

# ANALYSIS OF CHILDREN'S BEHAVIOR IN ABSORBING INFORMATION WITHOUT CLARIFICATION IN THE STORY BOOK *SAVE YOURSELF* BY DEWI CHOLIDATUL AND OMEGA HANIFA

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**Abstract.** This study aims to analyze children's behavior in absorbing information without clarification described in the storybook *Save Yourself* by Dewi Cholidatul and Omega Hanifa. The development of digital technology allows children to access information easily, but they often do not have the critical thinking skills to verify the truth of information. The method used in this study is a literature review, which analyzes the content of stories, characters, and moral values based on child development theory and digital literacy. The results of the study show that the main character, Dun, believes information about an asteroid that will hit the city without checking the truth, thus spreading panic. However, after getting clarification, Dun learned to think more critically and responsibly in receiving and disseminating information. This learning reflects the importance of digital literacy and moral education to teach children to be more careful in filtering information. In conclusion, digital and moral literacy education applied through story media can help children to develop critical, responsible, and wise thinking skills in dealing with information in the digital era.

**Keywords:** children' s behavior, digital literacy, information clarification

## INTRODUCTION

The development of information and communication technology has brought about a major change in the way children acquire knowledge. Access to digital media makes information very accessible, even by early childhood. According to Wulandari & Nasrul (2021), children in the preoperational stage of cognitive development have a way of thinking that is still concrete and tend to judge things from the outside world. This condition causes children to often receive information raw without questioning the source or truth. In the digital context, this phenomenon is a serious challenge because children can be quickly exposed to fake news (hoaxes) without having adequate clarifying skills. Piaget emphasized that at an early age, children's logical thinking skills are not yet fully formed so that they are more easily influenced by emotions than rationality. Bandura through social learning theory explains that children learn from what they see and hear, including from digital media and illustrated stories. Therefore, children's storybooks such as *Save Yourself* has an important role as a means of moral learning and digital literacy. This story helps children understand that every piece of information needs to be checked for truth before it is believed or disseminated, so that it can foster careful and responsible behavior from an early age (Cici Sintia Dewi et al., 2024) .

In daily life, the phenomenon of children who easily trust information from digital media without clarification is increasingly found. Based on the report *Ministry of Communication and Information Technology* (2023), around 60% of children aged 7–12 years in Indonesia use the internet every day, mainly to watch videos, play games, and access children's social

media. However, most of them do not yet have the digital literacy ability to verify the information received. This results in the emergence of a tendency to believe information that is not necessarily true, even to the point of redistributing it without critical consideration. Firdausi et al. (2025) reveals that children often trust online content because they judge it based on visual appeal, not on reliability (Cici Sintia Dewi et al., 2024) Source. Similar findings were put forward by Fajria et al (2025) which explains that the ease of digital access is not accompanied by children's reflective ability to manage information. In Indonesia, Chandrawangsa (2025) It found that early childhood still has difficulty understanding the difference between facts and opinions, so they tend to copy or share information without clarification, especially when the information comes from people they trust.

This statement is reflected in the book *Save Yourself* work Goddess Cholidatul and Omega Hanifa (2022), which realistically describes children's behavior in the face of false information. The main character in the story believes the news about an asteroid that will hit the city without reading its contents in its entirety, then spreads it to cause panic. But in the end, the character learns to verify information first before believing it. This story is an empirical representation of children's social phenomena in the digital era as well as an educational means to instill the value of caution and information literacy from an early age (Ayuni et al., 2022). Various research results show that children have a high tendency to receive digital information without clarifying the source. According to Norfaujiah & Gofur (2025), elementary school-age children often trust online information because of their limited critical thinking skills and lack of experience in recognizing the credibility of sources. Meanwhile, the study Salwa (2025) It found that children tend to imitate the behavior they see in digital media, including in terms of disseminating information without checking the veracity of the content. This phenomenon shows that children's digital behavior is greatly influenced by the social environment and media they consume.

In addition, the results of the study Dewa et al (2025) revealed that exposure to technology from an early age affects the way children process and understand information. Children often consider every information that appears on the screen of a device as something true because of trust in technological authority. In Indonesia, research Dwi & Iskandar (2025) It shows that the level of early childhood digital literacy is still low, especially in terms of the ability to evaluate and verify information. This reinforces the importance of learning digital and moral literacy through children's story media that is appropriate to their stages of cognitive development. Widyastuti & Muwa (2025) emphasized that character education needs to be integrated in every form of learning, including through the medium of illustrated stories. Book *Save Yourself* It is a concrete example of how children's literary works can be used as a means of internalizing the value of prudence in receiving information. This story not only describes the behavior of children who are easy to believe, but also presents a process of moral learning and reflection that encourages children to think critically (Kale et al., 2025). Thus, this research is firmly rooted in the findings of previous research and expands its application in the context of character education and early childhood digital literacy.

This research focuses on children's behavior in absorbing information without clarifying as described in the book *Save Yourself*, the impact caused by the dissemination of information without clarification on the child characters in the story, and the form of behavioral control in absorbing the information displayed in the book. This study aims to describe children's behavior in absorbing information without clarification as depicted in the book *Save Yourself*, analyzing the impact of disseminating information without clarification on the children's characters in the story, and identifying forms of behavioral control in absorbing information so that children learn to be careful in receiving and disseminating news.

## RESEARCH METHOD

The research methods used in this study are *Literature review (Library Research)*, which is a descriptive qualitative approach to collecting, analyzing, and evaluating literature related to research topics Nartin et al (2024). This process begins with the identification of relevant key terms, the search for literature from various sources such as books, scientific journals, and articles, and the organization of literature based on a specific theme or topic. After that, a critical analysis of the literature found is carried out to identify knowledge gaps, develop arguments, and build a strong theoretical foundation for research. This method allows researchers to understand the theoretical and practical context of the topic being researched, as well as to contribute to the development of science in the field.

In the context of this research, a literature review was conducted by focusing on the analysis of the content of the children's storybook *Save Yourself* by Dewi Cholidatul and Omega Hanifa. The researcher collected and analyzed various literature that discussed children's behavior in absorbing information, digital literacy, and moral education. In addition, theories of child development and digital literacy are used as a framework to understand how the children in the story receive and disseminate information without clarification. Through this literature review, it is hoped that a deep understanding of children's behavior in dealing with information in the digital era can be obtained and how storybooks can be an educational means to instill critical values and responsibility.

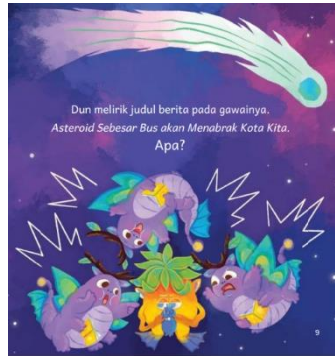
## RESULT AND ANALYSIS

The results of this study show that children's behavior in receiving and disseminating information without clarification, as described through the character Dun in the book *Save Yourself*, is closely related to their simple stages of cognitive development so that they tend to trust information without critical evaluation. When Dun spread the word about the asteroid without verification, it sparked panic in his environment and illustrated how much inaccurate information affects individuals and societies. However, the reflection process shown by Dun after knowing the truth of the news shows that children can learn from mistakes to become more careful in trusting and disseminating information. This story teaches the importance of digital literacy, responsibility, and critical thinking skills from an early age, and emphasizes that children's books can be an effective educational tool in helping children understand how to filter information, verify the truth, and avoid the spread of hoaxes in the digital era.

### 1. Children's Behavior in Absorbing Information Without Clarification

Children, especially at an early age, have a tendency to receive information without first clarifying. This is due to their limited stage of cognitive development. At this age, children are more likely to receive information based on outward appearances without questioning its accuracy or source (Dewa et al., 2025). As depicted in the story *Save Yourself*, the main character of Dun immediately believed the news about an asteroid that would hit the city without reading or understanding the content of the news in its entirety. It illustrates how children do not yet have the critical thinking skills necessary to evaluate information objectively. In the preoperational age, children judge things more based on personal experiences or information received directly from others, including the media. They have not fully understood the concept of verification or clarification of information (Salwa, 2025). Therefore, they are more easily influenced by the media, which often present information in

an interesting or frightening way, such as striking images and headlines. This leaves children vulnerable to information that is not clear to the truth, as shown in the story (Afiyanti, 2022).



**Figure 1. Dun immediately believed the news about an asteroid that was about to hit the city.**

Spreading information without clarification can have unintended consequences, especially if the information is false or misleading. In this case, when Dun spread the news about the asteroid, panic broke out in the community. It shows how the behavior of receiving and disseminating information without clarification can lead to unnecessary confusion or anxiety (Falaah, Miftakhul, Nirfadhilah, 2021). Therefore, it is important for children to be taught how to verify the information they receive, so that they can make smarter decisions. To address this issue, digital literacy education is essential (Norfaujiah & Gofur, 2025). By improving children's understanding of how to search, evaluate, and verify the information received, they can develop critical attitudes in interacting with media and technology. Digital literacy not only teaches children about the use of technology, but also about how to be smart and responsible consumers of information (Firdausi et al., 2025).

## **2. The Impact of the Dissemination of Information Without Clarification on the Child Characters in the Story**

The spread of misinformation, as happened to the character Dun in the story *Save Yourself*, can cause far-reaching impacts on individuals and society. In the story, panic occurred among the residents due to information spread without clarification about the asteroid that was about to hit the city. The Dun figure, who only receives information without questioning its truth, is at the center of this problem. This illustrates how easily misinformation can spread, especially when there is no effort to verify its truth first (Silalahi et al., 2025).



**Figure 2. Panic occurred among residents due to information being disseminated without clarification about the asteroid that was about to hit the city.**

The impact of the spread of misinformation is not only felt by the individuals involved in the dissemination of such information, but also by the surrounding community. When children or adults spread misinformation, they influence others to believe and spread the information further (Kristina et al., 2024). In this story, the panic that occurred among the residents was a direct result of the inaccuracy of the Dun in checking the truth of the information disseminated. In addition, the feeling of remorse felt by Dun after learning that the information he was spreading was false shows the psychological impact that may be felt by children who unknowingly spread false information. They may feel guilty or confused for not understanding the consequences of their actions (Tuharea et al., 2025). The moral lesson contained in this story is the importance of personal accountability in receiving and disseminating information, and how such mistakes can be a learning to think more critically (Nurhaswinda et al., 2025). The psychological and social impact of this unverified dissemination of information underscores the need for digital literacy education. Children who are taught to verify information before trusting it or spreading it will be able to reduce the negative impact it causes. Digital literacy taught from an early age will equip children with the skills to process information more carefully and critically (Dwi & Iskandar, 2025).

### 3. Forms of Behavior Control in Absorbing Information Displayed in Books

Control of children's behavior in absorbing information can be done by instilling critical values from an early age, which are described in the book *Save Yourself*. In this story, Dun who was initially easy to believe and spread information without clarification finally learns to think more carefully. This behavior control is essential to help children avoid the negative impact of the spread of false information, which is increasingly common in this digital age (Nilapancuran et al., 2025). Moral education and digital literacy can help children to develop the habit of verifying information before trusting it or disseminating it (Al Ayyubi et al., 2024). In this story, the moral values taught to Dun, such as the importance of responsibility and prudence, are very relevant in the context of the digital world. Children who are given knowledge of how to examine sources of information and understand the impact of spreading misinformation will be better able to control their behavior in the face of information (Norfauijah & Gofur, 2025).



**Figure 3. Dun who was initially easy to believe and disseminate information without clarification eventually learned to think more carefully.**

In addition, parents and educators have a very important role in directing children to develop these skills. By setting a good example and discussing with children the importance of verifying information, they can form critical habits in accessing media (Nilapancuran et al., 2025). In families and schools, children need to be encouraged to talk about the information they receive, as well as be taught not to immediately believe everything they see or hear in

digital media (Amalia et al., 2023). With the right approach, as depicted in the story *Save Yourself*, children can be taught to be more careful and responsible in receiving and disseminating information. Digital literacy education accompanied by moral learning can equip them with skills that will be useful not only in the digital world, but also in their daily lives (Fajria et al., 2025). With this discussion, it is hoped that it can provide a clearer picture of children's behavior in absorbing information without clarification, its impact, and the importance of controlling this behavior through moral education and digital literacy (Mau & Gabriela, 2021).

## CONCLUSION

The conclusion of the results of this study shows that children's behavior in absorbing information without clarification can cause significant impacts, both for themselves and the surrounding community. Through the analysis of the stories in the book *Save Yourself*, it was found that children tend to receive information without verifying the truth first, which can trigger panic and confusion when the information disseminated turns out to be false. However, this story also illustrates the importance of the process of moral learning and self-reflection that can teach children to be more careful in filtering information. Therefore, digital and moral literacy education from an early age is essential to help children develop critical, responsible, and wise thinking skills in receiving and disseminating information in the digital era.

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