



Minimizing the Danger of Spreading Hoax News to High School Students through Group Guidance

Muhammad Andri Setiawan, Nina Permata Sari,* Ekllys Cheseda Makaria

*Guidance and Counseling Department, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin, Indonesia

***Corresponding Author:** Nina Permata Sari, Guidance and Counseling Department, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin, Indonesia

Abstract: The problem of spreading hoax news is a problem that needs serious attention because most of those exposed to hoaxes are high school-level teenagers. The implementation of this community service activity is carried out at Public High School 1 Marabahan to minimize the spread of pandemic and disaster hoax news through group guidance in high schools. Group guidance is used because it is a form of group guidance that immediately deals with the topic of hoax news. Group guidance leads to the development of the ability to have the understanding, characteristics, and impact of hoax news, and have the skills or ability to criticize news so that in the end you can avoid the spread of hoax news so that the spread of hoax news can be minimized, especially on social aspects. and morals. The implementation of group guidance in this initial progress report is a needs assessment activity for the spread of hoax news. Based on the distribution of hoax news instrument questionnaires, it was found that 73% of students were in the very high category, 20% of students were in the high category, 7% of students were in the medium category, 0% of students were in a low category, and 0% of students were in the very low category. Therefore, group guidance to minimize hoax news is needed by counselees at Public High School 1 Marabahan. After being given group guidance, the counselee obtained that there were 0 (0%) students in the very high category, 0 (0%) students in the high category, 1 (7%) students in the medium category, 11 (73%) students in the low category, and 3 (7%) students in the very low category, then group guidance in minimizing the spread of hoax news is seen as successful in reducing exposure to hoax news. The data was taken from instruments that were distributed to students of Public High School 1 Marabahan, and in quantity, it was possible to get 15 students who might be involved in the implementation of group guidance.

Keywords: hoax news, students, group guidance

1. BACKGROUNDS

The circulation of information dissemination today is growing rapidly so that information can be accessed by anyone, anytime and anywhere. Of course, the information in question is also in the form of news, both news that enhances positive things and news that is negative. One of the internet platforms that has become a media for spreading the news with fast access in Indonesia is social media, because of that social media plays an important role in disseminating information to the wider community in all fields. Some examples of fields that play a role in the spread of social media in Indonesia, such as the business sector, the tourism sector, the education sector, the religious sector, the health sector, and the political sector.

In addition, it can be used as a potential interactive promotional media in the field of tourism regarding travel information and tour packages. In the religious field, social media can be used as a means of Islamic learning such as the development of da'wah. In addition, in the health sector, social media can be used as a means of disseminating information in terms of health consultations and health information, and in the political field, social media is usually used as a political campaign for more effective information dissemination (Fitriani, 2017).

Despite all the benefits and positive impacts provided by information technology, open a social media platform. The millennial generation in their daily activities cannot be separated from social media. In social media, all 'people' become media. Everyone can upload information on their account. This

causes a bad influence on technology, namely the lack of validation of information spread through social media. Information can be misused by several parties to carry out harmful activities, such as fraud, cyber bullying, and spreading hoaxes (<https://www.kompasiana.com/aldhella/5c07fc4faeebe114ab143207/technology-seek-maju-hoaks-merajalela> [Accessed November 3, 2021]).

In the era of the millennial generation, people read more information from social media than newspapers. Another problem is the rise of fake media in cyberspace which often raises bombastic news through news headlines (<https://nasional.kompas.com/read/2017/04/18/13294431/pengguna.medsos.tinggi.berita.hoax.semen.mudah.mebar> [Accessed November 3, 2021]). Teenagers are part of the millennial generation who are very vulnerable to becoming perpetrators of spreading hoaxes (Majid, 2019; Sihotang, 2017). Some of the perpetrators of spreading hoaxes who were caught by the police turned out to be still students. This is of course very concerning, young people easily believe in hoaxes because young people tend to be emotional. Any incoming information, especially sensitive ones, will be immediately disseminated. In addition, many teenagers are lazy to read (<https://lifestyle.kompas.com/read/2017/09/22/161600620/remaja-rentan-jadi-pembebar-berita-hoax> [Accessed November 3, 2021]).

Hoaxes, if not minimized, will have broad negative implications. Hoaxes or fake news are a form of cybercrime that seems simple, and easy to do, but has a huge impact on people's social life to lead public opinion and then forming a wrong perception of information that is actual (Septanto, 2018; Stephanie & Nistanto, 2021). The hoax in question concerns disaster news and the spread of Covid-19 which often disrupts government efforts and often hinders persuasive efforts to provide disaster relief (Christiany, 2018).

Meanwhile, during the ongoing pandemic, dependence on the internet as a means of communication and interaction has become large, even directing teenagers or the millennial generation at the high school level in general to have the potential for internet addiction (Andriani, 2021). Therefore, continuous efforts are needed to minimize the spread of hoaxes, namely institutional, technological, and literacy approaches (Majdi, Zainul, Ekawati, 2020). The approach that is suitable for the school environment is the literacy approach, with the anti-hoax news movement and outreach to the community, starting from schools to the general public, which is improved and encouraged, not only by the government but also by all levels of society including other non-governmental institutions. Sainuddin, tt).

Previous research on exposure to the spread of hoax news to students at SMA Negeri 12 Banjarmasin, found that exposure to the spread of hoax news can be overcome by using group guidance using problem-solving techniques (Oktaviani, 2021). Hoax news, like other studies that have been conducted by researchers, is closely related to the formation of a strategy of positive assessment and acceptance of responsibility (Sari & Makaria, September 2021) on the pattern of behavior and adaptation of the Banjar people to flood disaster mitigation in Banjar Regency, to minimize hoax news in regional situations. the same needs to be done at the Marabahan State High School which is on the outskirts of the river bank. Therefore, the purpose of this study is to minimize the danger of spreading hoax news to high school students through group guidance. Group guidance is defined as assistance to small groups consisting of 2-10 students/counselees so that they can prevent problems, maintain values, and develop needed life skills. Group guidance must be designed beforehand and must be following the real needs of group members (Operational guide for the implementation of high school guidance and counseling, 2016).

Therefore, this group guidance is very suitable to be used to minimize hoaxes among students in high schools, in the intended group guidance, it is hoped that there will be a process of guided discussion through material related to hoaxes. The development of the narrative group guidance content developed is a critical approach, which always questions the truth of facts and tries to reveal the meaning behind the facts, which will lead to a more investigative presentation of information (Nainggolan, Ernawati, Zega, Alawiyah, & Simamora, 2017). Thus, the information presented is not just an apparent reality that appears on the surface but is closer to the actual reality. A critical approach will guide the public to be more critical of the information they obtain (Ekopriyono, 2018).

2. LITERATURE REVIEWS

2.1. Hoaxes and Problems

The term hoax comes from English which means deception, deception, fake news, fake news or rumors spread by someone. So it can be said that hoax is a word that means untruth in information. Hoax is not an abbreviation, but is a word in English that has its meaning. A hoax can also be said as a fake report which is an attempt to deceive or trick the reader/listener into believing something, even though the creator of the fake news knows that the news is fake and not true (Simamarmata, Janner, Iqbal, Hasibuan, Limbong, &Albra , 2019). Hoax in terms can be interpreted as engineered information, either by distorting facts or obscuring information so that the true message cannot be received by someone. The development of internet penetration in Indonesia has made social media platforms such as Facebook, Twitter, WhatsApp, Instagram, and others an effective means of distributing hoaxes (Fitriani, 2017). Sometimes hoaxes are caused by a lack of information and knowledge so that in the end it is advertised as if the information is true, even though in reality it is not true (Heryanto, Gun Gun, Wahyudi, & Mukti, 2017).

From the perspective of the perpetrators of hoax spreading, it is developed in the form of e-mail warnings, fake advice, fake news, or fake news which usually ends with an appeal to spread to the community. The more widely it is discussed, it seems the happier the hoax spreaders are so that lies or misinformation are deliberately disguised to make it look true which in reality only contain lies and slander as propaganda or messages of hatred for a particular person or institution (Aditiawarman, 2019). In fact, what is spread as fake news is generally a claim for an event or phenomenon that is different from the facts on the ground. Even though the content is a lie, fake news is not always synonymous with information that doesn't make sense. two important elements that cause it to be dangerous, namely lies and deception. While lies are contained in the information that is disseminated, misdirection is the impact that later arises as a result of believing that information is true (Pratama, 2019).

The characteristics that the news in question contains hoaxes include: (1) there is no news editorial; (2) generally the news is sensational; (3) the article was constructed to arouse excessive emotions and feelings; (4) word load used proactively such as: - Spread it! - Opponent! - Loss if you don't click - Like and share before it's too late; (5) the news submitted has expired; (6) contains discriminatory elements, namely cornering other parties; (7) no date of occurrence; (8) the scene of the incident is unclear; (9) the storyline is illogical and strange; and (10) emphasizing the issue (Simarmata, Janner, Iqbal, Hasibuan, Limbong, &Albra, 2019).

There are some factors that cause the spread of hoax news, namely: (1) Weak journalism causes hoax content to continue to grow because they are not familiar with the verification, check, and recheck process. The role of professional media should bring clarity to an issue that is confusing in society that is increasingly being eroded; (2) Weak economic conditions make the circulation of hoaxes continue. How could it not be, by producing hoaxes or composing hoaxes and hate speeches in the virtual world of news, one can earn income which can boost their economy; (3) the presence of the internet has further exacerbated the circulation of hoaxes in the world. Just like memes, their existence is very easy to spread through social media. Moreover, usually hoax content has issues that are busy in society and are horrendous, which makes it very easy to get people to share it; (4) the emergence of fake media does not apply journalism standards at all. This situation is certainly worsening the quality of information that is spread in society; (5) the quality of education makes a person unable to filter the information he receives let alone try to act critically by comparing any information he receives with information in various mainstream media; and (6) low media literacy makes a person tend to believe the information received, obtained without verifying it. Low media literacy makes a person tend to share any information they get with others without knowing the truth of that information (Aditiawarman, 2019). (4) the emergence of fake media does not apply journalism standards at all. This situation is certainly worsening the quality of information that is spread in society; (5) the quality of education makes a person unable to filter the information he receives let alone try to act critically by comparing any information he receives with information in various mainstream media; and (6) low media literacy makes a person tend to believe the information received, obtained without verifying it. Low media literacy makes a person tend to share any information they get with others without knowing the truth of that information (Aditiawarman, 2019).

not apply journalism standards at all. This situation is certainly worsening the quality of information that is spread in society; (5) the quality of education makes a person unable to filter the information he receives let alone try to act critically by comparing any information he receives with information in various mainstream media; and (6) low media literacy makes a person tend to believe the information received, obtained without verifying it. Low media literacy makes a person tend to share any information they get with others without knowing the truth of that information (Aditiawarman, 2019). This situation is certainly worsening the quality of information that is spread in society; (5) the quality of education makes a person unable to filter the information he receives let alone try to act critically by comparing any information he receives with information in various mainstream media; and (6) low media literacy makes a person tend to believe the information received, obtained without verifying it. Low media literacy makes a person tend to share any information they get with others without knowing the truth of that information (Aditiawarman, 2019). This situation is certainly worsening the quality of information that is spread in society; (5) the quality of education makes a person unable to filter the information he receives let alone try to act critically by comparing any information he receives with information in various mainstream media; and (6) low media literacy makes a person tend to believe the information received, obtained without verifying it. Low media literacy makes a person tend to share any information they get with others without knowing the truth of that information (Aditiawarman, 2019). (5) the quality of education makes a person unable to filter the information he receives let alone try to act critically by comparing any information he receives with information in various mainstream media; and (6) low media literacy makes a person tend to believe the information received, obtained without verifying it. Low media literacy makes a person tend to share any information they get with others without knowing the truth of that information (Aditiawarman, 2019). (5) the quality of education makes a person unable to filter the information he receives let alone try to act critically by comparing any information he receives with information in various mainstream media; and (6) low media literacy makes a person tend to believe the information received, obtained without verifying it. Low media literacy makes a person tend to share any information they get with others without knowing the truth of that information (Aditiawarman, 2019).

While the triggers for the spread of hoax news include (1) the social media revolution in the form of information disclosure and high consumption of social media. The high number of internet and social media users is a global trend since the information technology revolution that allows people to interact in global networks. There is a high need for the community, especially young people, for information. At the same time, in this era of a networked society, information grows exponentially. We no longer live without information, but with an abundance of information. Our current challenge is to select information (Pratama, 2019).

Research in 2016 found that out of 1200 young students spread across 6 cities in Indonesia, 60.4% access the internet every day, and 87.8% access it from mobile phones. The majority of students also stated that: (1) the main activity carried out on social media (Facebook and Twitter) is monitoring the news. Meanwhile, for activities carried out on the internet, the majority of students stated that the websites most frequently visited were news portals (Pratama, 2019); (2) Media literacy in the form of minimal and uncritical information regarding one's ability to think critically is needed in receiving information. (3) social media users become information distributors without being able to trace the truth of the information; (4) The post-truth era does not prioritize the truth, but the emotional closeness and personal belief in the information obtained. Post-ruth is related to situations that are more likely to accept arguments based on subjective emotions and beliefs rather than based on facts (Simarmata, Janner, Iqbal, Hasibuan, Limbong, & Albra, 2019). In the post-truth era, it is easier for the public to react due to the encouragement of personal beliefs and emotional persuasions that are usually transmitted through the virtual world, including using social media platforms. The swift and massive flow of information makes reflection and criticism difficult, combined with content that persuades emotions rather than providing a logical and actual basis. causing public opinion to form in such a way without a basis of objective truth (Pratama, 2019); (5) horizontal conflicts, sharpening differences, spreading hate messages and tendencies towards social bullying; (6) prioritizing article content over news sources (Muslichatun, Rahmawati, Permatasari & Maghfiroh, 2019). Worried that there will be a danger (excessive anxiety) then social media strengthens the attitude or perception that someone has towards something. It could be disagreement with certain policies, certain people, certain groups, and vice versa. Negative hoax information can cause excessive anxiety (Muslichatun,

Rahmawati, Permatasari & Maghfiroh, 2019); and (6) follow the trend that is developing in Indonesia, from politics to social. Every second netizen of the Unitary State of the Republic of Indonesia is presented with various news. Netizens who were just spectators became provoked to spread it (Muslichatun, Rahmawati, Permatasari & Maghfiroh, 2019).

The spreading factor (share/sharing) is another characteristic of social media. Social media not only produces content that is built from and consumed by users but also distributed and developed by users. This shows that the audience is actively spreading the contents of the message/information as well as developing it. The contents of the messages that are disseminated are then commented on, as well as the latest data or facts added. In the case of hoaxes, the development of the contents of messages from social media users makes the contents of the messages/information blurry so that the contents of the messages/information that have been added to it seem to be true because they get a lot of supportive comments accompanied by hoax data and facts (Christiany, 2018).

Types of hoax news include: (1) fake news aims to falsify or include untruths in news. Hoax writers usually add untruths and conspiracy theories, the weirder the better. Fake news is not a humorous commentary on a piece of news; (2) trap links (clickbait) aim to attract people to other sites. The content in this link is factual but the title is exaggerated or an attractive image is attached to lure the reader; (3) confirmation bias has a tendency to interpret recent events as well as evidence from existing beliefs; (4) miss-information is information that is false or inaccurate, especially that intended to deceive; (5) satire is writing that uses humor, irony, exaggerated things to comment on current events; (6) post-truth has events when emotions play a greater role than facts in shaping public opinion; and (6) propaganda activities play the role of disseminating information, facts, arguments, gossip, half-truths, or even lies to influence public opinion (Simamarmata, Janner, Iqbal, Hasibuan, Limbong, & Albra, 2019).

The contents of hoax content include religion, politics, ethnicity, health, business, fraud, natural disasters, crime, traffic, miraculous events, and others (Aditiawarman, 2019), while the tool used to spread hoax news is narrative, pictures/photos, videos, memes, and mass media (Aditiawarman, 2019).

2.2. Hoax Among Students

The existence of hoax news is of course very worrying, especially for students at the high school level, the characteristics of aspects of students at the high school level are related to hoaxes regarding social aspects, and students are starting to grow in their ability to understand other people. This ability encourages him to establish social relationships with peers. They forge close friendships and create a distinctive group identity. Peer group relationships are stronger and tend to leave the family. Parents feel less cared for. This period is also marked by the development of conformity, namely the tendency to imitate, and follow other people's opinions, values, habits, hobbies (hobbies), or wishes. The development of conformity can have a positive or negative impact, depending on the quality of the group where the conformity is done. Several attitudes are often displayed by students, including competition or competition, conformity, attracting attention, opposing authority, often rejecting rules, and adult interference in matters of personal affairs. This condition resulted in a negative view of the community towards students in this age group (Operational guidelines for the implementation of high school guidance and counseling, 2016).

In another aspect, namely the moral aspect through the experience of social interaction with parents, teachers, peers, or other adults, the level of morality of high school students is more mature when compared to the age of children or early adolescents. They are more familiar with moral values or moral concepts, such as honesty, fairness, decency, and discipline. Students have been able to internalize moral judgments and make their values. Moral considerations that are internalized by students are no longer due to other people's encouragement or parental orders but because of the desire from the heart and are their choice. Students behave not only to fulfill their physical satisfaction, but also psychological aspects, such as feeling happy with acceptance, recognition

2.3. Implementing Group Guidance in Hoaxes

Efforts to minimize hoax news are necessary, especially the vulnerability of high school students to social and moral aspects as described above. Therefore, it is necessary to provide group guidance and counseling which can facilitate the handling of hoax news. The guidance itself means a process of

providing assistance carried out by someone who is an expert to a person or several individuals, both children, adolescents, and adults, with the aim that the person being mentored can develop their abilities and be independent, by utilizing individual strengths and facilities that exist and can be developed, of course, based on applicable norms (Amti & Prayitno, 2013). One form of group guidance that can be handled immediately is group guidance. Group guidance is an effort to assist individuals carried out in group situations.

This group guidance can be in the form of delivering information as well as group activities in discussing educational, work, personal, and social issues (Nurihsan, 2016) so that the group leader provides information and directs the discussion with the aim that the group becomes more social, to help members -group members in achieving common goals (Lilis, 2014) because group guidance is shown to prevent students from having problems (Maliki, 2016). Specifically, the purpose of implementing group guidance is considered to be able to: (1) help each member of the group know and understand themselves to help the process of finding identity; (2) help develop social skills and interpersonal skills; (3) helps develop sensitivity to the needs of others, so that they are aware of and responsible for their behavior towards others. Learn how to identify the feelings of significant people in his life, to show better skills to be empathetic; (4) helping students learn how to be empathetic listeners in the sense of being able to hear not only what is being said, but also being able to hear the feelings that follow what other people are saying; (5) helping students to be able to give meaning to something according to their beliefs and thoughts; and (6) helping group members to be able to formulate certain goals that will be realized concretely (Maliki, 2015). to be able to demonstrate better skills to be empathetic; (4) helping students learn how to be empathetic listeners in the sense of being able to hear not only what is being said, but also being able to hear the feelings that follow what other people are saying; (5) helping students to be able to give meaning to something according to their beliefs and thoughts; and (6) helping group members to be able to formulate certain goals that will be realized concretely (Maliki, 2015). to be able to demonstrate better skills to be empathetic; (4) helping students learn how to be empathetic listeners in the sense of being able to hear not only what is being said, but also being able to hear the feelings that follow what other people are saying; (5) helping students to be able to give meaning to something according to their beliefs and thoughts; and (6) helping group members to be able to formulate certain goals that will be realized concretely (Maliki, 2015). (5) helping students to be able to give meaning to something according to their beliefs and thoughts; and (6) helping group members to be able to formulate certain goals that will be realized concretely (Maliki, 2015). (5) helping students to be able to give meaning to something according to their beliefs and thoughts; and (6) helping group members to be able to formulate certain goals that will be realized concretely (Maliki, 2015).

The implementation of group guidance can be carried out if the problems faced by some students are relatively similar or have a relationship with each other and they have willingness to be served as a group (Hartinah & Sitti, 2009). In the process, group guidance contains activities carried out by a group of people by utilizing group dynamics and eliciting interaction between group members by exchanging opinions, providing feedback, and suggestions (Lilis, 2014; Nurihsan, 2005).

The goal points of implementing group guidance that has been described, lead to the specific objectives of implementing group guidance for the self-development of students, namely that students can have knowledge about the meaning, characteristics, and effects of hoax news, and have skills or abilities in criticizing news. , so that in the end you can avoid spreading hoax news, so that the spread of hoax news can be minimized, especially on social and moral aspects (Oktaviani, 2021).

3. METHODOLOGY

The study approach was carried out through a qualitative description with systematic steps through comparative testing of the results before and after the group guidance was held. In collecting data, the instrument uses a Vulnerability Questionnaire for Exposure to the Spread of Hoax News suggested by Oktaviani (2021). The steps in the sequence are as follows.

1. Conduct a needs assessment of the spread of hoax news. Details of the steps in carrying out a needs assessment include the following steps:
 - a) Identifying data about the description of the spread of hoax news in selected high school subjects, in the form of preliminary study activities by conducting unstructured interviews and observing the description of the spread of hoaxes at Public High School 1 Marabahan.

- b) Measuring data about the spread of hoaxes in schools as subjects of community service activities by using a vulnerability questionnaire to exposure to the spread of hoax news (Oktaviani, 2021). The existing questionnaires were distributed via Google Forms to these schools by random sampling regardless of the class level of the students (questionnaire attached).
 - c) Collect, process, analyze and interpret data resulting from the assessment of the need for exposure to the spread of hoax news. Henceforth it is classified which students have low interpretation as a condition for being included in group guidance to minimize the spread of hoax news in high schools.
2. Conducting pre-guidance groups, including activities: forming groups (forming), based on the results of analyzing and interpreting the data from the assessment of the need for exposure to the spread of hoax news by placing students who have low scores in interpretations as a requirement to be included in group guidance as many as 10 students.
 3. The implementation of group guidance activities is carried out in four meetings with activities starting with opening, transition, core, and closing. In the group guidance scheme, (Djamarah& Aswan; Pertiwi, Wibowo, & Purwanto, 2020; Safitri, Atrup, & Hangara, 2018), with the following steps.
 - a. There is exposure to the problem of spreading hoax news that needs to be solved or resolved. This problem is described based on the results of an exposure questionnaire on the spread of hoax news.
 - b. Describe the solution to solving the problem of overcoming exposure to the spread of hoax news through a joint discussion process in group guidance.
 - c. Together with the participants, we discussed with each other to develop hypotheses. The hypothesis is based on the results of the instrument analysis data that has been obtained.
 - d. Test the correctness of the temporary answer. In this stage, students try to solve the problem so that they believe that the answer is suitable for dealing with exposure to the spread of hoax news. Is it following the temporary answer, or completely inappropriate? To test the correctness of this answer, of course, a discussion method is needed.
 - e. Concluding, at this stage, students conclude the answer to the hoax news problem.
 4. Post-implementation of group guidance in the form of activities to evaluate the changes achieved, follow-up needed, and prepare reports on the implementation of group guidance activities. The results of the implementation of post-implementation group guidance can be read in the intended report.

4. RESULTS AND DISCUSSION

While conducting group guidance to minimize hoax news, as planned in the methodology, namely carrying out a needs assessment and collecting, processing, analyzing, and interpreting the data from the needs assessment results, then proceeding to conduct pre-group guidance. The implementation of group guidance activities is carried out in four meetings with activities beginning with the opening, transition, core, and closing. The details of group guidance are as follows.

1. Conduct a needs assessment of the spread of hoax news. Details of the steps in carrying out a needs assessment include the following steps:
 - a) Identifying data about the description of the spread of hoax news in selected high school subjects, in the form of preliminary study activities by conducting unstructured interviews and observing the description of the spread of hoaxes at Public High School 1 Marabahan which was conducted on May 17-20 2022. The resource person for the preliminary study activity was the head schools and guidance and counseling teachers, especially to examine the field conditions that occur.



Figure1. Interview Activities with School Principals and Guidance Teachers

Source: Personal documents, 2022

Data that at Public High School 1 Marabahan, according to the principal's statement, a one-day seminar on hoax news was held, but the benefits of this activity were not felt as a whole. This was also agreed upon by the BK teacher there. While Public High School 1 Marabahan needs similar activities considering the high intensity of smart phone media use among students but psychological management skills cannot yet be followed.



Figure2. Activities for Presentation of Plans and Steps for Group Guidance with Guidance Teachers

Source: Personal Documents, 2022

The second activity in the assessment step is to have discussions with the counseling teachers at Public High School 1 Marabahan to formulate a common perception of the implementation of the planned activities, in the form of building joint collaborative efforts, especially when implementing and dividing tasks between collaborators from Public High School 1 Marabahan. In the end, it was decided that the implementation would be carried out in three meetings with flexibility ahead of implementation until October 2022. On this occasion, a Vulnerability Questionnaire instrument for Exposure to the Spread of Hoax News was also distributed via Google form to collect counselees whose criteria for exposure to hoax news were the highest. The distribution of questionnaires was carried out online considering that the school was entering the holiday period.

- b) Measuring data about the spread of hoaxes in schools as subjects of community service activities by using a vulnerability questionnaire to exposure to the spread of hoax news (Oktaviani, 2021). The existing questionnaires were distributed via Google form to these schools by random sampling regardless of the class level of students which was carried out in June 2022.
- c) Collect, process, analyze and interpret data resulting from the assessment of the need for exposure to the spread of hoax news. Henceforth it is classified which students have low interpretation as a condition for being included in group guidance to minimize the spread of hoax news in high schools.

However, in July 2022, researchers had difficulty sharing instruments online via Google form, due to low student enthusiasm in filling in data. Therefore, on June 29 2022 the implementing researcher and the BK teacher at Public High School 1 Marabahan held an online meeting and coordination through

social media groups, so it was decided to carry out direct identification so that 15 students were obtained who were willing to take part in group guidance activities. The fifteen students continued to map counselees who were exposed to hoax news so that the initial data was obtained as follows.

Table1. *Category Criteria Before Spreading Hoax News*

Category	Score	Frequency	Percentage
Very high	188 and above	11	73%
Tall	159–188	3	20%
Currently	130–158	1	7%
Low	101–129	-	-
Very low	101 down	-	-
Amount		15	100%

Source: *Primary Data, Processed (2022)*

Based on the hoax news distribution scale category in the table above, there are 11 (73%) students in the very high category, 3 (20%) students in the high category, 1 (7%) students in the medium category, 0 (0%) students in the low, and 0 (0%) students in the very low category.

Based on the findings of the questionnaire, it can be concluded that students at Public High School 1 Marabahan need to carry out group guidance to minimize hoax news because from the data obtained the students in question may be in a very high category with the possibility of being exposed to hoax news.

1. Conduct pre-guidance groups, including group formation activities (forming), based on the results of analyzing and interpreting data from the assessment of the need for exposure to the spread of hoax news by placing students who have low score interpretations as a requirement to be included in group guidance as many as 15 students.
2. The implementation of group guidance activities is carried out in four meetings with activities starting with opening, transition, core, and closing.



Figure3. *Presentation of Group Guidance Material*

Source: *Personal Documents, 2022*

In the group guidance scheme, problem-solving techniques are carried out as the core of the activity (Djamarah& Aswan, 2006; Pertiwi, Wibowo, &Purwanto, 2020; Safitri, Atrup, &Hanggara, 2018), with the following steps in the contents of the material for spreading hoax news.

- a. There is exposure to the problem of spreading hoax news that needs to be solved or resolved. This problem is described based on the results of an exposure questionnaire on the spread of hoax news.
- b. Describe the solution to solving the problem of overcoming exposure to the spread of hoax news through a joint discussion process in group guidance.
- c. Test the correctness of the temporary answer. In this stage, students try to solve the problem so that they believe that the answer is suitable for dealing with exposure to the spread of hoax news. Is it by the temporary answer, or completely inappropriate? To test the correctness of this answer, of course, a discussion method is needed.

- d. Concluding, at this stage, students come to conclusions about the answers to the hoax news problem so that it can be applied in everyday life.

Instruments for spreading hoax news were again distributed to students after the implementation of group guidance was carried out. The following describes the criteria for spreading hoax news which is presented in a table:

Table 2. Criteria for the Category of Spreading Hoax News After Group Guidance

Category	Score	Frequency	Percentage
Very high	188 and above	-	-
Tall	159–188	-	-
Currently	130–158	1	7%
Low	101–129	11	73%
Very low	101 down	3	20%
Amount		15	100%

Source: Primary Data, Processed (2022)

Based on the hoax news distribution scale category in the table above, there are 0 (0%) students in the very high category, 0 (0%) students in the high category, 1 (7%) students in the medium category, 11 (73%) students in the low, and 3 (7%) students in the very low category, so that it can be said that there has been a drastic reduction in exposure to hoax news.

5. CONCLUSION

The implementation of group guidance to minimize hoax news turns out to be needed by the counselee at Public High School 1 Marabahan, it can be seen from the data collection based on the Vulnerability Questionnaire to Exposure to the Spread of Hoax News, it is found that the counselee is in a very high category, namely 73%.

There are four planned activity steps: (1) needs assessment of the spread of hoax news, (2) pre-group guidance, (3) group guidance activities, and (4) closing activities after group guidance activities.

From the four steps of the group guidance activity, the activity was completed. This was proven when the Vulnerability Questionnaire instrument for Exposure to the Spread of Hoax News found that the counselee was in a very high category, namely 0%. This proves that the implementation of group guidance can minimize the danger of spreading hoaxes that might be carried out by students.

But on the other hand, the implementation of group guidance is seen as a group activity, therefore the implementation of individual group guidance is seen as capable of analyzing as well as revealing the deep factors that cause exposure to the spread of hoax news.

REFERENCES

- [1] "Pengguna Medsos Tinggi, Berita "Hoax" Semakin Mudah Menyebar," <https://nasional.kompas.com/read/2017/04/18/13294431/pengguna.medsos.tinggi.berita.hoax.semakin.mudah.menyebar> [Diakses 3 November 2021].
- [2] "Remaja Rentan Jadi Penyebar Berita Hoax," <https://lifestyle.kompas.com/read/2017/09/22/161600620/remaja-rentan-jadi-penyebar-berita-hoax> [Diakses 3 November 2021].
- [3] "Teknologi Semakin Maju, Hoaks Merajalela?," <https://www.kompasiana.com/aldhella/5c07fc4faeebe114ab143207/teknologi-semakin-maju-hoaks-merajalela> [Diakses 3 November 2021].
- [4] Aditiawarman, Mac. (2019). "Hoax dan hate speech di dunia maya." Vol. 1. *Lembaga Kajian Aset Budaya Indonesia Tonggak Tuo*.
- [5] Amti Erman & Prayitno. (2013). *Dasar-dasar Bimbingan dan Konseling*. Jakarta: Rineka Cipta.
- [6] Andriani, Rezah. (2021). "Pendidikan Kesehatan tentang Potensi Adiksi Internet pada Remaja di Era Covid 19." *Khidmah* 3, No. 2: 333-341.
- [7] Christiany, Juditha. (2018). "Interaksi Komunikasi Hoax di Media Sosial serta Antisipasinya." *Jurnal Pekommas* 3, No. 1

- [8] Ekopriyono, Adi. (2018). "Pendekatan Kritis Menangkal Hoax." *IPTEK Journal of Proceedings Series 5* (2018): 290-297.
- [9] Fauzi, Ihsan Ali. (2019). *Buku Panduan: Melawan Hasutan Kebencian*. Jakarta: Pusat Studi Agama dan Demokrasi (PUSAD), Yayasan Paramadina & Masyarakat Anti Fitnah Indonesia (Mafindo).
- [10] Fitriani, Yuni. (2017). "Analisis pemanfaatan berbagai media sosial sebagai sarana penyebaran informasi bagi masyarakat." *Paradigma-Jurnal Komputer dan Informatika* 19, No. 2: 148-152.
- [11] Hartinah, Sitti, & Haji Sitti. (2009). *Konsep dasar bimbingan kelompok*. Bandung: Refika Aditama.
- [12] Heryanto, Gun Gun, Aep Wahyudi, & Ali Mukti. (2017). *Melawan 'Hoax' di media sosial dan Media Massa*. Yogyakarta: Trustmedia Publishing.
- [13] Lilis Satriah, Lilis. (2014). "Bimbingan dan Konseling Kelompok, Setting Masyarakat."
- [14] Majdi, M. Zuhdi Zainul, & Desti Ekawati. (2020). "Meningkatkan Ketrampilan Berpikir Kritis Menggunakan Bimbingan Kelompok Teknik *Problem Solving* Berbantuan *MindMapping*." *Ghaidan: Jurnal Bimbingan Konseling Islam dan Kemasyarakatan* 4, No. 2: 56-63.
- [15] Majid, Abdul. (2019) "Fenomena Penyebaran Hoax dan Literasi Bermedia Sosial Lembaga Mahasiswa Universitas Muslim Indonesia." -Sindonews.com
- [16] Maliki. (2015). "Bimbingan dan Konseling di Sekolah Dasar [suatu Pendekatan Imajinatif]." *Al-Tazkiah: Jurnal Bimbingan dan Konseling Islam* 4, No. 2: 1-14.
- [17] Muslichatun, Nur Rahmawati, Winna Wahyu Permatasari, & Afriza Fitri Mahgfiroh (2019). "Pemahaman Mahasiswa terhadap Penyebaran Berita Bohong (*Hoax*) di Media Sosial dalam Perspektif Undang-undang Nomor 19 Tahun 2016 tentang Perubahan UU No. 11 Tahun 2008 tentang *Informasi dan Transaksi Elektronik*." *LONTAR MERAH* 2, No. 2: 179-193.
- [18] Nainggolan, Elsa Ernawati, Linauli Happy Christina Zega, Ipah Anisatul Alawiyah, and Juliatri Goretta Simamora. (2017). "Menangkal Hoax Melalui Peran Guru Dalam Membentuk Critical Thinking Siswa Pada Literasi Media." Dalam *Prosiding Konferensi Bahasa dan Sastra II-International Conference on Language, Literature, and Teaching*, pp. 365-371.
- [19] Nurihsan, Achmad Juntika. (2005). *Strategi bimbingan kelompok bimbingan dan konseling*. Bandung: Refika Aditama.
- [20] Nurihsan, Achmad Juntika. (2016). *Bimbingan dan Konseling: dalam berbagai latar kehidupan*. Bandung: Refika Aditama.
- [21] Oktaviani, Juni. (2021). *Efektivitas Bimbingan kelompok dengan Teknik Problem Solving untuk Meminimalisir Paparan Penyebaran Berita Hoax pada Pelajar SMA Negeri 12 Banjarmasin*. Skripsi, Universitas Lambung Mangkurat.
- [22] Pertiwi, Rizka Eliza, Mungin Eddy Wibowo, & Edy Purwanto. (2020). "Group Guidance with Problem Solving Technique to Improve Critical Thinking in Utilizing Online Information." *Jurnal Bimbingan Konseling* 9, No. 1: 1-6.
- [23] POP, BK SMA. (2016). *Panduan operasional penyelenggaraan bimbingan dan konseling Sekolah Menengah Atas (SMA)*. Jakarta: Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Guru dan Tenaga Kependidikan.
- [24] Prasetyo, Aldino Bagus. (2018). *Strategi Berpikir Kritis Dalam Penggunaan Media Sosial Di Kalangan Jamaah Masjid Gunungsari Indah Surabaya (Studi Deskriptif tentang kemampuan berpikir kritis para pengguna smartphone ketika menerima berita Hoax)*. PhD diss., Universitas Airlangga.
- [25] Pratama, Herdito Sandi. (2019). *Berpikir Kritis menghadapi Berita Palsu (Hoaks) di Media Sosial*. International NGO Forum on Indonesian Development (INFID).
- [26] Rahadi, Dedi Rianto. (2017). "Perilaku pengguna dan informasi *hoax* di media sosial." *Jurnal Manajemen dan Kewirausahaan* 5, No. 1: 58-70.
- [27] Safitri, Resti Rima, Atrup Atrup, & Guruh Sukma Hanggara. (2018). "Problem Solving dalam Meningkatkan Kemampuan Berpikir Kritis Siswa SMK." *Nusantara of Research: Jurnal Hasil-hasil Penelitian Universitas Nusantara PGRI Kediri* 5, No. 2: 83-88.
- [28] Sainuddin, Ibnu Hajar. (tt). "Komunikasi Publik di Masa Pandemi Covid-19." tp.
- [29] Septanto, Henri. (2018). "Pengaruh *hoax* dan ujaran kebencian sebuah *cyber crime* dengan teknologi sederhana di kehidupan sosial masyarakat." *Jurnal Kalbiscientia: Jurnal Sains dan Teknologi* 5, No. 2: 157-162.
- [30] Sihotang, Kasdin. (2017). "Berpikir Kritis: Sebuah Tantangan dalam Generasi Digital." *Respons: Jurnal Etika Sosial* 22, No. 2.
- [31] Simarmata, Janner, Muhammad Iqbal, Muhammad Said Hasibuan, Tonni Limbong, & Wahyuddin Albra. (2019). *Hoaks dan Media Sosial: Saring Sebelum Sharing*. Yayasan Kita Menulis.

- [32] Stephanie, Conney, &R. Nistanto. (2021). "Berapa Lama Orang Indonesia Akses Internet dan Medsos Setiap Hari?." *tekno. compas* [Diakses 3 November 2021].
- [33] Syaiful, Bahri Djamarah, &Zain Aswan. (2006).*Strategi Belajar-mengajar*. Jakarta: Rineka Cipta.
- [34] Sari, N.P. & Makaria, E.C. (September 2021). *Pola Perilaku dan Adaptasi Masyarakat Banjar terhadap Mitigasi Bencana Banjir di Kabupaten Banjar*.LaporanAkhirPenelitian Program Dosen WajibMeneliti, Universitas Lambung Mangkurat.

Citation: Muhammad Andri Setiawan et al. "Minimizing the Danger of Spreading Hoax News to High School Students through Group Guidance" *International Journal of Managerial Studies and Research (IJMSR)*, vol 11, no. 1, 2023, pp. 10-21. DOI: <https://doi.org/10.20431/2349-0349.1101002>.

Copyright: © 2023 Authors. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.