

Prophetic-Humanization Communication among Generation Z on COVID-19 Information

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ABSTRACT

For Generation Z, especially those who study librarianship in the digital age, e-literacy is essential. It refers to using a computer with information, media, moral literacy, and learning and thinking abilities. One of them is how they communicate COVID-19 information. Through the behavior of librarianship students from the seven State Islamic Universities in Indonesia, this study aims to measure the impact of e-literacy on prophetic-humanization communication among Generation Z. With a 9% error rate and a sample size of 116 pupils, stratified random sampling (proportional) was used to acquire the data. The findings strongly correlate information usage behavior, prophetic-humanization communication, and e-literacy. In addition, e-literacy impacts prophetic communication by changing how people use COVID-19 data. Only the level of learning and thinking abilities can fully demonstrate the good and significant impact of e-literacy skills through information behavior on humanization-prophetic communication. This study's relevance is that students should increase their e-literacy to communicate more prophetically and ethically using electronic media.

Keywords: E-literacy; information-seeking behavior; communication ethics

1. INTRODUCTION

The advancement of information and communication technology (ICT) media has brought about several positive impacts, including increased accessibility to diverse sources of information and the ease of information distribution. However, alongside these benefits, there are also negative consequences to consider. One significant concern is the widespread dissemination and consumption of fake news and hoaxes. The COVID-19 pandemic has brought about an accompanying phenomenon known as an "infodemic." This refers to the overwhelming abundance of information surrounding the virus, where some information is accurate while others are not, making it challenging for individuals to discern reliable sources

and obtain trustworthy guidance (World Health Organization, 2020). Consequently, the infodemic can increase anxiety and panic among the general population (Yu et al., 2020).

In the lives of Gen-Z, the Internet has played a significant role. Gen-Z is the generation born from 1997 to 2012 (Dimock, 2019). The main factors influencing the acceptance of fake news due to the use of social media include age (Rampersad & Althiyabi, 2020). The 18–24 year age group is the age group that ranks the second highest among social media user in Indonesia (Nurhayati-Woolf, 2021). These findings show that Gen-Z undergraduate students are easily exposed to fake news and hoaxes due to their age and intensity of using social media.

Research conducted on information reception among Gen-Z individuals in Indonesia during a pandemic has produced varying findings. For example, a study on misinformation about COVID-19 in Indonesia shows that some respondents aged 17 to 25 years still believe the news that COVID-19 is a biological weapon (27.7%), gargling with salt water and vinegar can kill the virus (19.6. %) and the COVID-19 virus will die in the Indonesian climate (13.2%) (Nasir et al., 2020). Meanwhile, another study on health information-seeking behavior related to COVID-19 by Gen-Z in Jakarta showed that they were able to recognize invalid information (63.6%) but still some of them (4.7%) disseminated this invalid information (Roselina et al., 2021). The results of this study prove that individuals have other factors besides information literacy that influence their information behavior in communicating information related to COVID-19.

Effective communication skills are crucial for Gen-Z individuals, particularly for library science students. In addition to general communication skills, the ability to engage in communication that aligns with religious and social values, known as prophetic communication, holds significant importance. This skill set is particularly vital in library service activities, where integrating religious values can enhance humanization (*amar ma'ruf*), liberation (*nahi munkar*), and transcendence (*tu'minu billahi*) (Hak et al., 2018c). Therefore, efforts must be made to teach future librarian students how to apply the Qur'an's principles or values to information and communication behavior in electronic media. One of them is how information literacy abilities might influence prophetic-humanization communication conduct through information usage behavior. As a result, any worries concerning communication conduct that deviates from Islamic guidelines can be effectively avoided.

Studies of prophetic communication that are influenced by literacy and information behavior have been carried out previously, including studies that prove a significant influence of information literacy, learning and thinking abilities, and information behavior affecting prophetic-liberation communication behavior. In contrast, media literacy and moral literacy are owned by UIN Syarif Hidayatullah Jakarta lecturers has no significant (Hak et al., 2018b). Another study (Hak et al., 2018c) proved a significant relationship between media literacy and information behavior in the prophetic communication behavior of lecturers at UIN Syarif Hidayatullah Jakarta.

A person's information behavior can also be seen from his e-literacy. Martin defines e-literacy as computer literacy, information, morals, media, and thinking and learning skills (Secker & Price, 2008). Meanwhile, Indrajit (2005) states that e-literacy is the ability of human resources to master ICT literacy, computer literacy, digital literacy, and information literacy. The spread of the infodemic, both hoax and true but disturbing, will not happen if people have e-literacy because they can evaluate the information by considering ethics. Prophetic values can be used as the basis of ethics when someone uses and disseminates information technology-based messages. E-information literacy programs can improve information seeking behavior

which is part of information behavior, as well as improve evaluation skills for lifelong learning (Bilawar et al., 2017).

Various interconnected factors, including individual characteristics, behavior, and the surrounding environment, influence information selection and utilization. These elements mutually influence one another, shaping the information-seeking process. Bandura's social cognitive theory provides a framework for studying this dynamic interplay (Hak et al., 2018a). In social cognitive theory, these factors are called triadic reciprocal causation, namely: 1) behavioral factors; 2) personal characteristics factors, and 3) environmental factors. These three factors will interact and influence each other with various variations in strength simultaneously and simultaneously. Ultimately, the selection and use process will foster the audience's self-efficacy or knowledge, shaping subsequent communication behavior (Bandura, 1999). The studies on the influence of e-Literacy (information literacy, moral literacy, media literacy, and thinking and learning skills) and information behavior on prophetic communication behavior, especially on the humanization dimension, have not been carried out, especially on Gen-Z e-literacy, behavior information and their prophetic communication behavior related to COVID-19.

This research aims to provide an overview of the impact of information literacy, media literacy, moral literacy, and the ability to learn and think about using electronic COVID-19 information among Gen-Z students in State Islamic Universities. The study will examine both these factors' simultaneous and partial influence on the students' information-seeking behavior. Additionally, the research seeks to explore the influence of information literacy, media literacy, moral literacy, and the ability to learn and think on the prophetic communication behavior of students in terms of the humanization dimension. By examining these relationships, the study aims to shed light on how these factors shape students' communication behaviors, particularly concerning the principles of prophetic communication. The findings of this research will provide valuable insights into the influence of information-related skills and competencies on the use of electronic COVID-19 information among Gen-Z students. It will also contribute to understanding how these factors impact students' communication behaviors, particularly regarding humanization.

2. METHODS

This study adopts a quantitative explanatory research method to explore causal relationships and influences between variables. Specifically, the research examines the impact of the independent variable, e-literacy maturity, on the dependent variable, prophetic communication, with information behavior as the intermediary variable. The e-literacy variable consists of four dimensions: information literacy, media literacy, moral literacy, and learning and thinking skills. Information behavior is limited to the dimensions of media use in meeting COVID-19 information needs. Meanwhile, prophetic communication behavior is limited to only the humanization dimension.

The research subjects were students of the Department of Library and Information Sciences who were born between 1997-2012. There are seven locations namely UIN Syarif Hidayatullah Jakarta, UIN Sunan Kalijaga Yogyakarta, UIN Antasari Banjarmasin, UIN Raden Fatah Palembang, UIN Maulana Malik Ibrahim, UIN Raden Intan Lampung, and IAIN Tulungagung). The reasons for determining this subject include: 1) the students born in the 1997-2012 period as Gen-Z (Pew Research Center); 2) the students have been equipped with

e-literacy, which is integrated with the curriculum; 3) the curriculum integrates general science and Islam.

The number of students can be found in the Ministry of Research, Technology and Higher Education Indonesia database, which is around 2439 students. The number of students in the Library and Information Science Department was taken in early 2021, to be precise in February. The data collection technique used is stratified random sampling (proportional). The sample was taken using the Slovin formula with an error rate of 9 % and resulted in a sample of 116 students with the distribution of sample sizes in each State Islamic Universities as follows: UIN Syarif Hidayatullah Jakarta (33), UIN Sunan Kalijaga (26), UIN Antasari Banjarmasin (11), UIN Raden Fatah Palembang (24), UIN Maulana Malik Ibrahim (8), UIN Raden Intan Lampung (2), and IAIN Tulungagung (12) students.

The data were collected through questions or statements in the research questionnaire. To assist in the smooth distribution of the questionnaire, the researcher has contacted the heads of the study programs or lecturers in each of the selected institutions. The data that has been successfully collected will be analyzed through a path analysis approach using the SPSS 26 application program to see the paths of the equation according to the model developed in this study. This test not only tests the model's linearity but also wants to show the relationship and the magnitude of its influence between the causal variables. The first test will be carried out to see the relationship and the magnitude of the influence of information literacy, media literacy, moral literacy, and learning and thinking skills as dimensions of e-literacy on the use of COVID-19 electronic information in Gen-Z, with a structural equation model 1 with the following formula:

$$Z = P_{x1z} + P_{x2z} + P_{x3z} + P_{x4z} + e_1$$

Next is a test to see the relationship and the magnitude of the influence of information literacy, media literacy, moral literacy, and learning and thinking abilities as dimensions of electronic literacy (e-literacy) through the use of COVID-19 electronic information on the prophetic communication behavior of Gen-Z humanization, with structural equation model 2 with the following formula:

$$Y_1 = P_{x1y_1} + P_{x2y_1} + P_{x3y_1} + P_{x4y_1} + P_{zy_1} + e_2$$

The hypotheses in this study are:

H1: e-Literacy has a simultaneous and significant effect on using electronic COVID-19 information for Gen-Z, partially or simultaneously.

H2: e-Literacy has a simultaneous and significant effect on prophetic-humanization communication by partially or simultaneously using electronic COVID-19 information for Gen-Z.

3. RESULTS AND DISCUSSION

Description of E-Literacy

Information literacy

Nine indicators measure information literacy variable. Table 1 below shows that the indicator that shows the highest average is exploring information according to needs, which is 8.32 from the highest scale of 10. The lowest average number is on the indicator evaluating the results of writing based on input from others, which is 7.59.

Table 1. Description of average information literacy level

Indicator	Mean	Std. Deviation
Identify opportunities and opportunities for self-development	7,91	1,338
Create criteria for self-development and work purposes	7,65	1,372
Reviewing self-development based on work results	7,61	1,382
Accept critique, throwback, or appreciation	8,23	1,373
Evaluate experience and learning to inform future progress	7,96	1,190
Communicating appropriate learning methods for different individuals	7,52	1,354
Generating thinking ideas	7,48	1,495
Explore the possibilities of thinking ideas	7,49	1,489
Try other/new solutions by following the ideas that have been made	7,65	1,294
Adapting ideas of change as a result of continuous reflection	7,56	1,464

Media literacy

According to the findings presented in Table 2, the indicator that demonstrates the highest average score is sending/receiving/editing/storing text messages through various communication media, with a score of 8.49 on a scale of 10. This indicates that participants engage most frequently in this particular communication activity compared to other indicators. On the other hand, the indicator reflecting the lowest average score is submitting reports to relevant parties concerning the content of mass media messages, with an average score of 6.97. This suggests that participants engage in this activity less frequently than other indicators.

Table 2. Description of average media literacy level

Indicator	Mean	Std. Deviation
Using the functions of sending/receiving/editing/storing text messages from various types of communication media	8,49	1,295
Using the functions of sending/receiving/editing/storing images/audio from various types of communication media	8,34	1,298
Using the functions of sending/receiving/editing/storing video messages from various types of communication media	8,29	1,414
Analyzing the benefits of media ownership on the content of mass media messages	7,81	1,244
Analyzing the consequences of the loss of media ownership on the content of mass media messages	7,55	1,429
Knowing the process of compiling the content of mass media messages	7,12	1,710
Knowing the completeness of mass media information	7,36	1,681
Evaluating the content of mass media messages with everyday reality	7,43	1,584
Write down the results of the evaluation of the content of mass media messages	7,37	1,580
Submit reports to related parties regarding the content of mass media messages	6,97	2,051

Moral literacy

Eight indicators measure the moral literacy variable. Table 3 shows that the indicator with the highest average score is the understanding of the risk of legal violations associated with the use of information from certain sources. This indicator has an average score of 7.85, which indicates a relatively high level of awareness among the participants regarding the potential legal consequences of utilizing information from specific sources. On the other hand, the indicator that exhibits the lowest average value is the distinction between correct and false communication media based on Hadith (sayings of Prophet Muhammad). This indicator has an average score of 6.97, suggesting that participants might have a relatively lower understanding or awareness of using the appropriate communication media in accordance with the teachings of Hadith.

Table 3. Description of average moral literacy level

Indicator	Mean	Std. Deviation
Distinguish between correct/wrong use of communication media in accordance with the Law on Information and Electronic Transactions (ITE)	7,63	1,707
Distinguish between the correct/wrong use of communication media in accordance with the Copyright Law	7,59	1,819
Distinguishing the use of right/wrong communication media according to the Qur'an	7,18	1,757
Distinguishing the correct/wrong use of communication media according to the Hadith	6,97	1,801
Understand the legal responsibilities of using information from certain sources	7,57	1,528
Understand the risk of violating the law using information from certain sources	7,85	1,617
Applying the ITE Law and Copyright in the use of information from certain information sources	7,72	1,624
Applying the values of the Qur'an and Hadith in the use of information from certain information sources	7,26	1,785

Learning and thinking skills

Ten indicators measure the literacy variable of learning and thinking ability. Based on the information in Table 4, the indicator with the highest average score is receiving critical input, setbacks, or awards, with a score of 8.23 on a scale of 10. This suggests that participants exhibit a high level of engagement and openness to receiving feedback, setbacks, or recognition from others. On the other hand, the indicator that demonstrates the lowest average score is generating thinking ideas, with an average score of 7.48. This indicates that participants might face some challenges or exhibit a relatively lower ability to generate innovative or creative ideas.

Table 4. Description of the average level of learning and thinking skills

Indicator	Mean	Std. Deviation
Identify opportunities and opportunities for self-development	7,91	1,338
Create criteria for self-development and work purposes	7,65	1,372
Reviewing self-development based on work results	7,61	1,382
Accept critique, throwback, or appreciation	8,23	1,373
Evaluate experience and learning to inform future progress	7,96	1,190
Communicating appropriate learning methods for different individuals	7,52	1,354
Generating thinking ideas	7,48	1,495
Explore the possibilities of thinking ideas	7,49	1,489
Try other/new solutions by following the ideas that have been made	7,65	1,294
Adapting ideas of change as a result of continuous reflection	7,56	1,464

Behavior of using COVID-19 information

Eight indicators measure the COVID-19 Information Use Behavior Variable. Based on the data presented in Table 5, the indicator with the highest average score uses the information to satisfy curiosity and general interest. This indicator has an average score of 8.75 on a scale 10, indicating that participants frequently seek information to fulfill their curiosity and explore topics of general interest. On the other hand, the indicator with the lowest average score uses information about COVID-19 to release tension and fulfill desires. This indicator has an average score of 7.37, suggesting that participants may be less inclined to use COVID-19-related information to alleviate stress or fulfill personal desires.

Table 5. Description of average information usage behavior

Indicator	Mean	Std. Deviation
Using electronic media to search for Covid-19 news in the surrounding environment, society, and the world	8,52	1,495
Using information to satisfy curiosity and general interest	8,75	1,102
Using Covid-19 information to seek advice on various practical issues, or opinions, and matters relating to choose	8,16	1,484
Confirming the accuracy of Covid-19 information from the author's side so that they are wiser in dealing with various events	7,91	1,558
Confirming the accuracy of Covid-19 information from the point of view of the reference source so that it is wiser in dealing with various events	8,20	1,353
Using Covid-19 information to strengthen your credibility and status	7,68	1,569
Using Covid-19 information for communication with family, community, and friends	7,82	1,702
Using Covid-19 information to release tension and passion	7,37	1,757

Prophetic-humanized communication

Ten indicators measure the variable of prophetic-humanization communication in electronic media.

Table 6. Description of the average humanization-prophetic communication behavior

Indicator	Mean	Std. Deviation
Greet first in conveying news or opinions about Covid-19	7,06	2,156
Include an apology in advance in conveying news or opinions about Covid-19	7,17	1,984
Convey news or opinions about Covid-19 in a polite and courteous manner	7,95	1,641
Really careful using slang in conveying news or opinions about Covid-19	8,07	1,597
Avoiding obscene writing in conveying news or opinions about Covid-19	8,49	1,442
Responding to criticism in conveying news or opinions about Covid-19 with symbols (text, images, audio or icons) that are good to show intelligence and patience	7,99	1,466
Avoid excessive writing in conveying news or opinions about Covid-19	8,33	1,263
Avoid storing/redistributing excessive text messages, images, audio or joke icons in conveying news or opinions about Covid-19	8,41	1,549
Write text messages, images, audio or icons that are useful in conveying news or opinions about Covid-19	8,07	1,581
Include a thank you message in the form of text, image, audio or icon to end the communication	8,13	1,623

According to the data presented in Table 6, the indicator with the highest average score is avoiding obscene writing when conveying news or opinions about COVID-19. This indicator has an average score of 8.49 on a scale 10, indicating a high level of adherence to professional and ethical standards in communication. On the other hand, the indicator with the lowest average score is greeting first when conveying news or opinions about COVID-19. This indicator has an average score of 7.06, suggesting that participants may be less inclined to prioritize greetings or formalities in their communication regarding COVID-19-related news or opinions.

Normality test

The results of the One-Sample Kolmogorov-Smirnov Test can be seen in the normality of the e-Literacy relationship with information behavior. The value of Sig. 0.187 was provided that the value of Sig. greater than 0.05 then the data is normally distributed. Then, the Test for the variables of information literacy maturity, media literacy, moral literacy, learning & thinking ability, and information behavior on prophetic-humanization communication behavior can be seen in sig value (0.2) greater than 0.05. So, it can be concluded that the results of the data tested are normally distributed.

Correlation test

Furthermore, the correlation test for e-literacy variables, information behavior, and prophetic communication behavior can be seen in table 9 below. Based on the table, the correlation value is obtained between the sub-variable values of information literacy, media literacy, moral literacy, learning and thinking ability, information behavior, and prophetic-humanization communication behavior.

Table 7. Correlation test

		Total X2	Total X3	Total X4	Total Z	Total Y1	Total Y2	Total Y3
Total X1	Pearson Correlation	,776**	,663**	,761**	,644**	,571**	,589**	,350**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000
	N	116	116	116	116	116	116	116
Total X2	Pearson Correlation		,688**	,815**	,666**	,643**	,557**	,335**
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000
	N		116	116	116	116	116	116
Total X3	Pearson Correlation			,711**	,549**	,507**	,503**	,404**
	Sig. (2-tailed)			,000	,000	,000	,000	,000
	N			116	116	116	116	116
Total X4	Pearson Correlation				,691**	,691**	,646**	,422**
	Sig. (2-tailed)				,000	,000	,000	,000
	N				116	116	116	116
Total Z	Pearson Correlation					,757**	,759**	,569**
	Sig. (2-tailed)					,000	,000	,000
	N					116	116	116
Total Y1	Pearson Correlation						,787**	,591**
	Sig. (2-tailed)						,000	,000
	N						116	116
Total Y2	Pearson Correlation							,691**
	Sig. (2-tailed)							,000
	N							116

Based on the information provided and the calculations, the correlation value between the sub-variables of information literacy and media literacy is 0.776. This indicates a strong and positive correlation between these two variables. In other words, when the level of information literacy is high, the level of media literacy is also high. The correlation is statistically significant, as evidenced by the p-value of 0.000, which is less than the significance level of 0.05. Similarly, for the other variables, except for the correlation between the sub-variables of information literacy and prophetic-humanization communication behavior (0.571) and the sub-variables of moral literacy and prophetic-humanization communication behavior (0.507), the correlations are fairly strong and unidirectional. These findings suggest that there is a strong association between information literacy and media literacy, indicating that individuals with higher information literacy tend to have higher media literacy skills.

Path analysis test

The results of the test of the effect of the maturity level of e-literacy on the behavior of the information below are to test hypothesis 1, either simultaneously or partially with the following structural equation 1 formula:

$$Z = pzx1 + pzx2 + pzx3 + pzx4 + pze1$$

The overall hypothesis for the structural equation 1: X1, X2, X3, and X4 to Z.

H0: Maturity level of information literacy (X1), media literacy (X2), moral literacy (X3), and learning & thinking ability (X4) do not affect information behavior (Z).

H1: The maturity level of information literacy (X1), media literacy (X2), moral literacy (X3), and learning & thinking skills (X4) affect information behavior (Z).

The statistical hypothesis is formulated as follows:

$$H0: pzx1 = pzx2 = pzx3 = pzx4 = 0$$

$$H1: pzx1 \neq pzx2 \neq pzx3 \neq pzx4 \neq 0$$

The influence of information literacy, media literacy, moral literacy, and learning and thinking ability on the use of Generation Z electronic media in responding to COVID-19 information

Table 8. Model summary

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	,723 ^a	,523	,506	6,694

a. Predictors: (Constant), TotalX4, TotalX3, TotalX1, TotalX2

Table 8 reveals that the coefficient of determination (R-squared) value is 0.523. This value indicates the extent to which the combined variables of information literacy, media literacy, moral literacy, and the ability to learn & think skills collectively influence the utilization of electronic media by Generation Z in responding to COVID-19 information. by calculating the Termination Coefficient (KD) using the formula as following:

$$KD = r^2 \times 100 \%$$

$$KD = 0.523 \times 100 \% = 52.3 \%$$

This value means that the influence of the maturity level of information literacy, media literacy, moral literacy, and the ability to learn & think simultaneously on information behavior is 52.3 %. The remaining 47.7 % (100 % - 52.3 %) is influenced by other factors. In other words, the variability of the use of gen-Z electronic media in responding to COVID-19 information which can be explained by using the variables of information literacy maturity level, media literacy, moral literacy, and learning and thinking ability is 52.3 %, while the effect is 47.7 % caused by factors other than this model.

Table 9. ANNOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5451,372	4	1362,843	30,410	,000 ^b
Residual	4974,585	111	44,816		
Total	10425,957	115			

a. Dependent Variable: TotalZ

b. Predictors: (Constant), TotalX4, TotalX3, TotalX1, TotalX2

According to Table 9, the F-research value is 30,410 with a probability value (Sig.) of 0.000. Based on the given criteria, if the significance value (Sig.) is less than 0.05, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. Therefore, it can be concluded that the maturity level of information literacy, media literacy, moral literacy, and the ability to learn and think collectively significantly influence

Table 10. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14,844	4,779		3,106	,002
	TotalX1	,195	,112	,197	1,745	,084
	TotalX2	,156	,095	,207	1,635	,105
	TotalX3	,019	,082	,023	,236	,814
	TotalX4	,292	,104	,356	2,818	,006

a. Dependent Variable: TotalZ

To see how much influence the maturity level of information literacy, media literacy, moral literacy, and learning and thinking abilities partially have on the use of Gen-Z electronic media, table 10 above shows the results of the Standardized Coefficient or Beta values for each variable. The influence of information literacy on the use of electronic media by Gen-Z. The research hypothesis is formulated as follows:

H0: Information literacy has no effect on the use of Gen-Z electronic media.

H1: There is an effect of information literacy on the use of Gen-Z electronic media.

The statistical hypothesis is formulated as follows:

H0: $\rho_{zx1} = 0$

H1: $\rho_{zx1} \neq 0$

Based on Table 10 for aspects of learning and thinking skills, the value of Sig. 0.006, where the value is smaller than the probability value of 0.05, or $0.015 < 0.05$, so that H0 is rejected and H1 is accepted, meaning the path coefficient is significant. Thus, the ability to learn and think significantly affects the use of electronic media in Gen-Z. Based on the statistical results of the influence test, simultaneously, electronic literacy (information literacy, media literacy, moral literacy, and learning ability) has a positive and significant effect on the use of electronic media by Library Science Study Program students at the State Islamic Universities in responding to COVID-19 information. This can be seen in the model image below.

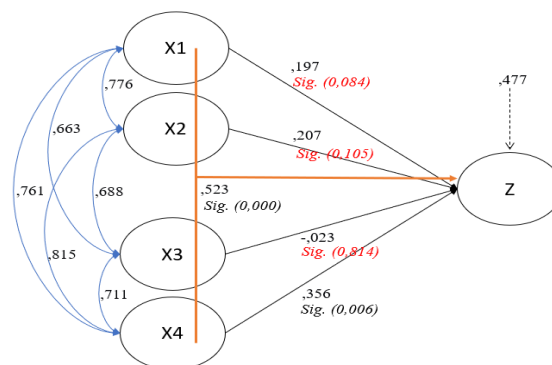


Figure 1. The influence of information literacy, media literacy, moral literacy, and learning and thinking ability on the use of electronic COVID-19 information on Generation Z

Causal effects of empirical information literacy, media literacy, moral literacy, learning and thinking ability through the use of electronic media on Generation Z's prophetic-humanization communication behavior in responding to covid-19 information

The discussion in this section tries to answer the research objectives of how much the level of information literacy, media literacy, moral literacy, learning and thinking abilities as e-literacy sub-variables through the use of electronic media affects the prophetic-humanization communication behavior of students of the Library Science study program at the State Islamic Universities in responding to COVID-19 information. This can be seen in the image below.

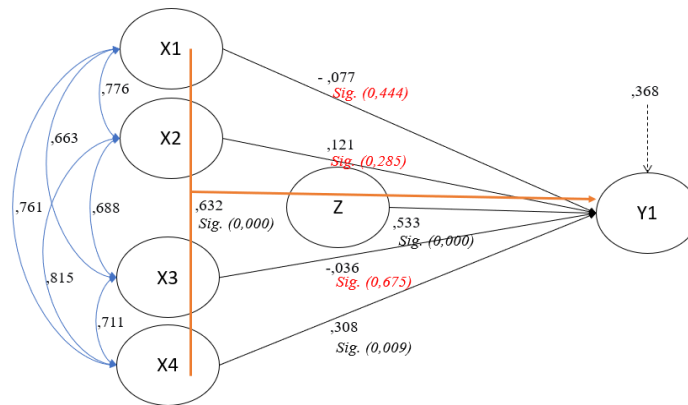


Figure 2. Causal effects of empirical information literacy, media literacy, moral literacy, learning and thinking ability through the use of electronic media on generation z's prophetic-humanization communication behavior in responding to covid-19 information

Figure 2 illustrates a positive and significant effect of the level of e-literacy (including information literacy, media literacy, moral literacy, and learning and thinking skills) through the use of electronic media on prophetic-humanization communication behavior when considered collectively. These findings indicate that the relationship among them through the use of electronic media cannot be separated from one another in their influence on prophetic-humanization communication behavior for students of the Library Science study program at the State Islamic Universities. This proves that simultaneously prophetic-humanization communication behavior is positively and significantly influenced by the level of information literacy, media literacy, moral literacy, and the ability to learn and think through the use of electronic media. Meanwhile, only learning and thinking ability variables directly show a positive and significant influence on prophetic-humanization communication behavior for students of the Library Science Study Program at the State Islamic Universities. While information literacy, media literacy, and moral literacy are not significant, even for information literacy and moral literacy there is a tendency to have a negative effect on prophetic-humanization communication behavior.

This finding is different from Hak's study (2018) conducted on UIN Jakarta lecturers, that only moral literacy and information behavior variables directly showed a positive and significant influence on prophetic-humanization communication behavior for UIN Syarif Hidayatullah Jakarta lecturers. While information literacy and learning and thinking skills are not significant, even for media literacy, there is a tendency to affect prophetic-humanization communication behavior negatively. It is assumed that the difference in a generation is one of the causes of the difference in the results of this study.

Cappello (2017) reveals that the term literacy, when associated with information technology has developed. Several literacy terms emerged along with the development of information technology, including audiovisual, media, digital, information, and other literacy, which basically requires people to think critically about social, economic, and cultural issues and other aspects of life. One of the literacy terms that appears is e-literacy. Martin argues that e-literacy as a computer literacy capability integrated with information literacy, moral literacy, media literacy, and the ability to learn and think has become a component that cannot be separated for every individual in this era of electronic media.

Bryant and Thompson refer to Bandura's social cognitive theory asserting that human behavior comes from knowledge (mental function) (Morissan, 2016). In this case, Bandura revealed that a person as a mass media user will get a lot of knowledge, skills, experience, and social values and moral principles from information models (such as text, audio, or video) to be used as a basis for action in the community in the future (Sumadiria, 2014). This is reinforced by the Uses and Gratifications theory which illustrates that the motivation to use communication media is influenced by individual and environmental factors which will ultimately give birth to satisfaction or knowledge for the audience. When the audience takes the initiative to use the media based on certain goals or motives. Audiences consciously exercise options on the use and benefits of the media they use. Also, the drive and level of need for media involve the social conditions in which they are located. One of them is a social condition that sometimes creates certain values that are emphasized and reinforced by the use of media (Morissan, 2016).

Furthermore, the media can also provide examples and motivate certain actions based on personal values or behavioral standards that refer to certain values that apply to the social system. In this case, the media can have a disinhibitory effect on someone. It is the values that a person has that will ultimately determine the satisfaction to do or not to carry out this prophetic-humanization communication behavior.

4. CONCLUSION

The prophetic behavior of students in the Library and Information Science Study Program at State Islamic Universities is significantly influenced by their e-literacy maturity in utilizing electronic media, accounting for 52.3% of the influence. The remaining 47.7% is attributed to other factors. This is evident in the strong correlation between high levels of e-literacy maturity and high prophetic communication behavior, indicating that proficiency in using electronic media plays a crucial role in fostering prophetic behavior. The e-literacy of students, encompassing information literacy, media literacy, moral literacy, and learning and thinking skills, through their information behavior significantly influences prophetic-humanization communication behavior. However, when examined individually, only the level of learning and thinking abilities positively and significantly impact prophetic communication. The distinct effects of each sub-variable suggest the need for different approaches to enhance prophetic communication behavior. Nonetheless, it is important to recognize that integrated literacy, including information, media, moral, and learning and thinking skills, should not be treated in isolation. These literacies work together to enhance one's characteristics in improving prophetic-humanization communication behavior through information behavior.

This research provides a solid foundation for future studies with different research subjects and broader geographical coverage. Researchers can build upon this research by exploring new concepts, developing alternative measurements, and employing different

methodologies. By expanding the scope and considering various factors, future studies can provide a deeper understanding of the topic and contribute to the existing knowledge in the field.

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