeneity test using the Levene model.

Table 2. Test Results of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	3.006	1	198	.084
	Based on Median	2.648	1	198	.105
	Based on Median and with adjusted df	2.648	1	185.719	.105
	Based on trimmed mean	2.957	1	198	.087

Sumber: researcher

The result findings are described in two parts: pre-test and post-test. Each measures the same indicators: knowledge (cognitive), interest/preference (affect), and (likely) behavior. The three indicators show the hierarchical level of success of the training. Regarding the tagline "Not Just Understanding", it implies that the target of this training is not only targeting cognitive issues, but the hope is to reach the level of practical action. The following are the detailed findings.

The pre-test results mean scores show that both at the level of knowledge, interest, and desire to act show high results with the percentage of answers strongly agreeing and agreeing at more than 60%. Data on students' initial conditions can be seen in table 1 below. The attitude scores will be classified into two categories using statistical intervals, determined by the formula of the highest value minus the lowest value divided by the number of interval classes (Kriyantono, 2019:274). With a highest score of 4, a lowest score of 1, and a total of 3 interval classes, the interval parameters are as follows: the interval of 1.00 - ≤ 2 falls under the classification of low attitudes, while the interval of 2.1 -

3 falls under the classification of moderate attitudes, and the interval of 3.1-4 falls under the classification of high attitudes.

Tabel 3 Pre-condition frequency distributions

No	Statement: I am currently...	Mean	
1.	know that recognizing hoaxes requires digital literacy skills	3,37	High
2.	know how to check image manipulation	2,61	Moderate
3	know how to check the manipulation of news headlines	2,63	Moderate
4	know how to check video manipulation	2,68	Moderate
	Cognitive mean score	2.82	Moderate
5	feel digital literacy skills to recognize hoaxes are important	3,11	High
6	feel the skill to recognize image manipulation is important	2.92	Moderate
7	feel the skill of recognizing headline manipulation is important	2.97	Moderate
8	feel the skill of recognizing video manipulation is important	3,04	High
	Affective mean score	3.01	Moderate
9	want to learn fact-check skills	3,26	High
10	want to learn image manipulation check skills	3,13	High
11	want to learn the skill of checking headline manipulation	3,31	High
12	want to learn video manipulation skills	3,16	High
	Conative mean score	3.26	High

Source: researcher

Table 1 is a frequency distribution table divided into three groups based on three indicators: knowledge (cognitive), liking (affective), and action (conative). The questionnaire was organized based on these three indicators by dividing into four questions for each indicator. Each indicator consisted of 1 general question and three that specifically asked for students' responses to the training materials to be delivered. The three materials are a general introduction to the importance of fact-checking skills and a workshop session divided into three materials: checking the authenticity (original source) of images, checking the manipulation of headlines in online media, and how to check video manipulation.

For the cognitive indicator, the results showed that the respondents have a high knowledge about the importance of digital literacy skill (mean score 3.37), but they only have moderate knowledge of how to cek the image manipulation (2.61), the manipulation of news headline (2.63), and video manipulation (2.68). Generally, the respondents have a moderate knowledge of fact checking. Secondly, the affective indicator's data show that there was a moderate affection of the importance of fact-checking with mean score in cognitive indicator 3.01. It has a higher score but still in the moderate class. The mean score is moderate in the statement of the importance of checking the facts of pictures

(2.92) and news headlines (2.97). But high on video manipulation (3.04) and digital literacy skills in general (3.11).

This moderate knowledge and affection are supported by the literacy activities that have also begun to be promoted at Petra 5 Christian High School. This awareness arises from the substantial focus of the literacy program, which is not only centered on technical skills but also emphasizes the critical or evaluation aspects of doing online activities. Although creative content production and critical analysis are two sides of the same coin, digital literacy approaches still prioritize the production aspect over information-checking skills. Generation Z tends to trust the information they find online (Polizzi, 2020).

The high awareness of fact-checking is further corroborated by answers at the conative level that show an increased interest in capacity building related to digital literacy, in this case, the ability to check images, headlines, and videos with a high average cognitive score mean (3.26) and also high score mean in each statement. This ability can empower young people and provide them with the necessary skills and knowledge to search, analyze and assess the validity of information accessed through social media and mainstream media. This empowerment is their right to access accurate information, especially from media companies and have the opportunity to discuss and contextualize it (Ofcom, 2019).

The problem is that these students need to know how to technically fact-check the manipulation of images, headlines, and videos. The mean score on these three questions was in the moderate class. Awareness of the importance of digital literacy skills and an increased willingness to learn has yet to be matched by adequate knowledge of fact-checking skills. Young people have used digital technology as a tool to express themselves. They also develop digital identities mainly through instant messaging applications (Del Barrio Fernández & Ruiz Fernández, 2017). On the one hand, the low technical knowledge of fact-checking found in this study indicates that cognitive control mechanisms will tend to be ignored in the face of harmful content. This also raises questions about how emotional responses affect information processing and behavior towards it (Herrero-Diz et al., 2020). Another question Larkin reflects on is for young people to ask themselves before sharing content that could go viral: "Why should I believe this?" (Larkin, 2017). However, on the other hand, this study's data shows a high potential for students to learn more about digital literacy.

At the end of the training, the students were asked to complete a similar questionnaire. This second questionnaire aimed to determine the extent to which the training impacted the students' digital literacy capacity-building efforts, including at what level of impact. The following table 2 outlines the findings of the post-test.

Tabel 4. Frequency distribution table of post-test results

No	Statement: after attending the training I...	Mean	
1.	Knowing how to recognize a hoax	3,40	High
2.	Knowing how to check image manipulation	3,43	High
3	Knowing how to check for headline manipulation	3,37	High

4	Knowing how to check video manipulation	3,33	High
	Cognitive mean score	3.38	
5	Feel that digital literacy skills to recognize hoaxes are important	3,58	High
6	Feel the skill of recognizing image manipulation is important	3,57	High
7	Feel the skill of recognizing headline manipulation is important	3,54	High
8	Feel the skill of recognizing video manipulation is important	3,54	High
	Affective mean score	3.55	
9	Want to practice fact-check skills	3,55	High
10	Want to practice image manipulation check skills	3,40	High
11	Want to practice headline manipulation check skills	3,41	High
12	Want to practice video manipulation check skills	3,45	High
	Conative mean score	3.45	

Source: researcher

Table 2 shows that all questions received high scores. This is demonstrated by the mean value above 3.3, except for the question on knowledge in checking video manipulation, with the lowest mean of 3.23. This can be a note for future training to pay special attention to video-checking materials. Compared to the pre-test results, the data showed a significant increase in cognitive indicators. This means that there is an increase score mean in the knowledge indicator of high school students regarding how to fact-check images (3.43), online news titles (3.37), and videos (3.33). Thus, generally, high school students participating in the training learn fact-checking. At the same time, this means that there is an improvement in their technical knowledge related to fact-checking compared to the data in the pre-condition (when before attending the training).

In the other two indicators, there was no significant increase. High school students already have the interest and inclination to practice digital literacy skills in both the affective and conative indicators. Before and after the training with an effective mean score of 3.55 (high). The *Fikom Mengajar* program plays more of a role in strengthening students' awareness and intention to practice fact-checking skills. Thus, the most significant contribution of this program is the transfer of skills and knowledge that high school students still need to gain. This is because education is the best "antidote" to online threats such as fake news (McDougall et al., 2019). Even though the lack of formal and informal educational processes in digital media can affect students' perceptions, digital literacy programs such as the "Not Just Understanding" discourse are crucial in helping adolescents to effectively discern the truth when searching for information and news online (Herrero-Diz et al., 2020).

To ensure the presence of significant changes in the results between the pre-test and post-test, this study employs the T-test, which is useful for indicating the differences between pre-test and post-test outcomes. The formula for the one-sample t-test is applied when examining the differences between two samples in an interval variable. The calculated t-value is determined using the following formula (Kriyantono, 2021:348):

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

Information:
r = correlation coefficient
t = statistical test

The significance test for the one-sample t-test follows a decision rule where if the p-value < 0.05, it indicates a significant relationship between variables x and y (Sujarweni, 2019:104-105). In the paired samples correlations table, a significance value of 0.000 indicates a relationship between the pre-test and post-test. In the paired samples test table, with a significance value (2-tailed) of 0.000, which is < 0.05, it suggests a significant impact between the differences in treatment between the pre-test and post-test.

Tabel 5. Paired Samples Test Table

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_Test - Post_Test	-4.446	.39508	.03951	-.54497	-.38801	-11.805	99	.000

Sumber: researcher

When examining each indicator individually, the t-test results provide a more nuanced understanding of the relationship between the pre-test and post-test outcomes. The determination of the results is based on a significance level of 0.05. If the significance value is < 0.05, it signifies a significant association between the pre-test and post-test. Conversely, if the significance value is > 0.05, it implies no significant relationship between the pre-test and post-test.

The paired samples test table presents the respective significance values for the cognitive, affective, and conative indicators. The 2-tailed significance value for the cognitive indicator is 0.000, which is < 0.05, indicating a significant impact between the differential treatment effects of the pre-test and post-test in the cognitive domain. The t-test results for each indicator reveal a significant influence between the differential treatment effects of the pre-test and post-test, with a significance value of 0.000 observed for each indicator. These figures substantiate the presence of a significant influence between the differential treatment effects of the pre-test and post-test for each respective indicator.

Tabel 6. Paired Samples Test Table Each Indicator

Indicator		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			

Cognitive	Pair 1	Pre_Test - Post_Test	-.55500	.61400	.61400	-.67683	-.43317	-9.039	99	.000
Affective	Pair 1	Pre_Aff - Post_Aff	-.55750	.63550	.06355	-.68360	-.43140	-8.773	99	.000
Conative	Pair 1	Pre_Test - Post_Test	-.28500	.56073	.5607	-.39626	-.17374	-5.083	99	.000

Source: researcher

This finding suggests a notable augmentation in all three dimensions of attitude: knowledge, affection, and conation. The cognitive aspect exhibits the highest surge, followed by the affective indicators, and lastly, conation. Therefore, the tagline "not just understanding" has been effectively applied in this training. Participants not only acquire knowledge and awareness regarding the significance of fact-checking skills and digital literacy but also demonstrate the willingness and capability to employ their existing skills in the process.

CONCLUSION

The findings from Levene's normality and homogeneity tests indicate that the collected data follows a normal distribution and was completed by the same group of respondents. Additionally, the results of the T-test revealed a statistically significant improvement in the knowledge, affection, and behavior of the participants after the training program. Overall, the findings of this study indicate a notable shift in attitude, particularly in the cognitive domain, as evidenced by the increased digital literacy skills of students in conducting critical evaluations through fact-checking following the training intervention. This change in attitude represents a positive stride towards fostering the discourse of "Not Just Understanding," which serves as the guiding principle of the digital literacy program implemented by *Masyarakat Anti Fitnah Indonesia* (Mafindo).

The collaborative and participatory nature of the contemporary news and information landscape offers potential advantages in terms of information democratization. Nevertheless, it also poses challenges for today's adolescents, who are navigating an increasingly globalized world wherein the unrestricted acceptance of information from diverse sources prevails, warranting cautious scrutiny regarding its veracity and reliability. Based on the research findings, future studies are expected to reach schools that still need a literacy curriculum. The reason is that the subjects in this study were literacy program schools in general. In addition, research using a qualitative approach also allows for more in-depth and detailed data as a form of program evaluation. Suggestions for further research are that similar research can be carried out using the case study method with a qualitative approach to deepen the findings.

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