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

























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## Digital literacy communication model of 'tular nalar' curriculum during COVID-19

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**Abstract** There are many hoaxes related to COVID-19 as shown in a pre-survey at the Citizens Association (RW) 69 Mitra Griya Asri (MGA Housing) Yogyakarta Family Welfare Empowerment (PKK) members, causing members of the WhatsApp group to feel uncomfortable and anxious. The purpose of this study was to evaluate three main aspects in the digital literacy communication model of *Tular Nalar* curriculum in RW 69 Mitra Griya Asri PKK members. This study used a qualitative evaluation research method with the following steps: 1) determining program objectives, 2) classifying objectives, 3) defining structured questions, 4) collecting data through simulation and interviews, and 5) documentation. Based on the results, RW 69 Mitra Griya Asri PKK members have understood digital literacy in the aspects of *Tahu* (Know), being *Tanggap* (responsive), and being *Tangguh* (resilient) in using digital media. Participants had eight (8) *Tular Nalar* digital literacy competencies, namely accessing information, managing information, designing messages, processing information, sharing messages, building self-resilience, protecting personal data, and collaboration. This study contributed to the form of Tular Reason curriculum evaluation as a new regulation in the socialization of digital literacy. This study also provides theoretical implications in the form of applying Gilster's Digital Literacy Theory by adding critical thinking specs, namely *Tahu*, being *Tanggap*, and being *Tangguh* in digital literacy

**Keywords:** *Tular nalar* curriculum; digital literacy communication model; evaluation research

\*) Corresponding Author

## INTRODUCTION

*Coronavirus Disease* 2019 (COVID-19) is a global health crisis which claimed millions of lives as it is an infectious disease which attacks an individual's respiratory system. (Kaddi et al., 2020; Susilo et al., 2020; Zhong et al., 2020). Because of this, the various information is spread through digital media in the form of images, videos, or text (Fitria et al., 2021) and viewed online through social media. During pandemic, people usually use Facebook, Instagram, Twitter, WhatsApp, Telegram, Line, Youtube, Snapchat, or websites (Pratiwi, 2020; Sabrina, 2019; Suminar & Hadisiwi, 2021). Social media is the most transparent, efficient, and effective source to obtain various knowledge and information quickly (Ahmad & Murad, 2020; Rahadi, 2017).

Based on the research by Zarocostas (2020), the most challenging thing in facing COVID-19 is the rise of global epidemic of misinformation through social media platforms which became a serious problem for public health (Sacco et al., 2021) because social media cannot be separated with hoax (Juditha, 2018). A hoax is an uncertain information, not clear information, and fake facts (Rahayu and Sensusiyati, 2020). To deal with epidemic of misinformation, WHO has developed the COVID-19 Infodemic Observatory to monitor and report news related to the pandemic (Gracia and Martinez., 2020).

Research by Haumahu., et al (2020) hoax has a negative influence on the real world with the objective of creating confusion and dispute towards something both individuals and groups. This statement is supported by research about hoax which has been observed by Juditha (2019) stated that one of the hoaxes spread in online community social media especially Facebook page is in the health sector about Measles and Rubella (MR) vaccine for children. The hoax spread was that one of the children who had received the MR vaccine experienced entered to Emergency Room. Indonesia hoaxes clarified in the Facebook page that it had been confirmed from the emergency room doctor that the condition caused by herpes zoster disease which simultaneously appeared when the patient was immunised. The community added related to the benefits of the MR vaccine to reduce cases of death.

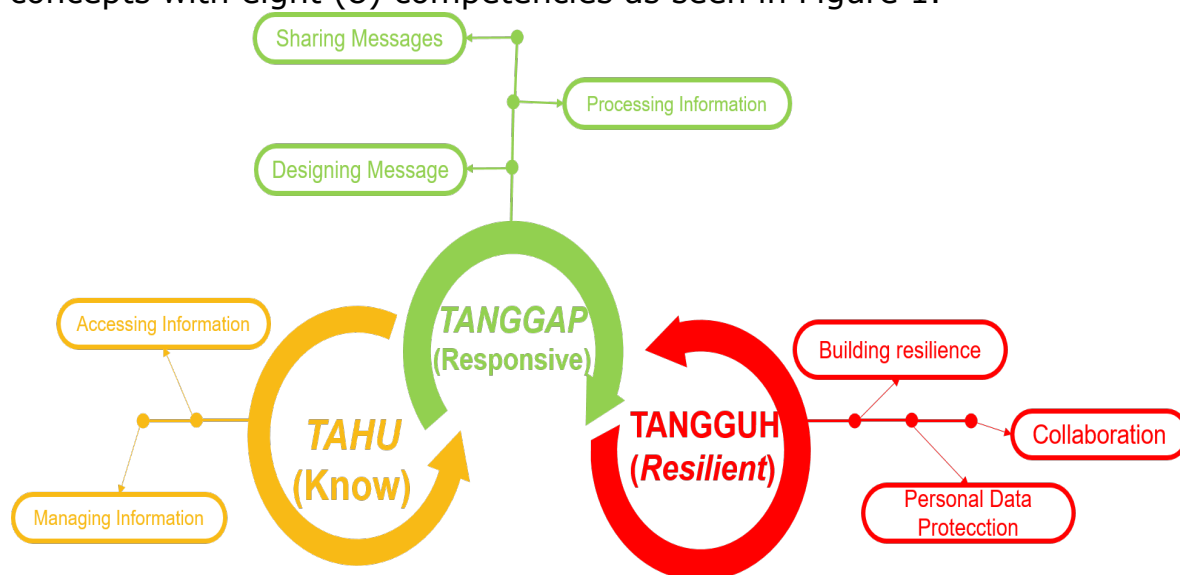
Fortunately, all community can identify and understand the hoaxes because they have implemented information literacy, namely: information identification process, information coverage, information planning, information collection, information evaluation, information management, and information presentation. The research shows that the Indonesian hoaxes community had been able to influence group members and apply information literacy so they do not learn to handle information.

Fake news, rumours, and misinformation proliferate at an unprecedented rate (Lozano et al., 2020), especially with social media particularly in Whatsapp (Triwardani, 2021). One example is a *hoax* which spread through WhatsApp social media platform among Family Welfare Empowerment (PKK) citizens association (RW) 69 women at

MGA Housing Yogyakarta, one of the members of the WhatsApp group (Women PKK RW 69 Housing MGA Housing) disseminated information regarding residents infected with COVID-19. This happened because according to the study made by Srol., et al (2021), the COVID-19 pandemic in many countries made people feeling justifiably anxious about this new threat. However, there was no clarity regarding the information, causing some members of the WhatsApp group to be restless and panicked at the start of the pandemic. This is in accordance with the research from Torpan., et al (2021) which states that the diffusion of hoax, especially about COVID-19 is seen because of the lack of up to date and officially confirmed public information. The results of the confirmation that it is not residents of RW 69 of the Yogyakarta MGA Housing infected by COVID-19 but other residents outside the Yogyakarta MGA Housing in 2 KM away. It is the need for digital literacy among PKK RW 69 women MGA Housing Yogyakarta to reduce information hoaxes. This is reinforced by the results of Sabrina's research (2019) that states that digital literacy can be an effective solution in preventing the circulation of false information. Digital literacy is said to be effective because of the emergence of a form of community self-control, in that way social media is used optimally. Optimizing digital literacy among PKK RW 69 Housing MGA Housing Yogyakarta women to be able to grow awareness, abilities, and attitudes in the use of digital media (Nahdi & Jatisunda, 2020).

Hence, this study employed Gilster's Digital Literacy Theory. This theory states that each individual is able to use and understand various information in various formats and can think to understand the meaning and information from various sources effectively (Zahro, 2020). The research related to digital literacy in the community of housewives carried out by Novianti and Fatonah (2018). The results of the study stated that the outcome of the socialization in employing digital media literacy received a good response, even mothers were able to invite those who are part of their social environment to be smart in using media. Media literacy in the context of social media is the set of abilities and skills where aural, visual, and digital literacy (Syam,2020). Consequently, Babadan Village became a model village because they understood digital media. Other research related to digital literacy was also investigated by Darmastuti et al. (2019) who state that media literacy can be carried out using a Balinese local wisdom approach through the principles of Nawangleh and Tri Hita which were reflected in: 1) the embodiment of cultural teachings; 2) as a filter in facing media exposure; and 3) for housewives, it is conveyed by customary groups through dance studios, by the head of the youth organization for young children, and teachers for elementary school children. Various efforts were made in order to be able to disseminate digital literacy to the entire community to reduce fake news and understand how to manage information received from various sources.

PKK RW 69 women at MGA Housing Yogyakarta do not only understand the information, but also apply three (3) critical thinking concepts with eight (8) competencies as seen in Figure 1.



**Figure 1.** Three Main Aspects of Communication Model in Digital Literacy *Tular Nalar* Curriculum. Source: Facilitator Team of *Tular Nalar* (2020)

Figure 1 is a digital literacy communication model for the *Tular Nalar* curriculum that consists of three (3) main aspects of *Tular Nalar* and eight (8) descriptions of the initiation competencies of the Indonesian Anti-Defamation Society (Mafindo), Maarif Institute, and Love Frankie, supported by Google.org. The campaign for critical thinking is manifested among others in the form of curriculum, learning methods and content, including online learning modules, videos, speech degrees, as well as trainings in various regions. The consortium involved 8 experts in the *Tular Nalar* Curriculum, namely Novi Kurnia (Chairman of the Network of Indonesian Digital Literacy Activists—JAPELIDI), Puji Lestari (disaster communication researcher at Universitas Pembangunan Nasional “Veteran” Yogyakarta), Syarifah Ema Rahmaniah (health literacy activist), Arnidah Kanata (curriculum technology expert), Ni Made Ras Amanda (Chairman of Association of Communication Scholars-ISKI Bali, digital parenting activist), Fanny S. Alam (Chairman of Sekolah Damai Indonesia Bandung, activist on diversity and pluralism issues), Gilang Adikara (lecturer at the Yogyakarta State University Communication Study Program), and Ramaditya Adikara, novelist, activist on disability issues (tularnalar.id). The implementation of the Digital Literacy Communication Model for the *Tular Nalar* Curriculum has been widely carried out, among others, in collaboration with the Ministry of Education and Culture for the socialization of public and private university (PT) lecturers (Doddy, 2020), teachers, Muhammadiyah Central Leadership (PP) for Muhammadiyah University lecturers in Indonesia, and the Indonesian Community Radio Network (JRKI). This research is one of the implementations of digital literacy in the *Tular Nalar* curriculum among PKK RW 69 women at MGA Housing Yogyakarta.



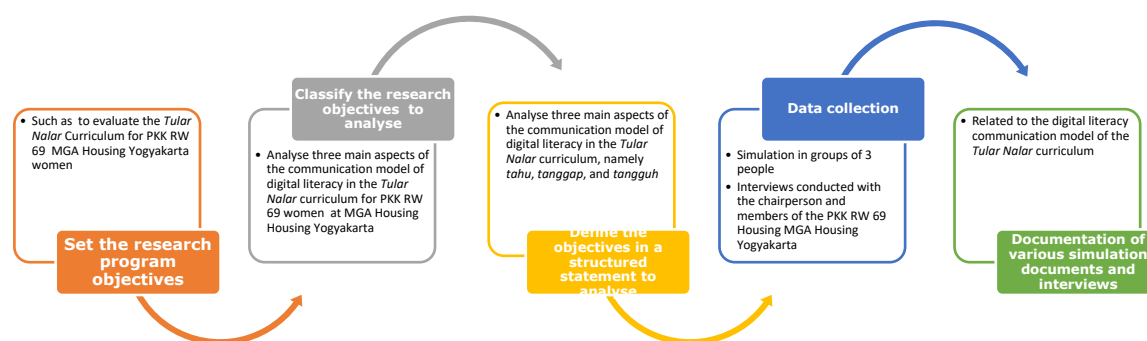
Three (3) aspects of the *Tular Nalar* namely: *Tahu*, *Tanggap*, and *Tanggung*. Knowledge related to activities that strengthen and develop themselves in media and digital literacy. Responsiveness is the ability to respond to information issues. Strong is the ability to act or respond, then invite others to collaborate and participate in responding to situations. The eight (8) competencies referred to are: a) *Tahu* consists of competence in accessing and managing information, b) *Tanggap* consists of competence in designing, processing, and sharing information, and c) *Tanggung* consists of competence to build self-resilience, protection of personal data, and collaboration (Communicable Reasons Facilitator Team, 2020).

The *Tular Nalar* curriculum provides education to PKK RW MGA Housing Women Yogyakarta so that they have a solid and strong foundation to respond to various information through digital communication. It is just that the need to know further that these women of PKK RW 69 MGA Housing Yogyakarta do not only understand digital literacy, but the community is able to exhibit *tahu*, *tanggap*, and *tanggung*. This research has implemented a digital literacy model for the *Tular Nalar* curriculum in the community in the housing, namely the community of PKK RW 69 women at MGA Housing Yogyakarta, indeed this method is different with another research. The application of the curriculum in digital literacy is a new thing for PKK RW 69 women at MGA Housing Yogyakarta women to become a strong and responsive community in dealing with hoax news. The community election is chosen because it is a place that has great influence and power to fight hoaxes in RW 69 at MGA Housing Yogyakarta. The novelty of the theoretical side of this research can be seen from the use of the Digital Literacy Gliter Theory that is employed in the digital literacy of the *Tular Nalar* Curriculum. Based on this background, this study aimed to evaluate the three main aspects of the communication model of digital literacy in the *Tular Nalar* curriculum among PKK RW 69 women at MGA Housing Yogyakarta.

## **METHODOLOGY**

This research is a qualitative evaluation research with thirty people of PKK RW 69 women of MGA Housing Yogyakarta as sample. The objects of this research were the three main aspects of the communication model of digital literacy in the *Tular Nalar* curriculum. Research evaluation methods were oriented and focused on the goals set. Evaluation aimed to check, observe, and measure continuously (Aw, 2019).

The evaluation steps carried out in this study (Aw, 2019) consists of : 1) Set the research program objectives such as to evaluate the *Tular Nalar* Curriculum for PKK RW 69 MGA Housing Yogyakarta women ; 2) Classify the research objectives to analyse the three main aspects of the communication model of digital literacy in the *Tular Nalar* curriculum for PKK RW 69 women at MGA Housing Housing Yogyakarta; 3) Define the objectives in a structured statement to analyse three main aspects of the communication model of digital literacy in the *Tular Nalar* curriculum, namely *tahu*, *tanggap*, and *tanggung*; 4) Data collection was performed by: a) Simulation in groups of 3 people each and posters related to COVID-19 are distributed to be analysed based on three main aspects of the *Tular Nalar* curriculum digital communication model; and b) Interviews conducted with the chairperson and members of the PKK RW 69 Housing MGA Housing Yogyakarta; and 5) Documentation of various simulation documents and interviews related to the digital literacy communication model of the *Tular Nalar* curriculum.



**Figure 2.** The evaluation steps of the study  
Source: Research Results (2021)

The data collected in this study were analysed (Aw, 2019) by utilising: a) Logical Methods based on rational analysis and assessing the current state of evaluation related to program objectives to carry out three main aspects of the *Tular Nalar* curriculum digital communication model; and b) Empirical Method related to research conclusions based on data and facts in the field that describe the program objectives. The conclusions of this study were the evaluation results related to the three main aspects of the *Tular Nalar* curriculum digital communication model for PKK RW 69 women at MGA Housing Yogyakarta.

## RESULTS AND DISCUSSION

Researchers found that in the current digital era, mobile phone is the basic needs of most people who are supported by the internet network to access social media. WhatsApp is a social media that is often used by PKK RW 69 Housing MGA Housing Yogyakarta women, it becomes a forum for various hoax information spread from WhatsApp. This study

also found various information on the evaluation results of three main aspects of the *Tular Nalar* curriculum digital communication model to reduce hoaxes among PKK RW 69 mothers, MGA Housing Yogyakarta Housing. Researchers have carried out the goal-setting stage of the program carried out on June 20, 2021, namely, to educate the public as a basis in responding to the COVID-19 issue in the media revolution. Education was conducted to evaluate three main aspects of the curriculum digital communication model in the community of PKK RW 69 women, MGA Housing Yogyakarta.

The facilitator of the simulation of the three main aspects of the digital communication model of the *Tular Nalar* Curriculum was Dr. Novi, she is the expert in the field of digital literacy and the head of the Network of Digital Literacy Activists (Japelidi). The simulation was carried out in a group through a discussion of 20 quizzes consisting of five (5) analyses of hoax information or not, five analysis of statements that were true or not, and ten analyses of digital posters for the Japelidi campaign against hoaxes (Table 1).

The PKK RW 69 women at MGA Housing Yogyakarta did not only analysed hoaxes or not, but also studied other digital literacy dimensions such as personal data protection or digital security. The participants showed high enthusiasm every time especially in answering the quiz, there were even participants who were able to find typos on digital posters that had been released on Twitter, Instagram, and other social media platform. The poster was corrected by @japelidi. The quiz related to hoax cases was conducted to test three (3) main aspects and eight (8) competencies of the digital communication model of the *Tular Nalar* curriculum, so as to determine the extent of the participants' understanding, knowledge, skills, and attitudes towards the circulating COVID-19 information.

### **Tahu**

*Tahu* (know) is the first major aspect of the *Tular Nalar* curriculum digital communication model with the competence in accessing and managing information. Accessing information means that participants look for information from Facebook, Instagram, WhatsApp, and other social media platforms. In the simulation, participants were given information with 20 posters. All participants were able to manage the information accessed through poster simulation. Participants grouped that five (5) posters, namely information 1 – 5 related to the analysis of hoax information or not included in the know aspect (Table 1).

It can be seen from one of the group leaders, Mrs. Ivan who received a case of clickbait hoax related to the case in Australia regarding the number of people who died after the vaccine. A similar case was related to 10 doctors who died within 1 x 24 hours of being vaccinated in September. In fact, doctors who died within 1 x 24 hours simultaneously and were not caused by a vaccine because at that time there was no vaccine in Indonesia. The next case discussed is related to the thermo

gun which can damage the brain, in fact the thermo gun cannot damage the brain because it is only a tool to check body temperature.

**Table 1.** Poster Simulation of Three Aspects of Communication Model of *Tular Nalar* Digital Literacy

No	Type	Name	Poster Content
1.	Information Hoax Analysis or Not	Information 1	Hundreds of Australians (210) die from vaccines
2.		Information 2	Thermogun damages the brain
3.		Information 3	Social assistance is extended, enter your ID card number, and get IDR 1.2 million
4.		Information 4	Effective medicine for COVID-19 is God given without Effort
5.		Information 5	Ten Doctors died on the same day due to COVID-19, even though they had injected the vaccine
6.	The truth of question analysis	Question 1	Share the information related to the pandemic from social media as quickly as possible, as much as possible
7.		Question 2	Share the videos of patients exposed to COVID -19 in group chats obtained from friends
8.		Question 3	Panic in responding the pandemic information obtained from social media
9.		Question 4	Add the personal opinion in the obtained COVID-19 Information
10.		Question 5	Just be quiet if in the chat group, there are some people who share hoaxes related to the pandemic
11.	Japelidi Campaign Digital Poster against hoax	Poster 1	Disclose and distribute the patient data without agreement is a violation of the law
12.		Poster 2	Need a visit to the hospital?
13.		Poster 3	Accompany children to study at home
14.		Poster 4	Donate carefully against COVID-19
15.		Poster 5	Don't refuse the bodies of COVID-19 victims
16.		Poster 6	COVID-19 patients are victims of the spread of the virus
17.		Poster 7	Medical personnel are heroes, not spreaders of the virus
18.		Poster 8	Discipline take care of yourself and your family from COVID-19
19.		Poster 9	Five ways to reprimand #wearmasker with love
20.		Poster 10	Use the mask properly

Source: Research Results (2021)

"This news can affect the bad stigma towards health protocols. In fact, the thermo gun is unlikely to damage the brain, because it is only a tool that uses infrared light to measure body temperature, not x-rays. So, it is safe to check on our heads or our hands" (Mrs. Samino, 20 June 2021)

Cases regarding the COVID-19 drugs were also discussed, one participant (Mrs. Samino) stated that it was hoax information, because the prescription for the drug was not clear. Dr. Novi strengthened the opinion of Mrs. Samino who stated that the news was a hoax, the public must be careful by looking at high-sounding words and clarity of sources. It is proven that the digital literacy communication model of

the *Tular Nalar* curriculum provides the ability for PKK RW 69 Housing MGA Housing Yogyakarta women to be able to find out the grouping of hoax information posters or not. After knowing about the information, the simulation participants were asked to respond to the messages they received.

### **Tanggap**

The second main aspect is *Tanggap* with competencies in the form of designing messages, processing information, and sharing messages. This aspect is directed to the abilities or skills possessed by the participants when faced with choices that are related to COVID-19. Participants demonstrated the ability to analyse 20 posters and obtained 7 posters containing responses, namely: Statements 1 – 5 of the type of information analysis that was true or not, and Posters 3 and 10 of the Japelidi digital poster campaign against hoaxes (Table 1). The competence to design messages can be seen from the participants ability to correct and incorrect messages. Correcting the message is a proof that the PKK RW 69 women at MGA Housing Yogyakarta are able to process the information by analysing the information obtained. This ability can be seen from the cases discussed regarding acting quietly when receiving hoaxes in chat groups, one group stated that:

"When we get hoax news in any chat group, we should not be silent. If we are silent, it is a wrong action. If we have already known the news is a hoax, we must prevent it or we fix the correct message by analysing the information. After that we can send the message. By preventing hoaxes, it means that we care about ourselves and the environment around us" (Mrs. Anang and Ms. Bowi, 20 June 2021)

The opinions of Ibu Anang and Ibu Bowi are similar to other cases. The case is related to the right of every citizen to speak and have the opinion, so that when receiving hoax news, it should spread. One of the groups responded to this statement by stating that it is not good to spread messages directly, especially to make others look up to date. It is considered excessive and leads to hyperbole. This opinion was approved by Dr. Novi Kurnia in her statement:

"It's true that spreading the news quickly is not the right attitude, because the speed in spreading the news is not the main thing. The main thing is to verify the truth of the news by seeing the clarity of news source. The existence of data verification means that we are critical because we always process the information we get. Don't be rash, don't share right away. The important thing that we need to understand is an important post, not an important post" (Novi Kurnia, Speaker, 20 June 2021)

Affirmation related to information response from Dr. Novi was completed by one of the participants, Mrs. Tarmi. Another skill that must be possessed when receiving hoax information is not to panic and not to forget to go through a filtering process and then share if the truth is known. Information that has been processed into a valid message can be shared in the PKK RW 69 Member of MGA Housing Yogyakarta group or other social media. The results of the discussion revealed that the responsive aspect of the *Tular Nalar* digital literacy communication model has been able to be implemented by PKK RW 69 Member of MGA Housing Yogyakarta. The Implementation can be seen from the ability to correct incorrect messages, then processed by analysing the information to be credible, as well as being shared in the form of valid information. The response that has been owned by PKK RW 69 Member of MGA Housing Yogyakarta must be strengthened by having competence from a resilient aspect.

### **Tanggung**

*Tanggung* is the third major aspect related to build resilience, collaboration, and personal data protection. Participants have been able to categorise 8 posters, namely: Posters 1 -2, 4 – 5, and 6 – 9 (Table 1). Competence in building self-toughness enables PKK RW 69 women at MGA Housing Yogyakarta to be able to respond to situations such as digital poster 5 regarding the case of the COVID-19 corpse not to be rejected. It was approved by many participants, followed by a note that burial must be carried out in accordance with the COVID-19 Standard Operating Procedure (SOP).

The simulation also teaches PKK RW 69 women at MGA Housing Yogyakarta for data protection. Data protection is used to maintain the secrecy of COVID-19 patient data. The results of the discussion participants stated that they must maintain personal data by not giving the Identity Card number (KTP). It can be misused by irresponsible persons such for online loans with photo ID cards. It shows that participants were aware of the importance of managing identity and safeguarding personal data. Another case is seen in Poster 1 that should not contain patient's personal information, because it violates the law and can cause psychological disturbances to the patient. Mrs. Astri gave her opinion regarding the case of spreading COVID-19 patient videos:

"It is better not to spread COVID-19 videos of patients because it causes panic and unrest in the surrounding community. Moreover, the shared videos of patients experiencing severe symptoms can create negative stigma towards COVID-19 and their families. It is better to do the verification. It also creates misunderstandings regarding patient's privacy" (Mrs. Astri, 20 June 2021)

Dr. Novi confirmed and assessed that Ibu Astri had been resilient on various information related to COVID-19. The community must have a

sense of concern for themselves and the surrounding environment in preventing the circulation of hoaxes by providing information that has clear and reliable sources. This resilient attitude among women is also supported by the *Tular Nalar* Program Manager, Santi Indra Astuti who always invites collaboration against various hoaxes including the COVID-19 hoax through various digital media, including collaborations that produce the Literacy Model for the *Tular Nalar* Curriculum that was established during the COVID-19 pandemic. The attitude of the PKK RW 69 women at MGA Housing Yogyakarta showed collaboration and efforts to build self-resilience. Collaboration can be done from the government communication in conveying the policy for handling the COVID-19 pandemic to the public (Prayudi., et al., 2021). Collaboration is carried out to embrace all groups and have a focus on the right targets. The participants stated that collaboration can be done by showing concern for the surrounding environment to speed up the healing process. Caring can be shown by not isolating, can also provide assistance in the form of medicine, daily food, or fruit. Caring can be used as a tool to spread a good positive aura as support for healing to residents infected with COVID-19. Participants also added that they should be careful in donating, because it can be misused by irresponsible parties.

This research is in accordance with Gilster Digital Literacy Theory as seen in PKK RW 69, MGA Housing Yogyakarta and have been able to use and understand various information (Farida and Adhi, 2020). It is also in accordance with the results of Jati (2021) that states the digital health literacy among millennial women were at a moderate level because it is influenced by interest in health issues and experience. It causes the digital literacy of millennial mothers to influence the behavior of everyday life. It can also be seen from PKK RW 69 women at MGA Housing Yogyakarta after being given digital literacy education, they had been able to respond in finding information that is a fact or a hoax. A way to evaluate information is through the Cekfact.com page to obtain the correct information (Muhajang and Pangestika, 2018). Verification can also be done by checking the source (authority) on credible media (members of the Press Council), on fact-finding sites, such as: [www.turnbackhoax.id](http://www.turnbackhoax.id); join Facebook Groups, such as the Anti-Slander Forum, Hasut; install the Hoax Buster Tool application; as well as checking on Kalimasada (WhatsApp Mafindo) or chatbots for similar functions. Kalimasada Number: 0859 21 600 500 (*Tular Nalar*, 2020).

Three main aspects of the digital literacy communication model resulting the implementation of the *Tular Nalar* curriculum had increased the digital literacy skills of PKK RW 69 women at Perum Mitra Griya Asri, both as senders and recipients of COVID-19 hoax information. This study is also in line with previous research conducted by Setyaningsih et al. (2019) on digital literacy. The results of the study found a model of strengthening digital literacy through the use of e-learning which includes elements of communication and collaboration in the form of active participation in learning and research activities that consists of

individual competency components in the form of skills, critical understanding, and communicative abilities. The research using a digital literacy communication model is carried out through the implementation of the *Tular Nalar* curriculum by looking at three (3) main aspects (*Tahu, Tanggap, Tangguh*) which have eight (8) competencies, namely accessing information, managing information, designing messages, processing information, sharing messages, building resilience, personal data protection, and collaboration.

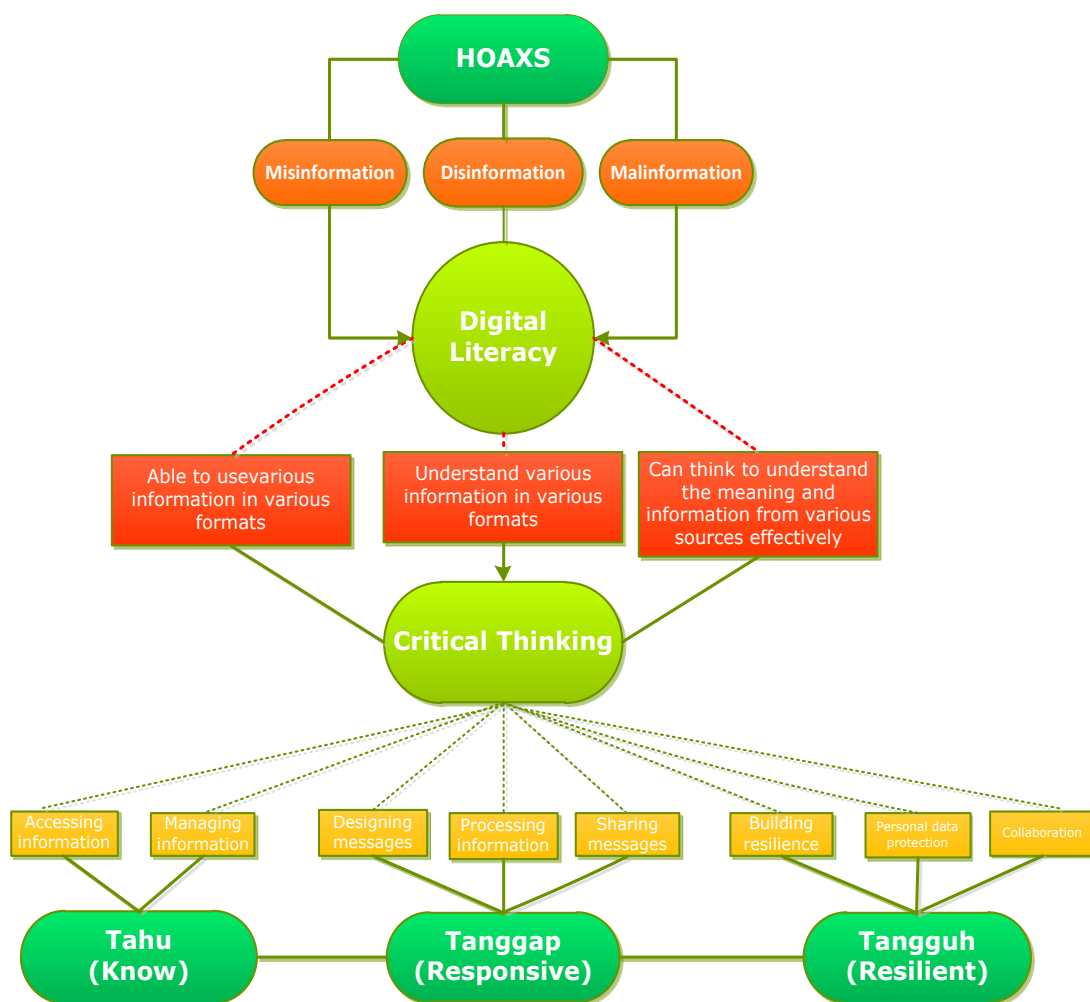


Figure 3. Digital Literacy Communication Model of Tular Nalar Curriculum

Source: Research Results (2021)

Three aspects of the communication model of digital literacy in the *Tular Nalar* Curriculum become one of the references to reduce hoaxes in using social media (Figure 3). It is also in accordance with Budiman research (2017) that social media is a forum for the spread of hoaxes, so there is a need for regulation in the production of messages in the social media used. The public must be able to expand information related to COVID-19 by applying the *Tular Nalar* curriculum digital literacy communication model on social media. The importance of digital literacy that is implemented in the *Tular Nalar* curriculum can invite the public



to protect themselves, their families, and their surroundings from the spread of hoaxes. It makes people do not only understand *tahu*, *tanggap*, and *tanggung* in the digital era.

## **CONCLUSION**

Based on evaluation, showed that the PKK RW 69 women of MGA Housing Yogyakarta Housing had been able to apply three main aspects of the *Tular Nalar* curriculum digital communication model, namely *tahu*, *tanggap*, and *tanggung*. The three main aspects of the *Tular Nalar* curriculum digital communication model enable users to distinguish the truth of the information according to facts and prevent hoax information, especially during a disaster emergency. It is necessary because social media can be used by everyone to participate openly, both in sharing information, giving opinions or comments quickly without any restrictions. Improving digital literacy skills with the right approach can help people to be able to behave and think critically in managing the information they create and receive.

This study found that the implementation of digital literacy of *Tular Nalar* curriculum implementation can make people think more critically in receiving information, thereby reducing the risk of being exposed to hoax news. This research contributes to the form of evaluation results of three main aspects of the digital literacy communication model of the *Tular Nalar* curriculum as a new reference in the socialization of digital literacy to the public to be more selective and not consumed by hoaxes. The importance of digital literacy for people who are new to digital literacy is useful for reducing anxiety in themselves and others. The theoretical implications of this research add three main aspects of *tahu*, *tanggap*, and *tanggung* in Gilster's Digital Literacy Theory which states that each individual is able to use and understand various information in various formats and can think to understand the meaning and understand information from various sources effectively. The results of this study showed that the public did not only understand various information through digital media, but also can think critically by being *TAHU*, *TANGGAP*, and *TANGGUH* in responding to various information through digital media.

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