

THE IMPACT OF DIGITAL LITERACY ON POLITICAL TRUST

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Abstract

The phenomenon of political hoaxes poses a serious challenge to political communication in the digital era, particularly with the widespread use of social media. Hoaxes not only distort information but also have the potential to reduce political trust and undermine the quality of democracy. This study aims to analyze the relationship and influence of digital literacy on political trust among young social media users. The study employed a positivistic paradigm with a quantitative approach through a survey method. The study population was college students who used Instagram, with a sample of 399 respondents in West Java. Data were collected through a five-point Likert-scale questionnaire measuring digital literacy and political trust, then analyzed using SPSS. The test results showed that all research instruments were valid and reliable. Spearman correlation analysis showed a positive and significant relationship between digital literacy and political trust ($r = 0.355$; $p < 0.05$). Furthermore, binary logistic regression analysis showed that digital literacy significantly influenced the likelihood of respondents having a high level of political trust ($\text{Exp}(B) = 1.268$). These findings confirm that digital literacy plays a protective role in dealing with political hoaxes and is important in maintaining the quality of political communication and democracy in the digital era.

Keyword: Digital Literacy, Political Trust, Spearman Correlation, Binary Logistic Regression

INTRODUCTION

The phenomenon of misinformation, or hoaxes, is one of the most serious challenges in political communication in the digital age. Advances in information technology, particularly the rise of social media, have provided new ways of thinking and perspectives for people to disseminate information. Social media is now not only a space for social interaction but also an arena for political discourse. In this context, political hoaxes are often exploited by certain actors to shape public opinion, attack political opponents, and influence people's political preferences.

In Indonesia, the spread of political hoaxes has become increasingly prominent since the 2014 general election, the 2017 Jakarta gubernatorial election, and the 2019 general election. Hoaxes that highlight issues of religion, ethnicity, and political identity have been shown to significantly impact public trust in candidates, state institutions, and the democratic process. A report by the Ministry of Communication and Information Technology shows that during the

2019 election campaign, more than a thousand hoaxes circulated on social media, dominated by political and identity issues. This phenomenon indicates that hoaxes are not simply distorted information, but rather part of a systematic political communication strategy.

Previous studies have shown that political hoaxes share relatively common characteristics, including emotional and provocative nature, easy sharing in simple formats like memes, short videos, or text messages, and often anonymous distribution. Hoaxes are also often systematically produced by buzzers or certain groups with political interests. Their impact can be seen in declining public trust in political institutions and the media, increasing social polarization, and disrupting political decision-making because people base their choices on inaccurate information.

Theoretically, the phenomenon of political hoaxes can be explained through several approaches. Agenda-Setting Theory explains how media, including social media, have the power to highlight certain issues, thus shaping the public agenda, including sensational false issues. Spiral of Silence Theory explains the tendency of individuals to choose silence when their views differ from the dominant opinion in the digital space, so that hoaxes often do not receive adequate correction (Noelle-Neumann, 1974). Meanwhile, Uses and Gratifications Theory views the audience as an active party that consumes hoaxes because it fulfills emotional needs and certain political identities (Katz et al., 1973). The Information Disorder Framework proposed by Wardle and Derakhshan complements this understanding by distinguishing between misinformation, disinformation, and malinformation, thus providing a more comprehensive conceptual basis for studying political hoaxes (Claire & Hossein, 2017).

Previous studies, both in Indonesia and internationally, such as those on the 2016 United States elections and the Brexit referendum, have shown that hoaxes can significantly influence public opinion and political behavior. However, existing studies still have limitations. Research on political hoaxes in Indonesia is generally descriptive and short-term, so few have explored the patterns of hoax spread longitudinally. Furthermore, there are still limited studies examining the effectiveness of digital literacy in reducing public trust in hoaxes, and there is little research linking the role of social media algorithms to the accelerated spread of political hoaxes.

Based on these conditions, this study offers a novel approach in addressing this research gap by examining the phenomenon of political hoaxes more comprehensively, both theoretically and empirically. This study aims to analyze the characteristics and dynamics of the spread of political hoaxes on social media, explain their impact on political communication and democracy, and identify practical implications for strengthening digital literacy and formulating strategies to combat hoaxes in Indonesia.

RESEARCH METHODS

This research applies a positivistic paradigm with a quantitative analysis approach. This approach is based on the research objective, which focuses on measuring and empirically analyzing the perceptions and behaviors of young people toward political hoaxes on social media. This study utilized a survey with quantitative descriptive analysis, which aimed to obtain an overview of respondents' tendencies in receiving, responding to, and disseminating political information on social media based on numerical data obtained from respondents.

The target population used in this study was students who actively access and use social media at Padjajaran University. The sample size consisted of 399 respondents, who were student social media users in West Java. The sample size was determined using statistical calculations to ensure that the sample size was representative of the population.

The research instrument consisted of a questionnaire designed to measure two main variables: digital literacy and political trust. Digital literacy was measured through a series of statements reflecting respondents' ability to access, evaluate, and verify digital information, particularly political information on social media. Political trust was measured through statements describing respondents' level of trust in the government, parliament, regional governments, and local governments. All statements were measured using a Likert scale with a total of 5 points, ranging from 1 indicating strongly disagree to 5 indicating strongly agree.

The data obtained from the questionnaires were then further processed and analyzed using statistical data processing software, the Statistical Package for the Social Sciences (SPSS). The analysis consisted of two parts: descriptive statistics, which provide a measurable picture of respondent characteristics based on the distribution of responses, and inferential statistics, which examine the influence of digital literacy on political trust. The results of the data analysis were then interpreted to explain the extent to which digital literacy plays a role in shaping the political trust of students who use social media, as well as its implications for the quality of political communication and democracy.

ANALYSIS

Before analyzing the relationships and influences between variables, the research instruments were first tested for validity and reliability to ensure the appropriateness of the measurement tools used. The test results showed that all question items in the digital literacy and political trust variables had correlation coefficients greater than the r-table value with a 95% confidence level (5% significance level), thus all items were declared valid. Then, the reliability test was conducted using Cronbach's Alpha. The test results showed that the Cronbach's Alpha score was 0.733 for the digital literacy variable and 0.843 for the political trust variable. All scores were above the minimum limit for items to be considered reliable, which is above 0.6. Therefore, it can be concluded that all research instruments used had a fairly good level of consistency and were able to describe the characteristics of the variables to be measured.

Table 1. Summary of Respondent Frequency by Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	182	45.6	45.6	45.6
Female	217	54.4	54.4	100.0
Total	399	100.0	100.0	

Source: Research Results, 2025

Next, a univariate analysis was conducted to provide an overview of the characteristics of the respondents analyzed in the study. The data processing results in Table 1 above indicate that the respondents' gender was almost evenly distributed, but were predominantly female. A total of 217 of the 399 respondents (54.4%) were female, and the remaining 182 (45.6%) were male. This indicates no gender imbalance, allowing the analysis results to proportionally represent the views of both groups. This balance is important considering that differences in experience, social media usage patterns, and political attitudes can arise based on gender.

Table 2. Summary of Respondent Frequency by Faculty

	Frequency	Percent	Valid Percent	Cumulative Percent
Law	30	7.52%	7.52%	7.52%
Economics and Business	22	5.51%	5.51%	13.03%
Pharmacy	13	3.26%	3.26%	16.29%
Cultural Sciences	8	2.01%	2.01%	18.30%
Communication Studies	46	11.53%	11.53%	29.82%
Social and Political Sciences	72	18.05%	18.05%	47.87%
Medical	10	2.51%	2.51%	50.38%
Dentistry	17	4.26%	4.26%	54.64%
Nursing	13	3.26%	3.26%	57.89%
Mathematics and Science	20	5.01%	5.01%	62.91%
Fisheries and Marine Sciences	31	7.77%	7.77%	70.68%
Agriculture	26	6.52%	6.52%	77.19%
Farm	31	7.77%	7.77%	84.96%
Psychology	27	6.77%	6.77%	91.73%
Geological Engineering	12	3.01%	3.01%	94.74%
Agricultural Industrial Technology	21	5.26%	5.26%	100.00%
Total	399	100.0	100.0	

Source: Research Results, 2025

Judging from the faculty categories in Table 2, the majority of respondents came from the Faculty of Social and Political Sciences, namely 72 respondents (18.05%). The field of study with the second largest proportion was Communication Science with 46 respondents (11.53%), followed by Fisheries and Marine Sciences and Animal Husbandry with 31 respondents each (7.77%). Next, respondents from Psychology were recorded at 27 respondents (6.77%), Agriculture with 26 respondents (6.52%), and Agro-Industrial Technology with 21 respondents (5.26%). The fields of study with the fewest number of respondents were Cultural Sciences with 8 respondents (2.01%) and Medicine with 10 respondents (2.51%). The dominance of respondents from the social and communication sciences group indicates that the

characteristics of respondents in this study tend to come from fields close to social studies, communication, and public policy, so that the results of the study will be able to reflect the political beliefs of people who have studied these disciplines academically.

Table 3. Summary Statistics of Digital Literacy Scores and Political Trust

	N	Minimum	Maximum	Mean	Std. Deviation
Digital Literacy	399	19	57	50.71	5.017
Political Beliefs	399	13	43	36.90	5.907
Valid N (listwise)	399				

Source: Research Results, 2025

The results of the descriptive statistical analysis in Table 3 show that the respondents' digital literacy score averaged 50.71 with a standard deviation of 5.017. This value is close to the maximum possible score, indicating that respondents generally have a fairly high level of digital literacy. This finding provides a descriptive picture that most respondents have relatively good abilities in accessing, understanding, and evaluating digital information, including political information circulating on social media. However, the standard deviation is still quite large, indicating variations in digital literacy abilities among respondents.

Meanwhile, the political trust variable had an average value of 36.90, with a standard deviation of 5.907. This average value indicates that respondents' level of political trust is in the middle to upper range. However, the relatively large variation in scores indicates that levels of trust in political institutions, political actors, and democratic processes are not entirely homogeneous among respondents. This finding reflects the dynamics of political trust among the younger generation, which tends to fluctuate and is influenced by various factors, including exposure to digital information.

Table 4. Shapiro Wilk Normality Test

	Statistic	df	Sig.
Digital Literacy	0,813	399	0,000
Political Beliefs	0,735	399	0,000

Source: Research Results, 2025

Data normality testing was performed to determine the appropriate further analysis technique. Based on Table 4, the p-value for both variables was 0.000. This value is below the 0.05 significance level, so the decision to reject H_0 was made. In other words, evidence was found that the data used in this study were not normally distributed. Therefore, the analysis of the relationship between variables was performed using the non-parametric Spearman correlation test.

Table 5. Spearman Correlation

		Literasi Digital	Kepercayaan Politik
Digital Literacy	Correlation Coefficient	1,000	0,355**
	Sig. (2-tailed)		0,000
	N	399	399
Political Beliefs	Correlation Coefficient	0,355**	1,000
	Sig. (2-tailed)	0,000	
	N	399	399

Source: Research Results, 2025

Based on the results of the bivariate analysis in Table 5, it was found that there is a statistically significant correlation or relationship between digital literacy and political trust with a correlation coefficient value of 0.355 and a significance value of 0.000. This coefficient value indicates a positive relationship with weak strength, which means that an increase in digital literacy tends to be followed by an increase in political trust, although the relationship is not classified as strong.

Although weak, this positive relationship remains statistically and substantively significant. This relationship indicates that digital literacy is not the sole factor influencing political trust, but it still plays a significant role. This finding aligns with the view that political trust is a multidimensional construct influenced by various structural, institutional, and individual factors, including political experience, media exposure, and perceptions of government performance.

Table 6. Binary Logistic Regression Results

	B	df	Sig.	Exp(B)
Digital Literacy	0,237	1	0,000	1,268
Constant	-11,848	1	0,000	0,000

Source: Research Results, 2025

To deepen the analysis, a multivariate analysis was conducted using binary logistic regression by grouping the level of political trust into low and high categories based on the median value. Table 6 shows that the p-value for the Digital Literacy variable and the constant is 0.000. This value is below the 0.05 significance level. Thus, it can be concluded that with a significance level of 5% and a sample size of 399, the decision taken is to reject H_0 . In other words, a significant effect was found between the Digital Literacy variable and the Level of Political Trust.

The regression coefficient indicates the strength and direction of the influence of the variables indicated. The constant value indicates the value of the dependent variable (political trust) when the independent variables are constant. The constant value or intercept of -11.848 indicates that the tendency for a person's political trust value to fall into the high category when their digital literacy level is zero is $\exp(-11.848)$ or 0.000 times lower than the low category. In other words, when there is no increase in digital literacy, the level of political trust will tend to be low.

Furthermore, the parameter estimation results show that the regression coefficient value for the Digital Literacy variable is 0.237. This value can be interpreted as the magnitude of the

change that occurs. In other words, when the digital literacy level increases by 1 unit, a person's tendency to have high political trust (versus low) is $\exp(0.237)$ or 1.268 times higher. This indicates that the higher the digital literacy level, the greater the likelihood of a person having high political trust. This is in line with the correlation value which shows a positive number. Therefore, it can be said that increasing digital literacy can significantly increase a person's political trust.

DISCUSSION

The findings of this study demonstrate that digital literacy plays a significant role in shaping political trust among young social media users. The positive relationship and influence between digital literacy and political trust indicate that individuals' ability to access, evaluate, and verify digital information contributes to their understanding of the government, parliament, regional governments, and local governments. These results confirm that political trust in the digital era is not solely determined by structural factors or government performance, but also by individuals' cognitive and critical capacities in interacting with the increasingly complex flow of political information.

Theoretically, these findings align with Agenda-Setting Theory, which emphasizes that the media exerts a significant impact and has the ability to shape issues perceived as "important" by the public. In the context of social media, viral discussions and issues significantly impact public policy formulation and government problem-solving (Saputra et al., 2025). Political hoaxes and misinformation often gain greater visibility due to their sensational and emotional nature. Individuals with low digital literacy tend to be more easily trapped by these false agendas, thus forming negative perceptions of the political system as a whole. Conversely, individuals with higher digital literacy are able to understand that dominant issues on social media do not always reflect the true political reality. This makes digital literacy a crucial factor influencing perceptions and vulnerability to political misinformation on social media (Kurniasih et al., 2024).

The results of this study can also be explained through the Spiral of Silence Theory proposed by Noelle-Neumann (1974). In the digital space, seemingly dominant opinions are often reinforced by political hoaxes that are widely and repeatedly disseminated (Gumelar et al., 2025; Yanti et al., 2025). This condition creates social pressure that encourages individuals to conform or choose silence when holding differing views. Digital literacy acts as a protective factor that enables individuals to recognize the mechanisms of public opinion manipulation (Sultanbayeva et al., 2024). Individuals with good digital literacy are less likely to perceive viral opinions as representing the majority voice, thus being better able to maintain a critical attitude and proportional trust in political institutions (Setiawan et al., 2025). Thus, digital literacy contributes to reducing the effects of the spiral of silence that has the potential to damage the quality of public deliberation and political trust.

From the perspective of Uses and Gratifications Theory, audiences are viewed as active participants in selecting and using media to fulfill specific needs, including cognitive, affective, and social identity (Katz et al., 1973). Hoax news is often consumed because it fulfills emotional needs, such as strengthening group identity or channeling dissatisfaction with certain parties (Yani, 2020). However, the results of this study demonstrate that this can be prevented and

addressed by strengthening digital literacy. Individuals with higher digital literacy tend not only to pursue emotional gratification in consuming information but also to consider the accuracy and credibility of sources (Hasrullah et al., 2023). This impacts the formation of more reflective political attitudes and more stable political beliefs, even in a media environment rife with conflict and polarization.

The Information Disorder framework proposed by Claire & Hossein (2017) provides a strong conceptual foundation for understanding the relationship between digital literacy and political trust. Digital literacy enables individuals to improve their ability to assess the validity of information and understand the context and motives behind its dissemination (Pratama et al., 2023; Rusdy, 2021). Individuals who are able to perform this classification are less likely to immediately generalize false information as a failure of the political system as a whole. Thus, political trust is less easily eroded by exposure to hoaxes, as individuals have a more mature evaluation framework for political information.

The findings of this study are also consistent with various case studies on the impact of political hoaxes in Indonesia and internationally. In Indonesia, social media has become a popular platform for disseminating information, supported by a variety of applications and adequate features. The abundance of engaging and interactive features allows for faster and more engaging information dissemination, thus exerting a greater influence on political perspectives (Nabila et al., 2025). Digital literacy can improve critical thinking skills, thereby reducing the likelihood of exposure to misinformation as digital literacy increases (Nurfazri et al., 2024). Digital literacy can serve as a buffer mechanism that mitigates the negative impact of hoaxes on political trust. This reinforces the argument that strengthening digital literacy is a key strategy in addressing the challenges of political communication in the digital era.

Conceptually, the results of this study confirm that digital literacy is not merely technical skills in using media, but also cognitive and critical competencies that directly impact the quality of democracy. Political trust formed through a sound digital literacy process tends to be more rational and less susceptible to information manipulation. Therefore, digital literacy can be viewed as an integral part of strengthening social capital and institutional trust in a democratic society.

Efforts to improve digital literacy need to be positioned as a long-term strategy to strengthen public political trust. The government, educational institutions, media, and digital platforms have a crucial role to play in building a sustainable digital literacy ecosystem. Without systematic intervention, the high intensity of political hoaxes has the potential to continue eroding public trust and deepening social polarization. Therefore, the results of this study provide an empirical and theoretical basis for formulating digital literacy policies that are oriented not only toward technical skills but also toward strengthening critical thinking and healthy political trust.

CONCLUSION

Overall, the results of this study indicate that digital literacy has a significant relationship and influence on political trust among Generation Z social media users. Although the strength of the relationship found is relatively weak, the influence demonstrated through multivariate analysis confirms the importance of digital literacy as a determinant of political trust. This is further supported by the positive relationship between digital literacy and political trust.

Digital literacy plays a crucial and strategic role in shaping and maintaining political trust amidst the increasingly complex flow of digital information. Studies show that individuals with higher levels of digital literacy tend to have more mature abilities in assessing political information, understanding the context of messages, and distinguishing between credible and misleading information. In a situation of rampant misinformation and political hoaxes, digital literacy serves as a protective mechanism that helps individuals avoid immediately generalizing negative content as a representation of the overall performance of political institutions. Thus, political trust is formed not emotionally and reactively, but through a more rational and critical evaluation process. These findings confirm that low political trust in the digital era is not solely driven by structural factors or political dynamics, but also by individuals' limited capacity to manage and interpret political information circulating on social media. Therefore, digital literacy is a key factor in maintaining the quality of political communication and strengthening the foundations of democracy, particularly among the younger generation, who are active users of digital media.

Based on these conclusions, this study recommends strengthening digital literacy as an ongoing agenda to address the threat of misinformation and political hoaxes. Digital literacy programs should focus not only on the technical aspects of media use, but also on developing critical thinking skills, media ethics, and an understanding of political context. Furthermore, further research is recommended to evaluate the effectiveness of various implemented digital literacy programs and to examine more deeply the role of social media algorithms in driving the virality of hoaxes and shaping public political perceptions. A collaborative approach between the government, educational institutions, media, digital platforms, and civil society is also crucial to more systematically suppress the spread of misleading information. With these steps, digital literacy is expected to not only mitigate the negative impact of hoaxes but also contribute to building healthier and more sustainable political trust in a democracy.

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