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From Headlines to Truth: The Impact of Media Literacy Level in Identifying Factual and False Information

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Abstract

In the digital age, the ability to distinguish between factual and false information is essential, particularly for students who frequently engage with online media. This study examines the media literacy levels of Grade 11 Humanities and Social Sciences (HUMSS) students at Noveleta Senior High School and evaluates its impact on their ability to assess information reliability. Using a quantitative research approach, a pre-test and post-test were administered to two groups: HUMSS 11-A, which underwent a media literacy intervention, and HUMSS 11-B, which did not. Prior to the intervention, HUMSS 11-A demonstrated a lower media

literacy level compared to HUMSS 11-B. However, post-test results revealed significant improvement in HUMSS 11-A's ability to differentiate between factual and false information. Statistical analyses confirmed the effectiveness of the intervention, emphasizing the critical role of media literacy education in combating misinformation. The findings highlight the need to integrate media literacy programs into educational curricula to enhance students' critical thinking and fact-checking skills. Additionally, results indicate that media literacy levels significantly influence students' ability to identify credible information.

Keywords: Media Literacy, Misinformation, Factual Information, False Information, Critical Thinking, Digital Literacy

Introduction

In the new generation, the online world is vital for communicating, finding, and sharing information using online websites or platforms. It is crucial in everyday life as it is used as a source of information needed to know about a certain topic. To use this information shared online, it needs to identify first if it is factual information especially before it is shared to avoid misinformation or sharing false information.

Technology is a rapidly evolving field that enhances various aspects of life, including communication, transportation, medical care, and entertainment. The era of technology, characterized by the widespread use of advanced digital technologies like computers, the internet, and mobile devices, has revolutionized communication, commerce, and entertainment. It has brought about profound changes in our lives, work, and interactions, offering both opportunities and challenges for individuals, businesses, and society (Uddin, 2023).

Nowadays, the scope and influence of technology continues to grow and expand. Technology plays a crucial role in everyday lives as it is the bridge of communication and sharing information through the online world. The benefits of technology include improved communication, increased efficiency, access to information, improved quality of life, job creation in new industries, convenience in daily life, and increased access to entertainment options like music, movies, and video games (Uddin, 2023). Also, one of its benefits is that it can help spread timely information or issues online so that citizens are aware of what is happening in society. It is their source of information as they usually use it for finding and sharing information. From the different discoveries in technology, media is created as way or tool for communication and sharing information using technology. According to Rosencrance (2023), media, including printed and digital communication, is a vital tool in people's daily lives, providing education, tracking local and global news, and serving as a platform for information. It helps people develop opinions, respect differing opinions, and promotes critical thinking in children and teenagers. Through this, the information, thoughts, or ideas can be shared here by own perspective and understanding on a topic.

Media literacy is crucial for individuals to identify and understand different media types, their messages, and contribute to public discussion. It allows critical thinking skills to interpret media messages and images, based on personal experiences and background knowledge. It also helps individuals recognize biases in the media, such as conservative news using emotional language to negatively affect immigrants or progressive news emphasizing poverty's impact on minority communities. By recognizing these biases, individuals can make informed decisions about sensitive topics, ensuring a balanced and informed approach to media consumption (Rosencrance, 2023). From the word literacy, it is about the ability of a person to read and understand the context that he read. From different ideas or information found in online media, the readers should have skills that they can use for evaluating and identifying factual and false information to avoid misinformation. Every individual need to be investigative in every information that we encounter especially when it comes to societal issues.

According to Xinhua (2023), the Philippine literacy rate has risen to 97%, a 1.2 percentage point increase over the last five years, according to data from the surveyed results of the 2020 Census of Population and Housing of Philippine Statistics Authority. The survey revealed that out of 97.6 million Filipinos above five years old, 94.6 million were literate. Metro Manila had the highest literacy rate at 98.9%, while the Bangsamoro Autonomous Region had the lowest at 86.4%. This means that Filipinos above five years old can effectively comprehend it and make it as their knowledge so they can understand in their own what they have read. Therefore, learning and being literate can help you to understand the information you are reading and to avoid misinformation.

Some of students already hear the quotation "knowledge is power." Teachers always reminding the students how education, learning and knowledge is important in life. It has a big impact on one's understanding and perspective. Having knowledge is important because it can be an individual's weapon against false assumptions, thoughts, and information. Especially now in the modern era, the possibilities to share and take information have expanded. And with the amount of information found online, it is no longer easy to know whether it is true or false information. By gathering information through online without considering the standard information, it can affect the action, decision or perspective of an individual on a certain topic and can affect the whole society.

In the modern world, students are more interact in online world. They usually use it as their source of information to have their knowledge on a topic. In this study, researcher wants to find out how the media literacy level of a student affect their skills in identifying factual and false information. This can lead to having idea or information what we need to consider to check the reliability of information to avoid misinformation. The data collected here will help the next generation of senior high students to have an idea so that they know how to find and use real information and be the bridge in spreading correct and true information.

Objectives of the Study

This study aims to assess the media literacy levels of selected Grade 11 Humanities and Social Sciences (HUMSS) students at Noveleta Senior High School and

examine its impact on their ability to identify factual and false information. It also seeks to analyze the relationship between media literacy and information discernment. Specifically, it aims to (1) determine the level of media literacy among the students in terms of their critical thinking, fact-checking, and ability to analyze media content; (2) identify their ability to distinguish between factual and false information in online media; (3) reveal the degree of relationship between media literacy and the ability to identify reliable information; and (4) determine the effects of media literacy on students' capacity to critically evaluate information and prevent misinformation.

Methods and Materials

According to Sreekumar (2023) ^[11], quantitative research involves collecting and analyzing numerical data to describe, predict, control variables, test causal relationships, make predictions, and generalize results. It helps researchers understand data sets over time and identify patterns. Methods like questionnaires, structured observations, and experiments aggregate, compare, and show relationships among data, providing a comprehensive and accurate understanding. In this study, the researchers will be using quantitative research to quantify or measure the level of media literacy, as well as the fact-finding and analytical skills of Noveleta Senior High School students in the modern era where technology has evolved. In online media, information can be shared in just one click. Thus, everyone can encounter different information and can be victimized if the reliability of the information is not fact-checked or identified. Students are vulnerable to this kind of problem especially if they don't have enough knowledge to identify factual and false information. Thus, researchers want to find out the current state of students' media literacy level and fact-finding skills to propose an effective program to enhance their ability to identify factual and false information.

Table 1: Demographic Profile of the Respondents

<i>Description</i>	<i>Frequency</i>	<i>Percentage %</i>
Age		
16	29	49.18%
17	18	29.51%
18	8	13.11%
19	5	8.20%
Total	60	
Sex		
Male	34	56.67%
Female	26	43.33%
Total	60	
Section		
HUMSS 11-A	30	50%
HUMSS 11-B	30	50%
Total	60	

A total of sixty (60) Grade 11 HUMSS students from Noveleta Senior High School participated in this study. The respondents were evenly divided into two sections, HUMSS 11-A and HUMSS 11-B, with thirty (30) students in each group. The researchers ensured equal representation by randomly selecting students from both sections. Additionally, the study considered the availability of respondents and their willingness to participate in the research.

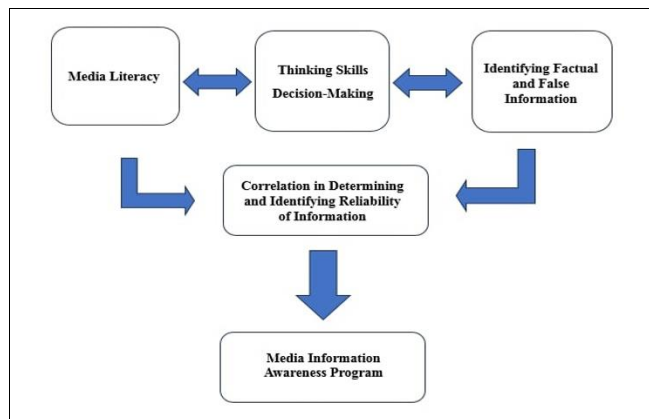


Fig 1: Conceptual Framework of the Study

This study employed a quantitative research approach, specifically a quasi-experimental design, to examine the impact of media literacy education on students' ability to distinguish between factual and false information. Conducted at Noveleta Senior High School, the research involved 60 Grade 11 students from the Humanities and Social Sciences (HUMSS) strand, selected through simple random sampling. The respondents were divided into two groups: HUMSS 11-A, who participated in a media literacy intervention seminar, and HUMSS 11-B, who did not receive any intervention and served as the control group. A Pre-Test and Post-Test Exam, administered via Google Forms, was used as the primary data collection tool to measure students' media literacy skills, particularly their ability to evaluate, fact-check, and analyze information from various sources. The pre-test and post-test design was implemented to assess changes in students' media literacy levels before and after the intervention, as supported by Budert-Waltz *et al.* (2023) [4]. The intervention seminar for HUMSS 11-A covered critical thinking, fact-checking strategies, recognizing misinformation, identifying media bias, and assessing credible sources, ensuring that students developed a deeper understanding of how to critically engage with information.

To effectively measure the impact of the intervention, various statistical methods were employed. The mean and standard deviation were calculated to determine the initial and post-intervention media literacy levels of both groups. The gained difference between the pre-test and post-test results was analyzed to assess improvements in students' ability to identify factual and false information. Additionally, a Paired Samples T-Test was performed to determine whether the media literacy seminar had a statistically significant impact on students' critical thinking skills. The importance of media literacy interventions is supported by Huang (2024) [6], who found that such programs improve resilience to misinformation, enhance misinformation discernment, and reduce the spread of false information. The comparison between HUMSS 11-A and HUMSS 11-B helped evaluate the seminar's effectiveness, showing whether students who participated demonstrated greater improvement in identifying credible information compared to those who did not receive additional training.

This study aimed to provide valuable insights into the role of media literacy in preventing misinformation, particularly among senior high school students who are highly engaged in digital media. According to McNulty (2021) [8], media literacy plays a crucial role in distinguishing credible news

from misleading content while promoting responsible media consumption. Furthermore, Blair *et al.* (2024) [3] emphasize that media literacy interventions provide individuals with the tools and skills to identify and resist misinformation, which is essential in today's digital landscape. By understanding the challenges students face in evaluating online information, this study underscores the necessity of structured educational programs that strengthen students' critical thinking, fact-checking abilities, and responsible media engagement. The findings serve as a foundation for recommending educational interventions that equip students with essential skills to analyze, verify, and critically engage with information, ultimately fostering a more informed and responsible generation of media consumers. Moreover, the study supports the integration of media literacy education in schools, as suggested by Bautista (2023), whose research highlights the Philippine government's efforts to combat disinformation through media and information literacy initiatives. These findings provide valuable insights for educators, policymakers, and curriculum developers in designing programs that ensure students are well-prepared to navigate the complexities of digital information responsibly.

Results and Discussion

This section presents the analysis of results based on a quasi-experimental quantitative research design, measuring the impact of a media literacy intervention on students' ability to identify factual and false information. Data was collected through Pre-Test and Post-Test Exams and analyzed using IBM SPSS, with statistical methods such as mean, standard deviation, and a paired samples t-test to assess the effectiveness of the intervention. The analysis is divided into descriptive statistics and correlation analysis, where the paired samples t-test determined if there was a significant improvement in HUMSS 11-A students' media literacy levels after the intervention. The discussion focuses on the ranking of mean scores, highlighting the extent to which the intervention enhanced students' critical thinking and fact-checking skills, serving as a basis for evaluating the effectiveness of media literacy education in preventing misinformation.

Table 1: Performance Level Before the Intervention (HUMSS 11-A and HUMSS 11-B)

Section	Mean	Rank	Interpretation
HUMSS 11-A	4.5625	2	Below Average
HUMSS 11-B	5.15625	1	Average

The researchers conducted a pre-test exam to assess the level of media literacy among HUMSS 11 students. As shown in Table 1, the results indicate that HUMSS 11-B students have the highest level of media literacy, with a mean score of 5.15625, which falls under the "Average" category. In contrast, HUMSS 11-A students obtained a mean score of 4.5625, interpreted as "Below Average." These findings suggest that HUMSS 11-B students demonstrate a better understanding of media literacy concepts compared to HUMSS 11-A students. The significant difference in performance highlights a gap in media literacy skills between the two sections. Various factors may have contributed to this disparity, such as differences in prior knowledge, exposure to digital platforms, or access to educational resources that enhance critical thinking skills in evaluating media content.

According to Ashikuzzaman (2024), a lack of media literacy poses serious consequences for individuals and society as a whole. The repercussions of misinformation and digital illiteracy are extensive, leading to risks such as becoming a victim of fraud and false information, economic losses due to deceptive practices, social and communal division caused by misleading narratives, and threats to democratic processes, as misinformation can influence public opinion and decision-making. Given these risks, improving media literacy is no longer just an advantage—it is a necessity. In today's digital era, individuals must be equipped with the ability to critically analyze information, identify credible sources, and differentiate between fact and misinformation. Media literacy empowers individuals to make well-informed decisions, fostering a more informed and unified society.

The results emphasize the urgent need for an intervention program targeting HUMSS 11-A students. Since their media literacy level is below average, they are more susceptible to misinformation and its negative effects. Implementing an educational intervention will help them develop critical thinking skills to assess media content effectively, recognize biased or misleading information in news and social media, enhance their ability to verify facts using reliable sources, and become responsible digital citizens who can engage in meaningful discourse. An intervention program may include workshops, interactive discussions, fact-checking exercises, and hands-on activities to strengthen their ability to analyze media content critically. By addressing this gap, students will be better prepared to navigate the complex information landscape and protect themselves from false or misleading narratives.

The pre-test findings highlight the variability in media literacy levels among HUMSS 11 students, with HUMSS 11-B performing better than HUMSS 11-A. Since a lack of media literacy has serious societal consequences, it is imperative to provide additional learning opportunities for students with lower proficiency. By implementing an intervention, HUMSS 11-A students can develop the necessary skills to engage with media responsibly, safeguarding themselves from misinformation while promoting a more informed and critical-thinking society.

Table 2: Performance Level After the Intervention (HUMSS 11-A and HUMSS 11-B)

Section	Mean	Rank	Interpretation
HUMSS 11-A	4.5625	2	Below Average
HUMSS 11-B	5.15625	1	Average

The second table presents the results of the post-test exam, which measured the level of media literacy among HUMSS 11 students after the intervention. Before administering the post-test, a media literacy seminar was conducted exclusively for HUMSS 11-A to provide them with essential knowledge about the role of media literacy in society and how to evaluate the reliability of information. Meanwhile, HUMSS 11-B did not undergo the seminar, allowing researchers to assess the effectiveness of the intervention in improving media literacy skills. The post-test results reveal a significant improvement in HUMSS 11-A's media literacy. After attending the seminar, HUMSS 11-A achieved the highest level of media literacy with a mean score of 6.09375, earning a "Satisfactory" interpretation and securing Rank 1. In contrast, HUMSS 11-B, which did not undergo the intervention, obtained a mean score of 5.364,

maintaining an "Average" interpretation and ranking second. This shift in ranking underscores the positive impact of the intervention on HUMSS 11-A, demonstrating that structured learning experiences effectively enhance students' ability to assess information critically and protect themselves from misinformation.

According to Huang (2024) [6], a meta-analysis of 49 experimental studies found that media literacy interventions significantly improve resilience to misinformation by reducing belief in false information, enhancing the ability to distinguish between real and misleading content, and discouraging misinformation-sharing behaviors. These interventions are even more effective when conducted in multiple sessions and among students in higher education. This aligns with inoculation theory, which suggests that exposure to media literacy training helps individuals build cognitive defenses against misinformation. The study further emphasizes the necessity of integrating media literacy education into the curriculum, especially in today's digital and information-driven society. With the widespread prevalence of fake news and misleading content, students must be equipped with the skills to verify sources, analyze biases, and critically engage with media.

The success of the intervention in HUMSS 11-A highlights the importance of incorporating media literacy programs into educational institutions. Schools should consider conducting regular workshops, integrating media literacy modules into various subjects, and encouraging students to practice fact-checking techniques. Multi-session interventions could yield even greater benefits, ensuring that students retain and apply their media literacy skills in real-world scenarios. As society continues to evolve in the digital age, media literacy will remain a crucial skill for responsible citizenship, informed decision-making, and the preservation of democratic values. The findings of this study reinforce that structured media literacy programs can empower students to navigate the digital landscape more responsibly, making them less vulnerable to misinformation while fostering a well-informed and critical-thinking generation.

Table 3: Gained Difference

Section	Difference Post-test - Pre-test	Rank	Interpretation
HUMSS 11-A	1.53125	1	HUMSS 11-A
HUMSS 11-B	0.21875	2	HUMSS 11-B

Table 3 presents the gained differences in media literacy levels between the pre-test and post-test exams for HUMSS 11-A and HUMSS 11-B. The results indicate that HUMSS 11-B, which did not receive any intervention, showed minimal improvement, with a gained difference of 0.21875, placing them in second rank. This small increase suggests that while students may naturally develop some media literacy skills over time, the lack of direct instruction limits their ability to significantly improve. In contrast, HUMSS 11-A exhibited a substantial improvement, achieving a gained difference of 1.53125 and securing the first rank. This notable progress highlights the effectiveness of the media literacy seminar, proving that targeted interventions positively influence students' ability to critically analyze and verify information.

The findings align with the study conducted by Stanley and Lawson (2020) [9], which evaluated the effectiveness of a media literacy intervention on third- and fourth-graders'

ability to interpret and produce persuasive arguments. The intervention, which focused on advertising literacy, involved 50 students and demonstrated that structured learning programs enhance students' knowledge of media, improve their ability to evaluate arguments, and strengthen their persuasive writing skills. This study reinforces the idea that media literacy lessons significantly impact students' understanding and ability to apply critical thinking skills in real-world contexts. Similarly, the results of this research affirm that providing media literacy education is essential for equipping students with the necessary skills to identify factual and false information. The shift in HUMSS 11-A's media literacy level, from below average in the pre-test to satisfactory in the post-test, demonstrates that media literacy training empowers students to make informed decisions and avoid misinformation.

Given these findings, it is evident that media literacy interventions should be widely implemented in educational settings. Schools should consider integrating media literacy education into classroom discussions, digital literacy programs, and extracurricular activities to enhance students' ability to navigate the complexities of modern media landscapes. Educators should also encourage students to practice fact-checking, source evaluation, and critical thinking when consuming digital content. Expanding these programs across different grade levels and conducting multi-session interventions may yield even greater improvements. As society becomes increasingly reliant on digital media, ensuring that students are equipped with strong media literacy skills will help combat misinformation, promote responsible media consumption, and foster a more informed and critically engaged generation.

Table 4: Pre-Test 1 vs. Pre-Test 2

<i>Test Statistic</i>	<i>Statistic</i>	<i>df</i>	<i>p</i>
Pretest1 vs Pretest 2	-1.41732	31	0.080698

Table 4 presents a comparison between Pre-Test 1 and Pre-Test 2, evaluating whether there was a significant difference in the initial media literacy levels of the students before any intervention was introduced. The test statistic of -1.41732, with 31 degrees of freedom (df), resulted in a p-value of 0.080698. Since the p-value is greater than the 0.05 significance level, it indicates that the difference between the two pre-tests is not statistically significant. This suggests that the students' media literacy levels remained relatively consistent before any external factors, such as the seminar, were introduced. The lack of a meaningful change between the two pre-tests reinforces the idea that natural exposure to media alone does not necessarily enhance media literacy skills without structured learning experiences.

The results highlight the importance of formal media literacy education in improving students' ability to critically analyze and interpret media content. Without targeted interventions, students are unlikely to develop a significantly improved understanding of misinformation, fact-checking techniques, and media bias. This aligns with studies emphasizing the need for structured media literacy programs in educational curricula. Research suggests that passive exposure to media is insufficient in fostering critical thinking skills, and direct educational interventions play a crucial role in shaping students' ability to engage with media responsibly. The findings from Table 4 support the notion that without an intervention, students' media literacy levels

remain stagnant, making structured education a necessary tool for improvement.

Given these insights, it is crucial for educators and institutions to integrate media literacy training into their teaching strategies. Schools should incorporate workshops, interactive discussions, and hands-on activities that challenge students to evaluate news sources, identify biases, and differentiate between credible and misleading information. The findings also suggest that simply increasing students' media consumption is not enough to improve their literacy skills—instead, they need guided instruction and practical applications to effectively navigate the complexities of digital media. Future research could explore the long-term impact of continuous media literacy education, emphasizing how consistent training programs can significantly enhance students' ability to discern factual information from misinformation in today's rapidly evolving media landscape.

Table 5: Pre-Test 2 vs. Post-Test 2

<i>Test Statistic</i>	<i>Statistic</i>	<i>p</i>
Pre-Test 2 vs Post-Test 2	-2.153843	.01957

Table 5 presents the results of a paired-samples t-test conducted to compare the scores from Pre-Test 2 and Post-Test 2. The analysis yielded a statistically significant difference, with a t-value of -2.15 and a p-value of 0.019. Since the p-value is below the 0.05 significance level, the null hypothesis, which suggests that there is no difference between the two tests, can be rejected. This means that the intervention had a measurable impact on improving students' media literacy levels. The significant improvement in scores after the intervention suggests that structured media literacy education effectively enhances students' ability to critically assess and interpret media content. Unlike the results in Table 4, where no significant change was observed between the pre-tests, these findings confirm that targeted interventions play a crucial role in strengthening students' media literacy skills.

Media literacy is an essential skill in today's digital world, as it enables individuals to navigate, evaluate, and interpret media content effectively. According to McNulty (2021)^[8], media literacy is key to distinguishing credible news from misinformation, assessing the purpose and biases behind media messages, and understanding how media influences public perception and decision-making. With the increasing spread of misinformation and digital manipulation, students must be equipped with the ability to critically analyze media sources. This is particularly relevant for younger generations, who consume and share information online daily. Without proper media literacy training, students may be vulnerable to false narratives, propaganda, and misleading information, which can negatively impact their understanding of societal and political issues. The findings from this study reinforce the idea that educational interventions significantly enhance students' ability to assess media critically, making them more informed and responsible consumers of information.

Given the importance of media literacy in the 21st century, integrating structured media literacy programs into school curricula is essential. Schools and educators should focus on interactive and engaging methods such as fact-checking exercises, media analysis projects, and discussions on misinformation to help students develop critical thinking

skills. As the media landscape continues to evolve, adapting media literacy education to emerging digital trends will be vital in ensuring that students remain well-equipped to handle new forms of media and information consumption. Future research should explore the long-term effects of media literacy interventions and identify the most effective strategies for sustaining students' ability to analyze and interpret media critically. By fostering a generation of media-literate individuals, society can work towards reducing the spread of misinformation, promoting informed decision-making, and strengthening democratic values in an increasingly digital world.

Table 6: Post-Test 1 vs. Post-Test 2

Test Statistic	Statistic	df	p
Pre-Test 2 vs. Post-Test 2	1.79972	31	.038385

Table 6 presents the results of an independent-samples t-test, which was conducted to compare the post-test scores of HUMSS 11-A and HUMSS 11-B. The analysis yielded a statistically significant difference, with a t-value of 1.80, $df = 31$, and a p-value of 0.038. Since the p-value is lower than the 0.05 significance level, the null hypothesis, which suggests that there is no difference between the two groups, can be rejected. This means that the media literacy intervention given to HUMSS 11-A had a significant impact on their ability to analyze and interpret media content compared to HUMSS 11-B, who did not receive any intervention. The significant improvement in HUMSS 11-A's post-test scores suggests that structured educational programs play a vital role in enhancing students' media literacy skills and equipping them with the tools necessary to critically evaluate information.

The results align with the findings of Blair *et al.* (2024) [3], which emphasize that media literacy interventions provide individuals with the skills needed to identify and resist misinformation. Unlike other approaches such as debunking and fact-checking, media literacy interventions focus on empowering individuals to recognize misinformation before they believe and share it. These interventions acknowledge that cognitive biases, emotions, and social influences play a role in how people engage with misinformation. In this study, the greater improvement in HUMSS 11-A's performance suggests that equipping students with media literacy skills makes them more discerning consumers of information. Without structured intervention, as seen in HUMSS 11-B, students may struggle to critically assess media content, making them more susceptible to misinformation and biased narratives. The statistically significant difference between the two groups supports the effectiveness of educational interventions in fostering critical thinking and media analysis skills.

Given the proven benefits of media literacy education, it is crucial for educational institutions to integrate media literacy programs into their curricula. Schools should incorporate interactive learning strategies such as real-world case studies, media analysis exercises, and discussions on misinformation to engage students in critical thinking. Additionally, collaborating with media professionals and fact-checking organizations can further enhance students' understanding of how information is produced and disseminated. As digital media continues to evolve, it is essential to equip students with the ability to navigate the complexities of the online world responsibly. Future

research should explore how long-term media literacy training impacts students' ability to resist misinformation over time and determine which teaching strategies yield the most effective results. By fostering a generation of media-literate individuals, society can work towards reducing misinformation, promoting informed decision-making, and strengthening democratic engagement in an increasingly digital world.

Conclusion

The study highlights the significant role of media literacy in identifying factual and false information. The pre-test results showed that HUMSS 11-B had a higher level of media literacy compared to HUMSS 11-A, indicating that prior knowledge plays a crucial role in evaluating information. After conducting an intervention for HUMSS 11-A, their post-test results improved significantly, demonstrating that media literacy programs enhance students' ability to critically assess information and prevent misinformation. The findings suggest that students with a low level of media literacy are more vulnerable to misinformation, while those with a higher level are better equipped to verify the accuracy of the information they encounter.

The results confirm that media literacy interventions have a significant impact on students' ability to distinguish between reliable and false information. The findings also emphasize the importance of integrating media literacy into educational programs to develop students' critical thinking and evaluation skills. By improving media literacy, individuals can avoid spreading misinformation and contribute to a more informed society. Given the increasing digital influence in the 21st century, media literacy education should be prioritized to ensure that students are equipped with the necessary skills to navigate the complex media landscape.

To further strengthen media literacy, the study recommends active student engagement in media literacy programs, teacher involvement in integrating media literacy into curricula, and support from NGOs and government institutions. Encouraging responsible media consumption and fact-checking practices can help mitigate the spread of misinformation. Future research should explore different approaches to media literacy education and its long-term effects on students' ability to analyze and interpret information accurately. Strengthening media literacy skills is essential in building a well-informed and critically aware society.

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