**Moestopo International Review on Societies, Humanities, and Sciences (MIRSHuS)**
Vol. 5, No. 1 (2025) pp. 44-52
ISSN: 2775-9601

# DIFFERENCES IN SOCIAL STRATIFICATION COMMUNITY PERCEPTIONS OF POST-TRUTH MANAGEMENT

**Aji Yoga Sekar[1],**
Police Academic College (STIK) Jakarta, Indonesia.
**Jubery Marwan[2],**
University of Prof. Dr. Moestopo (Beragama) Jakarta, Indonesia.

*Correspondence: Ajiyogasekar230@gmail.com

**ARTICLE INFO**

**Article History:**
received: 13/01/2025
revised: 11/02/2025
accepted: 10/03/2025

**Keywords:**
Community Circles; Post-Truth Management; Critical Thinking; Digital Literacy; Sosial Media Algoritm Literacy

**DOI:** 10.32509/mirshus.v5i1.109

**ABSTRACT**

*The post-truth phenomenon that is developing in society is having very powerful social impacts. Many lower levels of society believe in information that seems to be true, but is not supported by sufficient evidence and relative facts. The emergence of information that is not balanced with the reality of what is happening makes all groups consisting of; among students/akademics, entrepreneur, and the public in responden to the post-truth phenomenon in social life. The reasearch is aim at how society manages post-truth correctly and in a balanced manner. This research is included in the category of explanatory research, which uses hypoteses (hypothesis testing). The data sources used are nominal and primary data obtained through distributing questionnaires using a likert scale. Sampling was carried out using a purposive sampling model with certain criteria based on the sosial strata of the community, totaling 180 respondents. Dat analysis uses multivariate variance (Manova).*

*The risearch results show that: 1) student, entrepreneurs, and public can manage post-truth by thinking critically, understanding digital literacy, and knowing social media algoritms well and wisely; 2) There is a significant difference in perspective between them (students, entrepreneurs, and public) regarding good and wise post-truth management.*

## INTRODUCTION

The role of humans in understanding modernism is very important in producing truth that is absolute, can be applied generally, and is used over a long period of time. In the era of modernism, various scientific disciplines were supported by various scientific methods using technology, which was believed to be the most scientific and considered objective (Lie, 2009). Recently, a phenomenon has emerged where information that is true and has objective value is defeated by hoax information. What's sad is that this type of information is actually very trusted and widely used. This condition is exacerbated when information is taken in the form of messages that can touch emotions and is placed repeatedly, which in the end the truth becomes relatively biased and distorted, making it difficult to distinguish between what is truly a hoax, fact, fiction, and what is true and what is not. Cheat. Truth is built on the strength of defending subjective claims rather than being determined on the basis of the results of a rational discursive process. This phenomenon is characterized by the widespread behavior of social media users who sometimes tend to be selfish, such as producing or consuming information that only

meets their preferences. Individuals will choose information whose contents can be known instantly and can fulfill their tastes, in the form of monotonous verbal information and which includes things they hate (Amanullah & Dwisusilo, 2019).

The absence of truth in human life has implications for various speculations, from the breakdown of social trust, loss of life to the collapse of a regime (Subandi, 1995). The loss of trust and truth is a bond between one social element and another so that it can operate in accordance with the existing system to achieve certain goals, whether communal trust, survival or political stability. Truth is assessed as something that corresponds between what is conveyed and the actual conditions. Facts play an important role in assessing whether an opinion can be judged as true (Padli & Mustofa, 2021).

The phenomenon of social pathology that occurs provides a variety of understandings of different truths and facts when viewed from the perspective of each individual. This polemic raises a dilemma between the post-truth concept that occurs. On the other hand, post-truth has contributed a lot to eradicating irresponsible information claims and endangering the process of unity and integrity of the nation's children. But on the other hand, the post-truth opens up opportunities for discriminatory practices and directs people to stop listening to other groups who disagree. This dilemma shows that there is a complexity of problems that has not been resolved in the post-truth concept itself. However, this can be understood because the characteristics and practices of post-truth are multidimensional, giving rise to directions of analysis in different epistemological formulations. Post-truth manipulation can be carried out from many dimensions, such as language dimensions (Mccomiskey, 2017), Post-Truth epistemology (Widodo Dwi Putro, 2020), social media textuality (Haq, 2022), political regimes (Adam, 2006), knowledge politics (Ananta, 2006) and social media algorithm bias ((Gorwa, 2019); (Krasmann, 2020)).

The social pathology that occurs has an impact on the division of layers of society (enclaves), hatred, partisan fanaticism, and the corrosion of science and technology. This phenomenon includes factors that contain layers of understanding. The tendency in respond to these challenges still leads to a functionalist spirit and still has paradoxes. The functionalist spirit sees that if there is a lack of ideal reality due to a mismatch between human qualities and social structure, then the mindset needs to be changed (Hadiz & Dhakidae, 2005). The existence of a functionalist spirit related to digital literacy is characterized by skills in technical information production such as: copy-writing, video-editing, digital marketing and the like, compared to post-truth in critical-philosophical meanings such as critical thinking, political literacy, language, ideological literacy, and social media algorithm logic literacy (Pangrazio, 2016). The more people are digitally literate, the more conducive it is to realize their technology preneur agenda.

Meanwhile, in practice, this paradox arises when digital literacy is initiated by many communities, institutions/organizations in policymaking, but on the other hand, the use of bots, buzzers and influencers is still widely sought after by political elites (Haq, 2022). At the same time, there is consolidation between the oligarchic economic elite and the political elite with increasingly massive digital campaign service providers (Rakhmani & Saraswati, 2021). Ambiguity in attitudes to facing digital challenges means fighting post-truth with the desire to create digitally literate citizens, but on the other hand, there are those who want to maintain environmental conditions and post-truth practices. The ideal step in dealing with this is to make structural changes so that there is uniformity in the attitudes of various stakeholders, from civil academics, to political elites and campaign service providers towards digital challenges. However, this step requires a lot of energy and not all stakeholders will necessarily like it, considering the entrenched media political oligarchy in Indonesia (Tapsell, 2017). One of the digital platforms that most intensively disseminates post-truth products is social media. Due to the speed of

communication flow and the time of sending and receiving, messages can be updated in real time. Speed is the main focus of the information exchange process that occurs between levels of society through digital media to date (Purba & Sitorus, 2023). So the post-truth era basically brings negative impacts and developments on all levels of society. Some of the threats seen in this post-truth era are people addicted to Hoax news and nonsense spread on various social media platforms, especially related to political or religious ideology (Alimi, 2019).

## THEORETICAL BASIS

### Social Stratification

Referring to the concept of social stratification (Setiadi & Kolip, 2011), social strata divide the position of people/groups of people in an environment in a state of unequal status. However, in fact, social strata in this sense are seen as something very narrow. This means that social class refers more to a certain layer of society in social stratification. Social class tends to be interpreted as a group whose members have generally the same political orientation, cultural values, attitudes and social behavior. Social stratification in a particular group can interact with each other in a group, but has a gap with other groups in providing information and ways of interacting so that it is limited to individual abilities. Social strata in this research are divided into 3 large groups of social strata, namely; a) Student/academic circles; they tend to be able to manage their minds to differentiate between good and bad information; b) Entrepreneur circles; This class of society usually has the ability to manage information, but is less sensitive to the surrounding environment, and tends to have limited interactions with each other; c) the public; who are limited by their income and interactions with others in the environment where they live, but they generally understand very little about what information is true and what is false.

### Post-Truth Management

Post-truth management in this study is interpreted as managing different levels of understanding. Where the meaning of post-truth management leads to a functionalist spirit and a critical-philosophical meaning. The functionalist spirit sees that if there is a lack of ideal reality due to a mismatch between human qualities and social structure, then the mindset needs to be changed (Hadiz & Dhakidae, 2005). If there is no change in social pathology, it will result in the division of layers of society (enclaves) such as hate speech, partisan fanaticism, and the corrosion of science and technology. The tendency in respond to these challenges still leads to a functionalist spirit and still has paradoxes. The functionalist spirit associated with digital literacy is characterized by skills in technical information production such as: copy-writing, video-editing, digital marketing and the like. Furthermore, the meaning of post-truth in another aspect is critical-philosophical, which assumes that the more people are digitally literate, the more conducive their technopreneurship agenda will be. The dimensions that develop in this critical-philosophical meaning include; critical thinking variables, political language literacy, ideological literacy and social media algorithm logic literacy (Pangrazio, 2016). However, in this study the researchers limited several important variables in the post-truth phenomenon to two different sides, such as; critical thinking, digital literacy, and social media literacy algorithms, which aim to find out how the impact of the post-truth phenomenon occurs in society.

### Critical Thinking

The importance of the critical thinking role of each individual in an effort to develop the ability to analyze and evaluate the complexity of problems is very much needed. According to Angelo (1995), critical thinking is a high-level thinking activity and applying it rationally through the activities of analyzing, synthesizing, recognizing problems, solving problems, concluding and ending by evaluating a problem. His actions are always reflective and reasoned with the emphasis on making decisions about the rationality of a problem (Maulana, 2017). Another emphasis on critical thinking is the ability to consider everything using various methods by thinking consistently and reflecting it in a decision that is considered to fulfill the logic of thinking (Sihotang, 2017).

The essence of critical thinking consists of carrying out continuous considerations,

these considerations are based on in-depth studies by applying thinking methods accompanied by assessments to produce valid and reliable conclusions. The reasons for the need to get used to developing critical thinking skills are; a) an individual needs additional information in the process of searching, selecting news or opinions that are currently developing in society as a guide to the times; b) A person must be side by side with problems, so they have the demand to think critically to find a fair solution (Maulana, 2017). By thinking critically, a person does not simply accept information about beliefs, ideologies, assumptions, desires and the reality they are facing, but will make considerations about the truth by studying it. A person who thinks critically will enable someone to judge positively and negatively about something that is happening in society (Sihotang, 2017). According to (Maulana, 2017) critical thinking has 12 indicators which are grouped into 5 main indicators in the ability to think critically, namely; a) Elementary Clarification; The main emphasis of elementary clarification focuses on fundamental questions, providing analysis in arguments, providing explanations or challenges, providing information on the credibility of information sources; b) Basic Support; build basic skills by considering the credibility of an information source, observing and giving consideration to the results of observations; c) Inference; someone can conclude and make decisions from the results of their observations by making deductions by considering the results of the deduction, making inductions and considering the induction; d) Advance Clarification; can provide further explanation by defining terms and considering the impact of the terms used with various alternative assumptions; e) Strategy and Tactics; organize strategies and tactics in deciding what actions to take and interacting with other people.

**Digital Literation**

According to (Munir, 2017), digital literacy is the activity of reading, using media, creating data and images on digital media by manipulating, evaluating and increasing knowledge of digital media. Apart from reading ability, someone who understands digital literacy must also understand the meaning of what they are reading (Akliahirfiarta, 2020). Literacy skills can also be understood as certain skills that are connected to each other digitally so that they are not only limited to the ability to read, listen, write and speak apart from verbally (Anggraeni et al., 2019). Thus, digital literacy is defined as knowledge and skills in using digital media, communication tools, or networks to find, evaluate, use, create information, and utilize it in a healthy, wise, intelligent, careful, precise and compliant manner in order to foster communication and interactions in everyday life. Digital literacy is also related to digital communication tools in the form of information media and in the form of; computer devices, mobile phones based on digital technology, visual videos and others aim to develop creativity, build character according to the demands of the times (Khasanah & Herina, 2019).

Furthermore, digital literacy is the provision of control users in interpreting the various contents of digital media messages that can be accessed by an individual using the internet or social media (Sabrina, 2019). The characteristics of digital literacy do not only refer to operating skills and using various information technology devices (hardware and software platforms), but also to the process of reading and understanding the contents of technological devices as well as the process of creating and writing new knowledge (Kurnianingsih et al., 2017). By considering individual aspects and digital technology, indicators in digital literacy emphasize the individual's ability at information search strategies, the ability to read texts presented electronically (hypertextual navigation), the ability to rely on information from various formats, and the ability to assess what is found online (evaluation format). Due to the use of online social media, it is assumed that someone will be able to interact with each other in different spaces. The use of social media such as Instagram, TikTok and YouTube as information media is effective in supporting various activities and achieving informative communication goals (Walisyah, 2024).

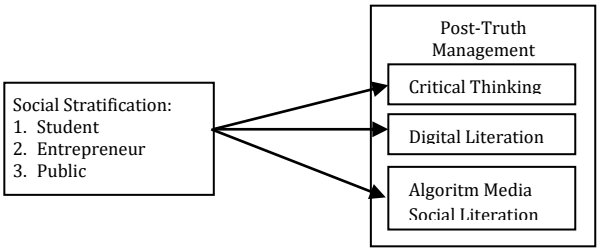
**Algoritm Social Media Literation**

According to (Jando & Nani, 2018), a social media algorithm is defined as a method consisting of a series of structured and systematic steps to solve problems with the help of a computer. An effort with a sequence of operations arranged logically and systematically to solve a problem by producing a certain output. A digital platform that helps its users to communicate with each other or share content in the form of writing, photos, videos and others is a digital platform that provides facilities for carrying out social activities for each of its users. The social media algorithm is a social media product resulting from a content search system in the form of; posts, photos, videos and other things that users are looking for, that users like, that users often view, that users follow, thereby displaying content that matches the user's wishes. Social media algorithm technology can record surfing activities in the digital world. Social media algorithms are created to help users search for content that appears according to our background. The algorithm was created with the aim of finding out how interested followers are in continuing to follow influencer product content which uses an algorithm system to measure its relationship with the system (Ferina et al., 2019). Accounts on social media will respond to content that followers are interested in, so that it can produce a relationship that is interrelated with each other and the influencer (Lay & Ferwerda, 2018). The relationship between users and the accounts they are interested in is due to interactions carried out periodically in the past, such as; like, comment, save, and share and others. According to Hutchinson (2018), social media algorithms are divided into 3 main dimensions, namely; a) interest; is follower interest in influencer product content using the social media algorithm system as a measure. Users consider engagement with similar content in the past; b) timeliness for followers, displaying accuracy in content can attract interest in giving a reaction. A post on a user's homepage of a social media account about content that interests followers is seen by how often they are involved in past posts such as photos or videos they like, comment on and tag posts, then save them periodically; c) Relationships; This relationship can be the basis for the influencer to know the level of interest of followers in following the content produced by the influencer on their social media accounts.

## RESEARCH METHODOLOGY

This research uses a quantitative research method. The research type category includes explanatory research which uses hypotheses (hypothesis testing). The data source used is primary data (nominal & scale) obtained through distributing questionnaires using a Likert scale. Sampling was taken using purposive sampling with certain criteria based on the social strata of society, totaling 180 respondents. Analysis uses multivariate analysis of variance (Manova) with social stratification divided into community groups; a) Students/academics; b) Entrepreneur circles; and c) The public as the main factor. Primary data has been tested for normality and data homogeneity as a prerequisite for multivariate testing. Furthermore, the research model equation can be seen in Figure 1 below:

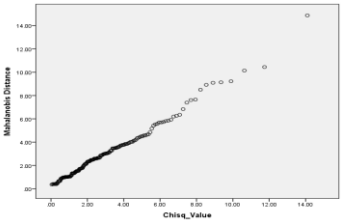
Figure 1. Research Model Equation Paradigm




## RESULT AND DISCUSSION

The results of the data normality analysis test show that the data is normally distributed as a prerequisite for multivariate analysis. This is because the data variance spreads between straight lines in the direction of the diagonal line. The results of the data normality test can be seen in Figure 2 below:

Figure 2. Results of Multivariate Varians Analysis Data Normality Test (Manova)




These test results are supported by the results of the Pearson correlation test, where the Mahalanobis Pearson correlation value has a chisq value of 0.995, with a total of 180 respondents. This indicates that all items in the variables are normally distributed. The results of the pearson correlation test as attached in table 1 are as follows:

Table 1. Results of Pearson Correlation Test Multivariate Varians Analysis (Manova)

Correlations

| | | Mahalanobis Distance | Chisq_ Value |
|---|---|---|---|
| Mahalanobis Distance | Pearson Correlation | 1 | .995** |
| | Sig. (2-tailed) | .000 | .000 |
| | N | 180 | 180 |
| Chisq_Value | Pearson Correlation | .995** | 1 |
| | Sig. (2-tailed) | .000 | .000 |
| | N | 180 | 180 |

**. Correlation is significant at the 0.01 level (2-tailed).

Furthermore, the results of the homogeneity test have fulfilled the prerequisites for multivariate analysis, because: a) The results of Levene's test of equality of error variances prove that the critical thinking variable has a Sig value. Of 0.102, digital literacy has a value of Sig. Of 0.106, and the social media algorithm has a value of Sig. Of 0.200. This means that all variables have a significant value greater than 0.05. Thus, the data variance is homogeneous. Likewise, the results of the box's test of equality of covariance matrices have a Sig value of 0.120 and is greater than 0.05. These results indicate that all variants in the variables critical thinking, digital literacy, and social media algorithms are completely homogeneous. Multivariate test results: Pillai's trace, Wilk's lambda, Hotelling's trace, Roy's largest root all have sig values of 0.000 or less than the significant value of 0.05. These results show that the community consisting of students, entrepreneurs, and the public have a significant influence on post-truth management if seen from: critical thinking, digital literacy, and social media algorithm literacy. You can be seen in table 2 as follows:

Table 2. Multivariate Test Results in Multivariate Varians Analysis (Manova)

Multivariate Tests

| | Value | F | Hypothesis | Sig. |
|---|---|---|---|---|
| Pillai's trace | .940 | 52.033 | 6.000 | .000 |
| Wilks' lambda | .087 | 139.298[a] | 6.000 | .000 |
| Hotelling's trace | 10.166 | 294.817 | 6.000 | .000 |
| Roy's largest root | 10.135 | 594.604[b] | 3.000 | .000 |

Each F tests the multivariate effect of Lapisan Masyarakat. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

The results of the Tests of Between-Subjects Effects show that all levels of society consisting of; students, entrepreneurs, and the public have a significant influence on post-truth management, which includes being able to think critically, understand digital literacy well, and understand social media algorithm literacy. The indication is due to the results of tests of between-subjects effects, all variables social stratification have sig. Values of 0.000 or below the significant value of 0.05, these results indicate that:

1. Students can manage critical thinking, have good management and understanding of digital literacy and understand social media algorithms wisely in a significant way. These results reflect that; Studens can filters information well from various sources because their understanding of digital literacy is very good, they can think critically when the information displayed does not match the truth and they understand social media algorithms wisely with real thoughts.
2. Entrepreneurs can manage critical thinking, have a good understanding of digital literacy and understand social media algorithms wisely in a significant way. Entrepreneurs can also use logical thinking, understand digital literacy and sosial media algorithms well to filter out information that does not match reality and truth.
3. The public can manage critical thinking, have a good understanding of digital literacy and understand social media algorithms wisely in a significant way. In fact, people know which news is fake and which is not, because

they are able to think critically, have an understanding of digital literacy, and know digital algorithms that contain the truth. Their colony is motivated to create posts or contens to spread information that is considered inconsistent with the truth.

Next, to find out whether there are significant differences that occur in society between students, entrepreneurs and the public regarding post-truth management, which consists of; managing critical thinking, understanding digital literacy, and knowing social media algorithm literacy, can be seen in table 3 as follows:

Table 3. Multiple Comparisons Test Results Multivariat Varian Analysis (Manova)

Multiple Comparisons

| Dependent Variable (Post-Truth Management) | | (I) Social Stratification | (J) Social Stratification | Mean Difference (I-J) | Sig |
|---|---|---|---|---|---|
| Critical Thinking | Bonferroni | Students | Entrepreneur | -7.75* | .000 |
| | | | Public | -10.52* | .000 |
| | | Entrepreneur | Students | 7.75* | .000 |
| | | | Public | -2.77* | .000 |
| | | Public | Students | 10.52* | .000 |
| | | | Entrepreneur | 2.77* | .000 |
| | Games-Howell | Students | Entrepreneur | -7.75* | .000 |
| | | | Public | -10.52* | .000 |
| | | Entrepreneur | Students | 7.75* | .000 |
| | | | Public | -2.77* | .000 |
| | | Public | Student | 10.52* | .000 |
| | | | Entrepreneur | 2.77* | .000 |
| Digital Literation | Bonferroni | Students | Entrepreneur | -4.02* | .000 |
| | | | Public | -4.67* | .000 |
| | | Entrepreneur | Students | 4.02* | .000 |
| | | | Public | -.65* | .038 |
| | | Public | Student | 4.67* | .000 |
| | | | Entrepreneur | .65* | .038 |
| | Games-Howell | Students | Entrepreneur | -4.02* | .000 |
| | | | Public | -4.67* | .000 |
| | | Entrepreneur | Students | 4.02* | .000 |
| | | | Public | -.65* | .046 |
| | | Public | Students | 4.67* | .000 |
| | | | Entrepreneur | .65* | .046 |
| Algoritms Social Media Literation | Bonferroni | Students | Entrepreneur | -3.00* | .000 |
| | | | Public | -3.75* | .000 |
| | | Entrepreneur | Students | 3.00* | .000 |
| | | | Public | -.75* | .008 |
| | | Public | Students | 3.75* | .000 |
| | | | Entrepreneur | .75* | .008 |
| | Games-Howell | Students | Entrepreneur | -3.00* | .000 |
| | | | Public | -3.75* | .000 |
| | | Entrepreneur | Students | 3.00* | .000 |
| | | | Public | -.75* | .012 |
| | | Public | Students | 3.75* | .000 |
| | | | Entrepreneur | .75* | .012 |

Based on observed means.
The error term is Mean Square(Error) = 1.833.
*. The mean difference is significant at the .05 level.

The results of the multiple comparisons test of multivariate analysis (Manova) in games-Howell and Bonferroni show that all variables among society (students, entrepreneurs, and the public) have significant differences in post-truth management (critical thinking, digital literacy, and social media algorithm literacy) based on their perspective on post-truth management (critical thinking, digital literacy, and social media algorithm literacy). Caused by all sig values. In the Games-Howell and Bonferroni there is a sig value of 0.000 or smaller than 0.05. These results show that:

4. There are significant differences between students and entrepreneurs regarding post-truth management based on critical thinking, understanding digital literacy and knowing social media algorithm literacy for their information needs. Students are of the view that information circulating among the public that is not good can be prevented by direct action such as; think critically, understand literacy correctly and understand information from social media algorithm sources when it appears in bad social media content. They tend to fight against issues that can be misleading. But on the other hand, even though entrepreneurs know it without any structured action like students.
5. There are significant differences between entrepreneurs and the public regarding post-truth management based on critical thinking, understanding digital literacy and knowing social media algorithm literacy for their information needs. Different way of understanding bad information among the general public. They tend to believe in information or content that they think is true and they even help spread it, even though they actually know and try to clarify it first.
6. There are significant differences between the public and students regarding post-truth management based on critical thinking, understanding digital literacy and knowing social media algorithm literacy for their information needs.

   The main differences among the general public are; they tend to believe fake news and even spread or create such content even though they know about it. However, it is contradictory for students, they can think critically, understand digital literacy and know social media algorithms to counter bad information among the public with direct action.

These differences in views at levels of society have an impact on post-truth management, especially in critical thinking which is still

considered taboo at levels of society, each individual's understanding of digital literacy will be different and understanding the content that appears in social media algorithms will also be different from each other. In the heterogeneous layers of society, it gives rise to many different interpretations with different points of view. So in this environment, good post-truth management is needed so that there is no prolonged conflict at the level of society.

## CONCLUSION

The existence of the post-truth phenomenon that is developing in society has the potential to cause very powerful social impacts. The indications are that many lower levels of society believe in information that appears to be true, but is not supported by sufficient evidence and relative facts. The emergence of information that is not balanced with the reality of what is happening makes all groups try to do something. Students, entrepreneurs, and the public in responding to the phenomenon of post-truth management have a significant influence on post-truth management based on critical thinking, understanding digital literacy, and knowing social media algorithm literacy. They already know digital literacy well, and they understand social media algorithm literacy to sort out which content is good and which is not good. However, between them (students, entrepreneurs, and the public) there are significant differences in how to think critically, understand digital literacy, and know each other's social media algorithm literacy amidst the torrent of bad information in society.

## REFERENCES


Adam, A. W. (2006). *History, Nationalism And Power*.

Akliahirfiarta, B. T. (2020). Literasi Digital pada Pegawai RSUD dr. Soetomo Surabaya Brilian Trofi Akhirfiarta 1 071311633083. *Journal.Unair.Ac.Id*, *2*, 13. http://journal.unair.ac.id/download-fullpapers-lna3e16b8d81full.pdf

Alimi, M. Y. (2019). Theorizing Internet, Religion and Post Truth: an Article Review. *Komunitas*, *11*(2), 207–222. https://doi.org/10.15294/komunitas.v11i2.21860

Amanullah, M. G., & Dwisusilo, S. M. (2019). Post-Truth And Echo Chamber Phenomena in The Facebook of Jokowi and Prabowo. *Opcion Journals*, *35*, 2186–2211.

Ananta, A. (2006). *The Lost Benefits And Benefits Of Social Economic Statistics*.

Anggraeni, H., Fauziyah, Y., & Fahyuni, E. F. (2019). Penguatan Blended Learning Berbasis Literasi Digital Dalam Menghadapi Era Revolusi Industri 4.0. *Jurnal Kependidikan Islam*, *9*(2), 191–203. http://ejournal.radenintan.ac.id/index.php/idarohe-ISSN:2580-2453https://doi.org/10.24042/alidarah.v9i2.5168

Ferina, N., Agung, A., Sri, G., & Professor, D. (2019). Opportunities and Challenges of Instagram Algorithm in Improving Competitive Advantage. *International Journal of Innovative Science and Research Technology*, *4*(1), 743–747. www.ijisrt.com743

Gorwa, R. (2019). The Governance Triangle: Conceptualising the Informal Regulation of Online Content. *Internet Policy Review*, *8*(2), 1–22.

Hadiz, V. R., & Dhakidae, D. (2005). *Social Science and Power in Indonesia*. Equinox Publishing.

Haq, M. N. (2022). Anatomi dan Literasi Post-Truth. *Jurnal Riset Jurnalistik Dan Media Digital*, 99–114. https://doi.org/10.29313/jrjmd.v2i2.1359

Jando, E., & Nani, P. A. (2018). *Java Based Algorithms And Programming*.

Khasanah, U., & Herina. (2019). Building Student Character Through Digital Literacy In Facing 21st Century Education (Industrial Revolution 4.0). *Proceedings Of The National Seminar On Postgraduate Education Program At PGRI Of University Palembang*, 999–1015.

Krasmann, S. (2020). The logic of the surface: on the epistemology of algorithms in times of big data. *Information Communication and Society*, *23*(14), 2096–2109.

https://doi.org/10.1080/1369118X.2020.1726986
Kurnianingsih, I., Rosini, & Ismayati, N. (2017). (literacy)Upaya Peningkatan Kemampuan Literasi Digital bagi Tenaga. *Jurnal Pengabdian Kepada Masyarakat*, *3*(1), 61–76. http://jurnal.ugm.ac.id/jpkm
Lay, A., & Ferwerda, B. (2018). Predicting users' personality based on their "liked" images on instagram. *CEUR Workshop Proceedings*, *2068*(March).
Lie, H. D. (2009). Middle Ages, modernism & postmodernism. *Stulos Theological Journal*, *8*(1), 1–7.
Maulana. (2017). *Basic Concepts of Mathematics and Development of Critical-Creative Thinking Abilities*.
Mccomiskey, B. (2017). *Post-Truth Rhetoric and Composition*.
Munir. (2017). *Digital Learning*.
Padli, M. S., & Mustofa, Ml. (2021). Kebenaran Dalam Perspektif Filsafat Serta Aktualisasinya Dalam Men-Screening Berita. *Jurnal Filsafat Indonesia*, *4*(1), 78–88. https://doi.org/10.23887/jfi.v4i1.31892
Pangrazio, L. (2016). Reconceptualising critical digital literacy. *Discourse*, *37*(2), 163–174. https://doi.org/10.1080/01596306.2014.942836
Purba, H., & Sitorus, F. K. (2023). Truth, Post Truth, dan Dinamikanya di Indonesia: Sebuah Kajian Literatur. *Sosial Horizon: Jurnal Pendidikan Sosial*, *10*(1), 1–16. https://doi.org/10.31571/sosial.v10i1.5001
Rakhmani, I., & Saraswati, M. S. (2021). Authoritarian Populism in Indonesia: The Role of the Political Campaign Industry in Engineering Consent and Coercion. *Journal of Current Southeast Asian Affairs*, *40*(3), 436–460. https://doi.org/10.1177/18681034211027885
Setiadi, E. M., & Kolip, U. (2011). *Introduction To Sociology: Understanding The Facts And Symptoms Of Social Problems: Theory, Application And Solutions*.
Sihotang, A. (2017). *Human Resources Management*.
Subandi, L. (1995). *Development of Religious Life*. Jogyakarta, Faculty of Psychology UGM.
Tapsell, R. (2017). *The political economy of digital media*.
Walisyah, T. (2024). *UTILIZATION OF INSTAGRAM AS INFORMATION MEDIA IN SUPPORTING THE ACTIVITIES OF IBNU AQIL ISLAMIC BOARDING SCHOOL MEDAN*. *4*(2), 251–259. https://doi.org/10.32509/mirshus.v4i2.102
Widodo Dwi Putro. (2020). *Finding Legal Truth in the Post-Truth Era*. Sanabil.