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ISP652 – ETHICAL, SOCIAL AND PROFESSIONAL ISSUES

TERM PAPER ASSIGNMENT

TITLE: THE IMPACT OF DISINFORMATION ON SOCIETY

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1.0 INTRODUCTION

In today's digital age, the routine use of the internet and social media has facilitated the rapid increase of disinformation, which is information that is classified as untrue and false information and is done with the intention of deceiving or misleading others that can entails the deliberate establishment of ignorance in a society (Simion, 2024; Wardle & Derakhshan, 2017). Therefore, this study aims to examine the theoretical perspective and public perception of disinformation by combining library research and online surveys to examine the ethical, social and professional implications in ICT. It also leads to an in-depth understanding of how to deal with disinformation by combining academic literature with real data to emphasize the importance of ethical awareness and professional responsibility. This study will begin with a background and literature review on disinformation and its evolution in the digital era. The next section discusses the main issues and perspectives on disinformation. The evaluation and discussion of the results followed by presenting the research methodology and findings. Finally, a summary for ICT professionals and policymakers complement this study.

2.0 BACKGROUND RESEARCH

Disinformation, according to Kruijver et al. (2025), is a situation that creates falsehoods on the internet which not only affects the daily activities of users but also affects people and contributes to harmful action. Additionally, it spread easily within the community through the information sharing (Chandra & Maydian, 2021). Although disinformation existed before the advent of the Internet, the rapid development of Information and Communication Technology (ICT) had fundamentally changed the impact of disinformation. It is because in the past, the government could employ editorial control over mass media and physical distribution channels to stop the spread of disinformation. This can be proven by Shaarin et al. (2025), where the Malaysian government continues to control conventional media after independence on 31 August 1957 by using laws such as the Sedition Act 1948 and the Printing Press and Publications 1984. However, disinformation has been able to spread widely without cross borders because of the development of the Internet, social networking sites and mobile technologies. According to a survey conducted by Jabatan Penerangan Malaysia (2023), Facebook was the top social media platform for spreading disinformation in 2023, followed by WhatsApp (26.66%) and TikTok (11.34%). According to the research made by World Economic Forum (2025), disinformation and misinformation rank fourth in the Current Global Risk Landscape for the Global Risks Perception Survey 2024-2025 (GRPS) study.

Nowadays, with the advancement of technology, social media posts and messages found in social media applications and websites have become a breeding ground for the spread of disinformation. It is because the public posts news without checking the authenticity of the information because it has been shared by their friends and relatives or through random posts on the homepage of social media applications. The problem of false information can cause a lot of harm to society. For example, Jing et al. (2023) claims that in April 2020, during the COVID-19 pandemic, posts on Weibo and Twitter stated that a volunteer in the UK had died after receiving a vaccination. This has led to people now being afraid and distrustful of vaccines, which has encouraged more vaccine trials (Thanh Le et al., 2020). Unlike traditional media, digital platforms are seen as lacking full control over the spread of disinformation that can now be widely disseminated. The use of social bots, which target specific audiences and content displayed in users' feeds based on platform algorithms through paid campaigns, exacerbates the problem of the spread of disinformation being difficult to detect (Jing et al., 2023; Shao et al., 2018; Stöcker, 2020). The literature attests to the fact that fake news propagates much more readily and more intensely than truth in all media (Vosoughi et al.,

2018). Moreover, the dissemination of such news is usually motivated by issues such as populist beliefs and the feeling of unity against alleged elites (Wintterlin et al., 2023a).

3.0 ISSUES OF THE IMPACT OF DISINFORMATION ON SOCIETY

The rapid growth of modern technology has drastically changed the way society creates and disseminates information. This section discusses the key issues that arise from the impact of the spread of disinformation on society.

3.1 Threat to Public Health and Human Life

Among the most critical impacts of the spread of disinformation is the threat to public safety and health. This can be demonstrated through Wang et al. (2019) where the widespread dissemination of health disinformation on social media has been a catalyst for anti-vaccine groups to spread false information about immunization. This threat can be considered dangerous because it can both undermine public health well-being and influence people to put themselves at risk by making dangerous decisions. It makes the public health sector vulnerable to outside influences that, if not addressed, could result in significant financial and reputational losses (Hani et al., 2023). This issue is further exacerbated by social media algorithms, which can now match the speed and reach of online social network communications with highly complex personalized targeting systems (Kruijver et al., 2025).

Not only that, the spread of disinformation about health through social media platforms has increased fear and panic in society. According to a study conducted by Wang et al. (2019), there is broad agreement among the articles reviewed that false information is more prevalent on social media than authentic information and that its narrative often raises concerns, fears, and distrust of organizations. Disinformation can also spread more easily than official government announcements through health authorities during health crises such as the COVID-19 pandemic where it can erode public trust in governments (Kruijver et al., 2025). Furthermore, the World Health Organization (WHO) has referred the rise in disinformation due to COVID-19 as an international ‘infodemic’ due to the degree of uncertainty surrounding the virus, to which scientists are unable to respond quickly, which serves as the creation and spread of disinformation (Kruijver et al., 2025; Sánchez del Vas & Tuñón Navarro, 2024). For example, through a news article issued by BERNAMA (2023), a false claim that the COVID-19 vaccine contains an identification chip that can be accessed via a device and that it is fatal has spread on Facebook. This circumstance can undoubtedly erode public confidence in health authorities, making it more challenging to carry out government-mandated health policies intended to enhance public health.

3.2 Violation of Human Agency

In addition, a critical issue that impacts disinformation spread is the violation of human agency. According to Bandura (2006), human agency refers to the ability of humans to proactively organize decisions that can affect their own lives. However, from a socio-ethical perspective, human agency is the ability of individuals to make autonomous decisions based on accurate information. Based on research conducted by Patel & Constantiou (2020), it explains human agency by identifying three main roles played by humans in the spread of disinformation, namely: Persuasive agents (those who produce or spread false information), Viral agents (those who receive false information) and Cognitively Inoculated agents (those who are strong with false information). However, according to Kruijver et al. (2025), disinformation can also be spread by two agents: human agents and non-human agents. Human agents are tasked with initiating and publishing content directly on any social media platform,

while non-human agents are automated and enable large-scale content creation and sharing (Kruijver et al., 2025).

Disinformation spread by irresponsible parties can also influence the perceptions and emotions of users through targeted algorithms present on social media platforms. Clemons et al. (2025b) argues that the spread of disinformation now uses individuals' personal information to carefully craft stories with the aim of manipulating users. In the same context, Clemons et al. (2025b) argues that this spread can also destroy social cohesion and can pose an existential threat to human civilization. In the context of ICT, this approach is considered to have violated ICT ethics since it removes user control by influencing them during the decision-making process and makes people programmed for the benefit of certain parties. Additionally, it also endangers ICT professionals by turning users into passive recipients by accepting disinformation outright and not thoughtful decisions.

3.3 Social Polarization

Social polarization also contributes to the impact of disinformation in society, where disinformation often serves as a catalyst for more extreme views and narratives that divide society by creating conflicts that touch on sensitive societal issues. It is because when some parties use populist disinformation for profit, as Wintterlin et al. (2023b) points out, disinformation is done with two goals: to blame elites for dishonesty and to express boundaries in a people-centered way. In this situation, disinformation can also be used as a communication tool to present anti-elitist news and attract public attention. When individuals are exposed to biased information that is consistent with their existing beliefs, they will be less tolerant of perspectives that differ from theirs and less receptive to the opinions of people who disagree with them.

In addition, it will have a "macro effect" on society, where according to Kruijver et al. (2025), a macro effect is a situation where individual beliefs about news consumption become more biased, creating a polarization effect in society in stages. It occurs because there is a division in society that forms groups due to different ideologies such as political ideologies and they considering themselves to be right group than compared to other groups. The presence of social media algorithms further exacerbates the situation by creating "echo chambers" where group members repeatedly share information with each other, causing other members to read and share the same message (Kruijver et al., 2025). It is because it can be proven through research done by Wardle & Derakhshan (2017), a user who will interpret the messages of group members as disinformation, it makes users feel that what they are reading is the opposite of what they read on any social media platform. Among the examples of societal polarization among the community is during the State Election in 2023, according to Leong (2023), she believes that polarization has existed among the community significantly since the 15th General Election (2022) when social media platforms such as Tiktok were used as a tool to spread political ideological narratives including multicultural, secular and ethnoreligious. This has created a large ideological gap between groups that support the narrative and groups that do not support the narrative. The result is that any information that comes from the opposition or mainstream media will be labeled as disinformation which ultimately complicates the process of national unity.

4.0 RESEARCH METHODOLOGY

In this study, we used a qualitative technique in concentrating on the ethical, social and professional ramifications of ICT to investigate the effects of disinformation on society. This

study started with thorough analysis of academic literature that includes journal papers and article about information ethics, digital media, and disinformation.

First, library research used to evaluate at least six to ten scholar papers or journals that were published between 2005 and 2026. This was done in order to concentrate on case studies concerning the impact of disinformation on society that have lately gotten worse due to the availability of modern technologies. Among the sources that we obtained were through academic databases such as IEEE Xplore, Google Scholar and ACM Digital Library for the aim of factual validity.

In addition, to gain more information about the assignment, we conducted primary data collection through an online survey using Google Forms. This survey targeted a community of students and the public who actively use social media platforms to strengthen their understanding of disinformation, respondents' awareness of the spread of disinformation and the role of digital platforms in addressing the issue of disinformation. The survey consisted of open-ended questions to allow respondents express their views and close-ended questions that included multiple-choice items and scales. This empirical data offers a practical viewpoint on how disinformation can reshape accountability in ICT where it can assist us in validating the theoretical conclusions from our literature review.

5.0 RESULT AND FINDINGS

This part describes the results and findings of the survey that will be presented according to responses received in this study. The survey questionnaire presented in Appendix A.

Section 1: Background Information

This section presents the information regarding the 40 respondents who responded to the survey, and the majority of them are young students.

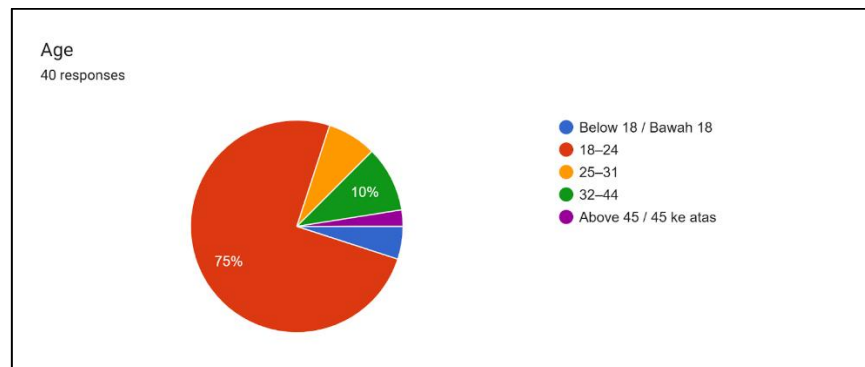


Fig.1 Age

As indicated in Figure 1, 75% of the respondents are aged between 18-24 and thus form the highest group. The other 10% are below 18, 7.5% are between 25 and 34, 5% are between 35 and 44 and there is only 2.5% above 45. This is to say that the survey represents mostly the opinion of the younger generation that is heavy internet users.

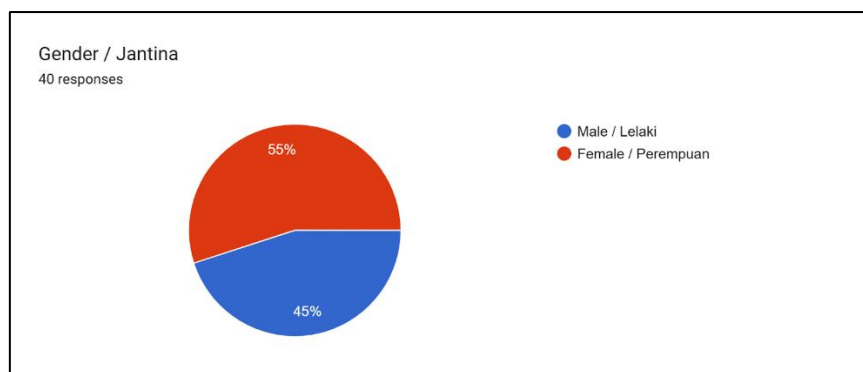


Fig.2 Gender

Figure 2 has 55% males and 45% female respondents. This near equality assists in providing an almost equal representation of the views of both gender to provide a balanced perspective of the effects of disinformation on all people.

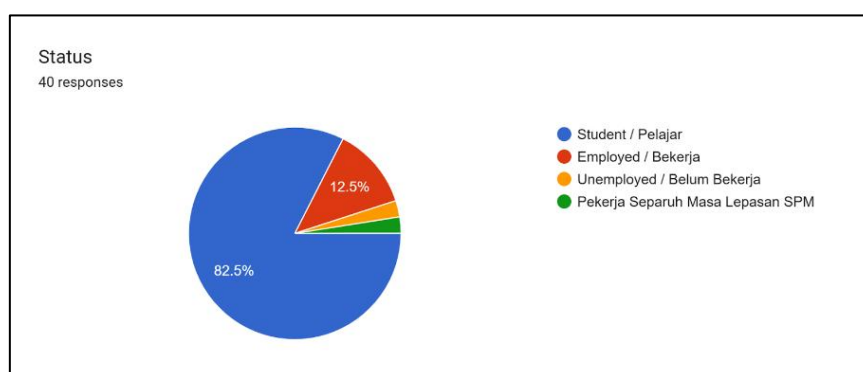


Fig. 3 Status

The number of respondents in figure 3 shows that 82.5% are students, 12.5% are employed, 2.5% are unemployed and 2.5% are postgraduates. The findings are mostly student-led, thus capturing the perceptions of people in school, who might be receiving disinformation in their day-to-day internet activity.

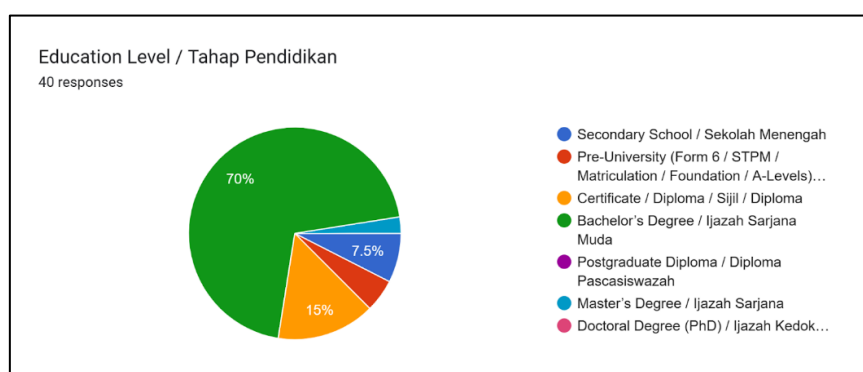


Fig.4 Education Level

According to Figure 4, 37.5% of them possess undergraduate or bachelors, 27.5% are pre-university or foundation level or diplomas, 20% are secondary or SPM, 7.5% have certificates and 2.5% have master or PhD. This indicates that there are quite a number of those respondents who are highly educated and this may make them more effective in detecting false information.

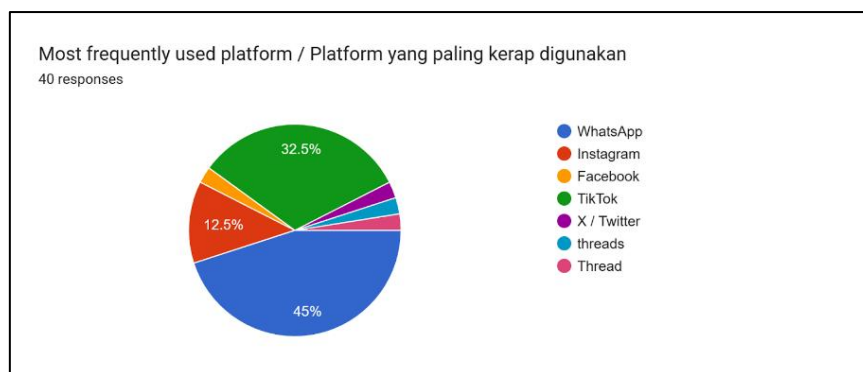


Fig.5 Most Frequently Used Platform

As Figure 5 shows, 32.5% utilize WhatsApp the most frequently, 30% utilize Instagram, 12.5% utilize Tik Tok, 12.5% utilize Facebook, 10% utilize X (Twitter), and 2.5% utilize Threads. It is in these trending apps that individuals post much, and hence, they find it easy to propagate disinformation.

Section 2: Exposure to Disinformation

This section examines the frequency of the occurrence of false information online by the 40 respondents, where they find it, and on what subjects.



Fig.6 Respondents Who Have Encountered False or Misleading Information on Social Media

Figure 6 indicates that all respondents (100%) say yes, they have encountered false or misleading information on social media, and 0% say no or not sure. It implies that all the interviewees in the survey have encountered this issue, and it demonstrates the extent to which disinformation is widespread in the online environment.

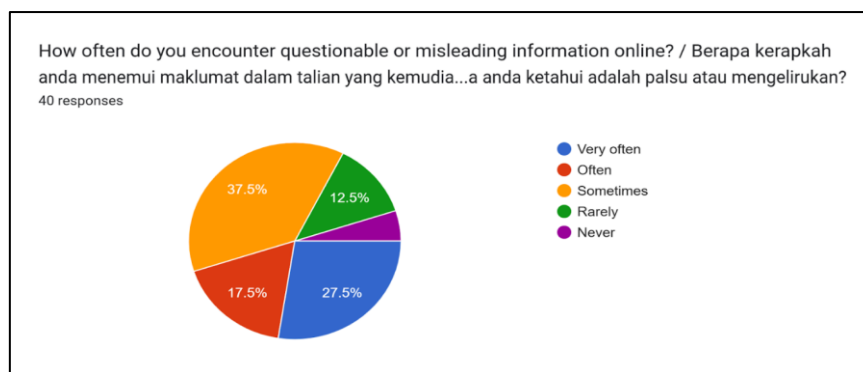


Fig.7 Frequency of Encountering Questionable or Misleading Information Online

Figure 7 shows that 37.5% of those who engage in it are faced with it sometimes, 27.5% very often, 17.5%t often, 12.5% rarely and 5% never. Over half watch it at least occasionally or more, which is an indication of disinformation being a frequent problem that may render information online unreliable.

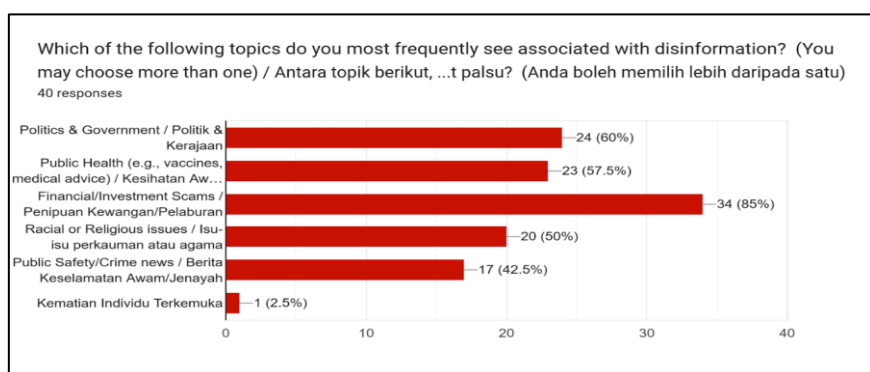


Fig.8 Topics Most Frequently Associated with Disinformation

Figure 8, a bar chart, indicates that financial or investment scams have the most number of cases with 34 (85%), then politics and government, then public health like vaccines, racial or religious issues, public safety or crime news, and lastly, death of famous people with 1(2.5) each. The fact that an individual was allowed to select more than one illustrates scams and politics as the most influential domain where false information is propagated, which influences money and opinions of the population.

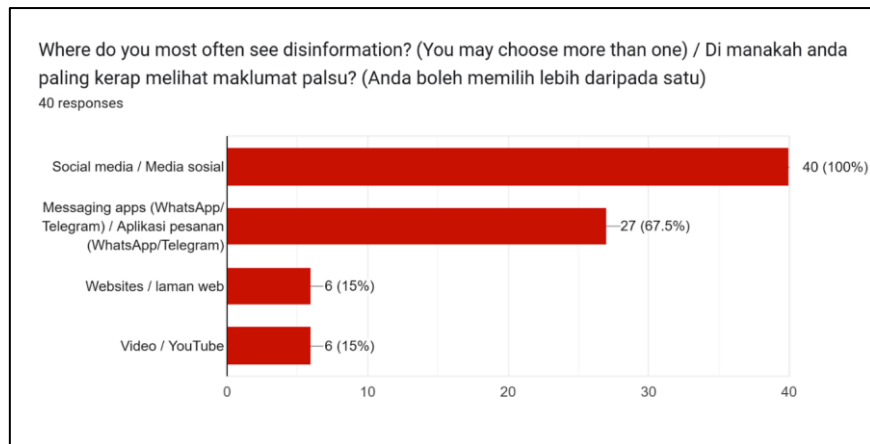


Fig.9 Platforms Where Disinformation is Most Often Encountered

Figure 9 shows the highest number of 40 in social media (100%), 27 in messaging apps such as WhatsApp or Telegram (67.5%), and 6 in websites and video providers such as YouTube (15%). On the option of providing many options, this demonstrates that social media is the largest contributor, with everyone in the survey having noticed disinformation, and thus it is a prime location where false information can be accessed by a high number of people.

Section 3: Impact on Society

This section is presented using bar charts (level 1= strongly disagree) to demonstrate the negative impact of disinformation on society using 40 responses.

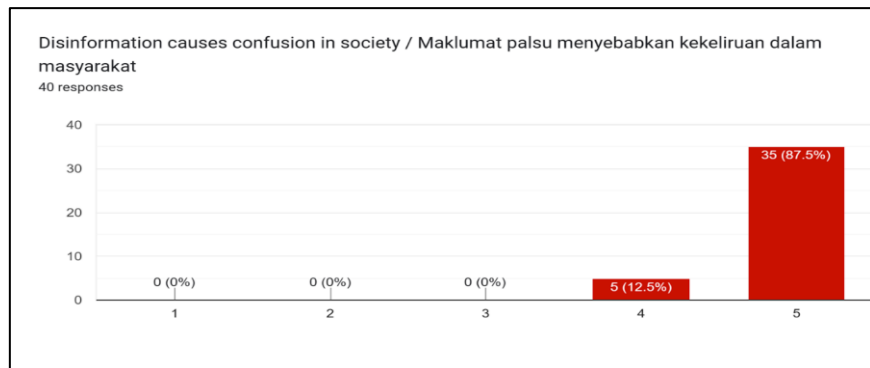


Fig.10 Level of Agreement that Disinformation Causes Confusion in Society

As Figure 10 indicates, there is 87.5% strongly agree (level 5), 12.5% agree (4), and 0% on level 1, 2 or 3. The fact that everyone agreed on something, at any rate, implies that the vast majority of people believe that disinformation results in numerous confusions and the inability to think clearly in groups.

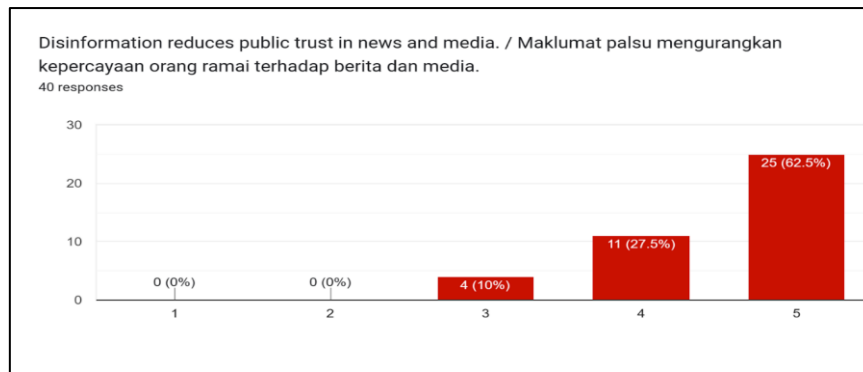


Fig.11 Level of Agreement that Disinformation Reduces Public Trust in News and Media

Figure 11 reveals that 62.5% of the respondents strongly agree (5), 27.5% agree (4), 10% neutral (3), and 0% disagree (1 or 2). The overall agreeableness is approximately 90 per cent that indicates that fake information causes individuals to be less inclined to trust authentic news outlets.

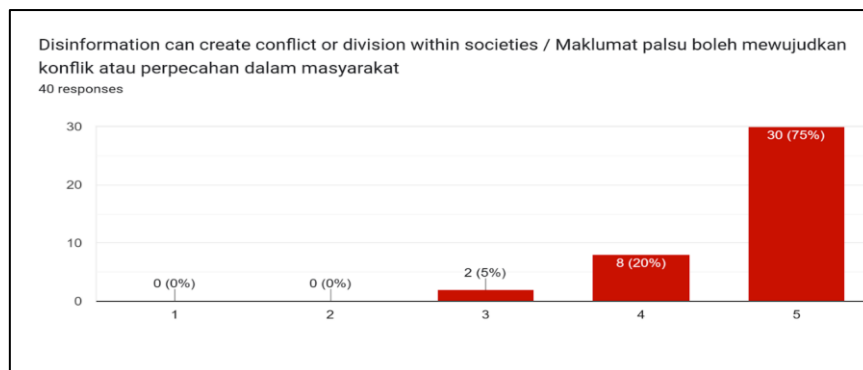


Fig.12 Level of Agreement that Disinformation Creates Conflict or Division in Societies

Figure 12 shows that 75% strongly agree (5), 20% agree (4), 5% neutral (3) and 0% disagree (1 or 2). This was supported by 95% of people putting forward the fact that disinformation can also create arguments and divisions between individuals.

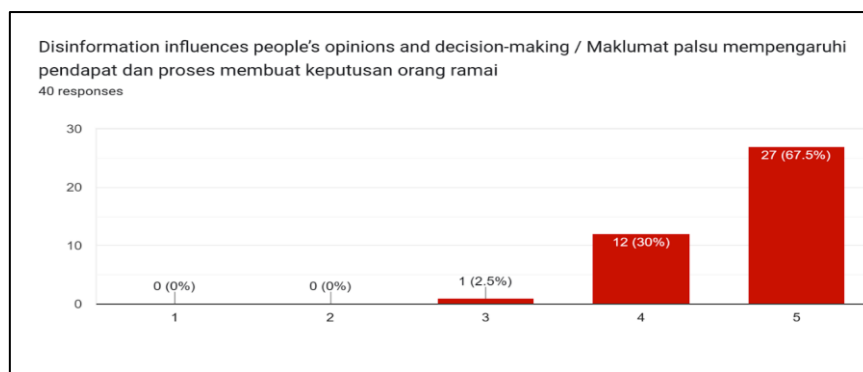


Fig.13 Level of Agreement that Disinformation Influences People's Opinions and Decision-Making

Regarding Figure 13, 67.5% strongly agree (5), 30% agree (4), 2.5% neutral (3) and 0% disagree (1 or 2). More than 97.5 per cent. think so, as most people think that false information makes a huge impact on what people believe to do.

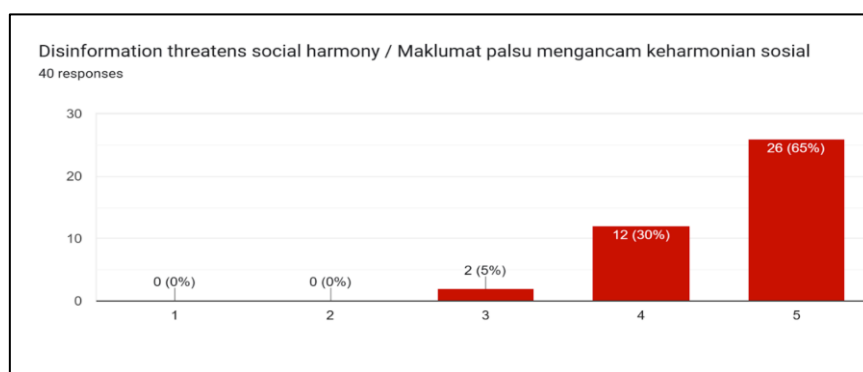


Fig.14 Level of Agreement that Disinformation Threatens Social Harmony

This is shown as 65% strongly agree (5), 30% agree (4), 5% neutral (3), and 0% disagree (1 or 2) as seen in figure 14. Approximately 95 percent concur that is, disinformation has the capacity to harm the harmonious existence within a community.

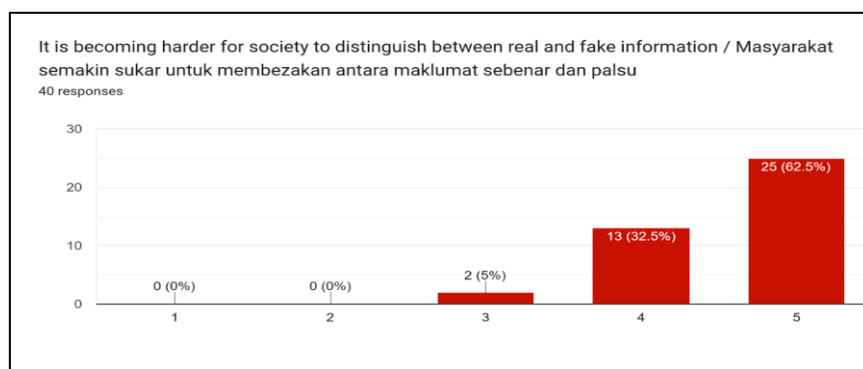


Fig.15 Level of Agreement that It is Becoming Harder to Distinguish Real from Fake Information

Figure 15 displays that 62.5% strongly agree (5), 32.5% agree (4), 5% neutral (3), and 0% disagree (1 or 2). This is an indication of growing difficulties in identifying real facts in the Internet as 95 percent concur.

Section 4: Sharing Behavior

This section verifies the sharing of information by people and the 40 respondents gave mixed results.

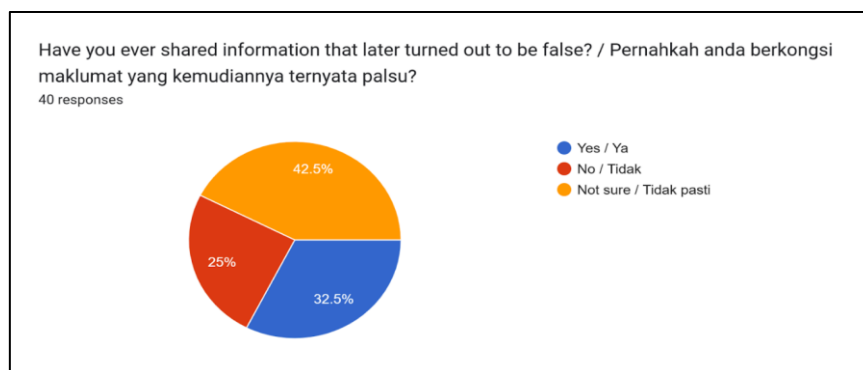


Fig.16 Respondents Who Have Shared Information That Later Turned Out to Be False

The answer to Figure 16 presents 32.5% yes, 25 percent no and 42.5 percent not sure. A lot of them are not sure or have shared fake information, and this implies that unintentional dissemination of fake information is prevalent and can contribute to the propagation of disinformation unintentionally.

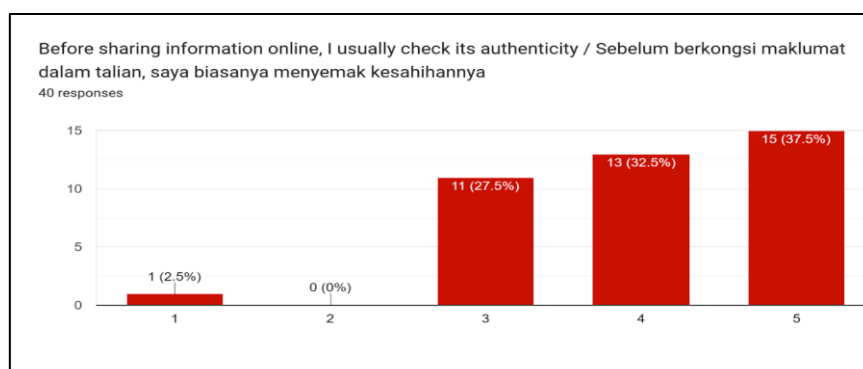


Fig.17 Level of Agreement on Checking Information Authenticity Before Sharing Online

Figure 17 presents the response of 37.5% strongly agree (5), 32.5% agree (4), 27.5% neutral (3), 2.5% strongly disagree (1) and 0% disagree (2). Approximately 70 percent are agreeable, and most individuals attempt to verify facts, yet, a few of them omit it.

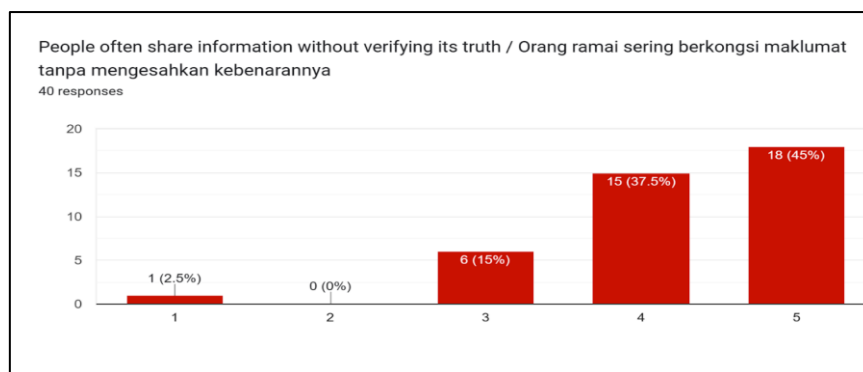


Fig.18 Level of Agreement that People Often Share Information Without Verifying Its Truth

Section 5: Awareness and Prevention

This section is devoted to the awareness of disinformation and prevention means, considering 40 replies.

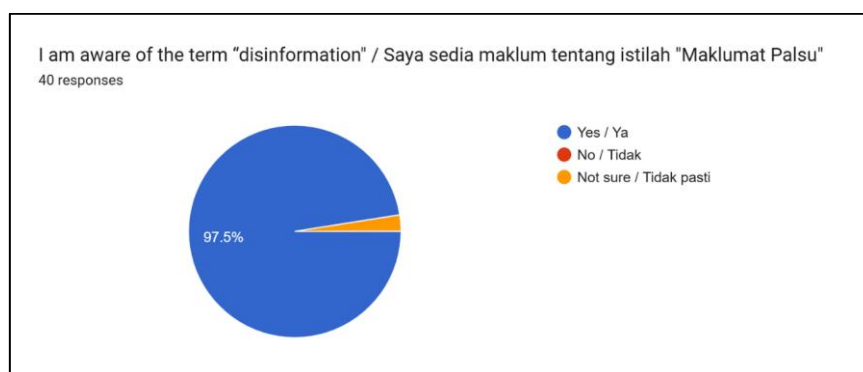


Fig.19 Awareness of the Term "Disinformation" Among Respondents

Figure 19 represents 97.5% (yes), 2.5% non-sure and 0% no. This high level of awareness implies that practically all respondents are aware about the concept of false information.

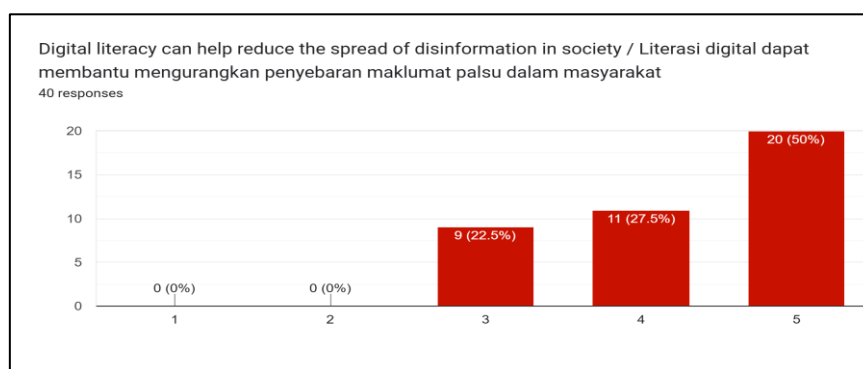


Fig.20 Level of Agreement that Digital Literacy Can Reduce the Spread of Disinformation

Figure 20 shows that 50% of the strongly agree (5), 27.5% agree (4), 22.5% neutral (3), and 0% disagree (1 or 2). Agreement of 77.5% indicates that many believe that online learning skills can also be used in combating the fake information in the society.



Fig.21 Level of Agreement that Social Media Platforms Should Do More to Curb Disinformation

The distribution on figure 21 is 77.5% strongly agree (5) 20% agree (4), 2.5% neutral (3), and 0% disagree (1 or 2). More than 97.5% of the participants are in favor and strongly believe that more should be done to combat lies on platforms.

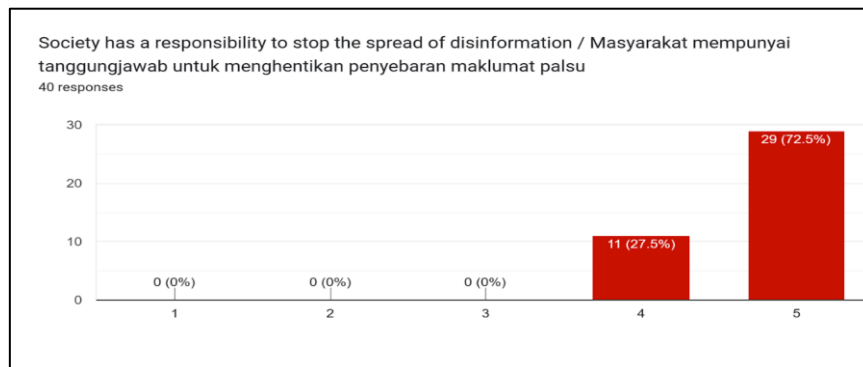


Fig.22 Level of Agreement that Society Has a Responsibility to Stop the Spread of Disinformation

Figure 22 demonstrates that 72.5% (5) strongly agree, 27.5% (4) agree, and 0% (1, 2, or 3) neutral or disagree. It is unanimous that is, individuals feel that the entire community must contribute towards preventing false information.

Section 6: Open-Ended Question

This section explains the most critical findings of the open-ended answers to two questions, founded on the views of the 40 respondents. The answers demonstrate general trends of the destructive effect of disinformation on society and effective concepts to combat them.

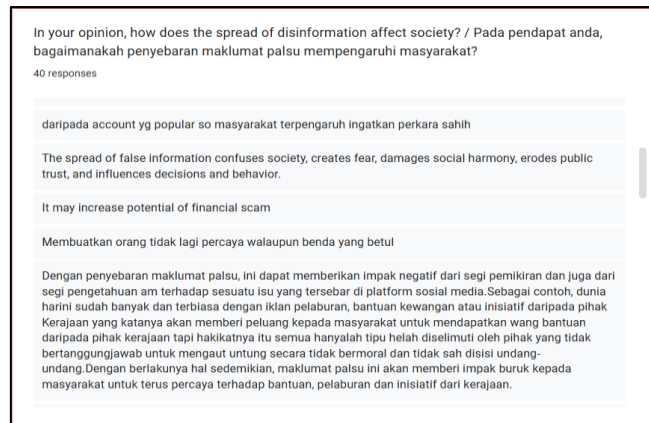


Fig.23 Impacts on Society from Respondent

The unstructured responses indicate that disinformation usually leads to confusion, panics, and loss of trust since most people who discussed it said that it is a poison that creates confusion, fear (similar to false information about risks that force people to remain at home), and community divisions. This is in line with survey information in which more than 95 percent concurred that it creates confusion (Fig.10) and conflict (Fig.12). Some of them stated financial frauds, damage to the health and economy of the population, and polarization, particularly of the vulnerable populations such as the aged or the rural population who do not have information. There were other emotional impacts, like paranoia, rash behavior, or less trust in true news, which agreed with the 97.5% who replied it has an impact on opinions (Fig.13) and the 95% who consider it a threat to harmony (Fig.14). Some considered it not to be so serious unless the scams were involved, however, in general, it destroys the trust in institutions and encourages the indolent sharing behaviors.

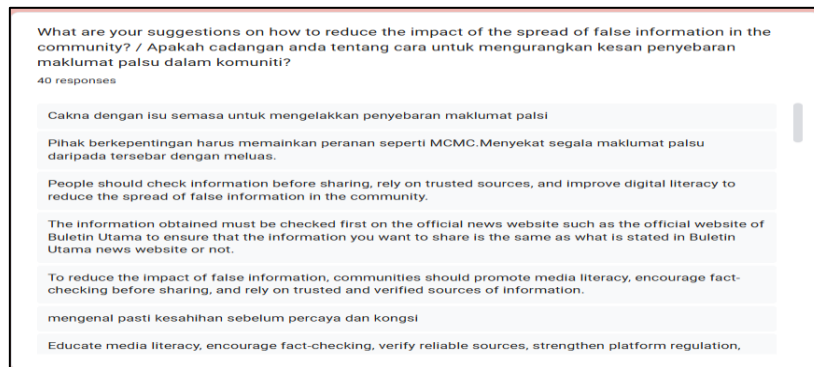


Fig.24 Suggestions for Reduction from Respondent

The respondents provided means of reducing the impact of disinformation, which is education and personal checks. The most popular notions are increasing media literacy, to always check the facts provided by the reliable sources (such as official websites or Sebenarnya.my) and use AI to validate them, which helps to support the 77.5% consensus on digital literacy (Fig.20). There were numerous proposals of more powerful roles of governments, authorities such as MCMC, and platforms such as strict laws, reporting false information, or designed fact-checks, recalls 97.5% of platforms taking action (Fig.21). A few others were community campaigns, fines on spreaders, critical thinking, and shared responsibility, such as avoiding suspicious content, which fits the 100% view that society should and the 70% who check authenticity (Fig.17). These are preventive-based by creating awareness and enforcing.

6.0 EVALUATION

Widespread disinformation damages the safety and well-being of society, especially the health of the population and human life and endangers the social responsibility and ethics of ICT. As our study indicates, it has negative impacts but also enhances others including an increase in overall awareness of people; Figure 8 indicates that all respondents are aware of the most common varieties of circulating disinformation, and Figure 9 suggests that 40 of people consider social media to be the leading disseminator. The use of fact-checking tools such as *Sebenarnya.my* has resulted in the governments responding to the disinformation by democratizing information. The disinformation associated with health can result in fear, panic, and confusion, causing a lack of trust in medical information and governmental institutions, which results in risky choices such as refusing medical treatment or neglecting guidelines. This is coherent with the infodemic concept of WHO, with 87.5% of the respondents in Figure 10 agreeing that it leads to confusion in society, which is a breach of the ICT ethics of not having malicious intent and professional duty.

The breach of human agency is another main problem, since being bombarded with fake information every day affects the ability to make independent decisions, as Figure 13 shows that 67.5% of participants feel that it affects opinions, with a significant number of individuals having faith in unproven information obtained through acquaintances. The chart in figure 15 demonstrates an agreement of 95% that it is difficult to determine facts, and it infringes user autonomy in ICT ethics. This is worsened by social polarization, where biased information broadcasting on sensitive issues such as politics or religion enhances the conflict; 75% in Figure 12 agrees it causes division through the social media algorithms working against ICT ethical integrity and encourages intolerance, aggression, and a lack of unity. As a whole, disinformation is more than misinformation, a complex ethical and social problem to health, autonomy, and unity, which requires a better understanding of it, personal moral responsibility, and reasoning to reduce its negative effects.

7.0 SUMMARY

In conclusion, this survey and analysis prove that fake information is very harmful to society. Most respondents have heard fake information many times on the Internet. WhatsApp, Tik Tok, Instagram, Facebook, X, and YouTube are major contributors to fake information, especially in areas such as politics, finance, public health, racial or religious issues. The spread of fake information on these sources remains a significant issue of social credibility and the quality of democracy (Allcott & Gentzkow, 2017; Vosoughi et al., 2018). Confusion, panic, and misunderstanding are the consequences of fake information, making news and media less trustworthy, and authority less likely to divide society and determine individual decisions and tendencies. Despite efforts by some respondents to verify information before sharing, inadvertent dissemination of information still persists, often driven by social motivations such as group identity or populist sentiment rather than factual accuracy (Jing et al., 2023; Winterlin et al., 2023b) To address this issue, it required a multifaceted strategy: individuals must critically evaluate and verify sources, social media platforms and governments must enforce regulations and provide verification tools, and education must prioritize digital literacy. By collaborating on these efforts society can lessen the negative impact of disinformation while keep societal harmony, peace and trust.

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9.0 APPENDIX

Appendix A: Survey Questionnaire

Section 1: Background Information / Bahagian 1: Maklumat Latar Belakang

Please tick the appropriate box. / Sila tandakan kotak yang sesuai.

Age *

☐ Below 18 / Bawah 18

☐ 18–24

☐ 25–31

☐ 32–44

☐ Above 45 / 45 ke atas

Gender / Jantina *

☐ Male / Lelaki

☐ Female / Perempuan

Status *

☐ Student / Pelajar

☐ Employed / Bekerja

☐ Unemployed / Belum Bekerja

☐ Other: _____

Education Level / Tahap Pendidikan *

☐ Secondary School / Sekolah Menengah

☐ Pre-University (Form 6 / STPM / Matriculation / Foundation / A-Levels) / Pra-Universiti (Tingkatan 6 / ST...

☐ Certificate / Diploma / Sijil / Diploma

☐ Bachelor's Degree / Ijazah Sarjana Muda

☐ Postgraduate Diploma / Diploma Pascasiswazah

☐ Master's Degree / Ijazah Sarjana

☐ Doctoral Degree (PhD) / Ijazah Kedoktoran (PhD)

☐ Other: _____

Status *

☐ Student / Pelajar

☐ Employed / Bekerja

☐ Unemployed / Belum Bekerja

☐ Other: _____

Education Level / Tahap Pendidikan *

☐ Secondary School / Sekolah Menengah

☐ Pre-University (Form 6 / STPM / Matriculation / Foundation / A-Levels) / Pra-Universiti (Tingkatan 6 / ST...

☐ Certificate / Diploma / Sijil / Diploma

☐ Bachelor's Degree / Ijazah Sarjana Muda

☐ Postgraduate Diploma / Diploma Pascasiswazah

☐ Master's Degree / Ijazah Sarjana

☐ Doctoral Degree (PhD) / Ijazah Kedoktoran (PhD)

☐ Other: _____

Most frequently used platform / Platform yang paling kerap digunakan *

☐ WhatsApp

☐ Instagram

☐ Facebook

☐ TikTok

☐ X / Twitter

☐ Other: _____

Which of the following topics do you most frequently see associated with disinformation? (You may choose more than one) / Antara topik berikut, yang manakah paling kerap anda lihat berkaitan dengan maklumat palsu? (Anda boleh memilih lebih daripada satu)

- ☐ Politics & Government / Politik & Kerajaan
- ☐ Public Health (e.g., vaccines, medical advice) / Kesihatan Awam (cth., vaksin, nasihat perubatan)
- ☐ Financial/Investment Scams / Penipuan Kewangan/Pelaburan
- ☐ Racial or Religious issues / Isu-isu perkauman atau agama
- ☐ Public Safety/Crime news / Berita Keselamatan Awam/Jenayah
- ☐ Other:

Where do you most often see disinformation? (You may choose more than one) / Di manakah anda paling kerap melihat maklumat palsu? (Anda boleh memilih lebih daripada satu)

- ☐ Social media / Media sosial
- ☐ Messaging apps (WhatsApp/Telegram) / Aplikasi pesanan (WhatsApp/Telegram)
- ☐ Websites / laman web
- ☐ Video / YouTube
- ☐ Other:

Section 3 of 7

Section 2: Exposure to Disinformation / Bahagian 2: Pendedahan kepada Maklumat Palsu

Description (optional)

Have you ever seen information that you believe is false or misleading on social media? / Pernahkah anda melihat maklumat yang anda percaya palsu atau mengelirukan di media sosial? *

- ☐ Yes / Ya
- ☐ No / Tidak
- ☐ Not sure / Tidak pasti

How often do you encounter questionable or misleading information online? / Berapa kerapkah anda menemui maklumat dalam talian yang kemudiannya anda ketahui adalah palsu atau mengelirukan? *

- ☐ Very often
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Section 3: Impact on Society / Bahagian 3: Kesan terhadap Masyarakat

(Scale: 1 = Strongly Disagree, 5 = Strongly Agree) / (Skala: 1 = Sangat Tidak Setuju, 5 = Sangat Setuju)

Disinformation causes confusion in society / Maklumat palsu menyebabkan kekeliruan dalam masyarakat *

	1	2	3	4	5	
Strongly Disagree / Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree / Sangat Setuju

Disinformation reduces public trust in news and media. / Maklumat palsu mengurangkan kepercayaan orang ramai terhadap berita dan media. *

	1	2	3	4	5	
Strongly Disagree / Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree / Sangat Setuju

Disinformation can create conflict or division within societies / Maklumat palsu boleh mewujudkan konflik atau perpecahan dalam masyarakat *

	1	2	3	4	5	
Strongly Disagree / Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree / Sangat Setuju

Disinformation influences people's opinions and decision-making / Maklumat palsu mempengaruhi pendapat dan proses membuat keputusan orang ramai *

	1	2	3	4	5	
Strongly Disagree / Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree / Sangat Setuju

Disinformation threatens social harmony / Maklumat palsu mengancam keharmonian sosial *

	1	2	3	4	5	
Strongly Disagree / Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree / Sangat Setuju

It is becoming harder for society to distinguish between real and fake information / Masyarakat semakin sukar untuk membezakan antara maklumat sebenar dan palsu *

	1	2	3	4	5	
Strongly Disagree / Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree / Sangat Setuju

Society has a responsibility to stop the spread of disinformation / Masyarakat mempunyai tanggungjawab untuk menghentikan penyebaran maklumat palsu *

1 2 3 4 5

Strongly Disagree / Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Strongly Agree / Sangat Setuju

Section 6: Open-Ended Question / Bahagian 6: Soalan Terbuka

Description (optional)

In your opinion, how does the spread of disinformation affect society? / Pada pendapat anda, bagaimanakah penyebaran maklumat palsu mempengaruhi masyarakat? *

Long answer text

What are your suggestions on how to reduce the impact of the spread of false information in the community? / Apakah cadangan anda tentang cara untuk mengurangkan kesan penyebaran maklumat palsu dalam komuniti? *

Long answer text

Thank you for participating in this survey! / Terima kasih kerana menyertai tinjauan ini!

Thank you for completing this survey on the impact of disinformation in society. Here's a light-hearted meme to appreciate your time 😊 / Terima kasih kerana melengkapkan tinjauan ini tentang kesan maklumat salah dalam masyarakat. Berikut ialah meme yang ringkas untuk menghargai masa anda 😊

RUBRIC TERM PAPER FOR ICT652 BACHELORS DEGREE

CRITERIA	SCORE					WEIGHT	TOTAL
	4 (Excellent)	3 (Good)	2 (Satisfactory)	1 (Poor)	0 (Missing or no show or plagiarism)		
Identification of issues	Very clear with signification justification and 3 or more issues identified OR able to discuss issues in a broader context OR able to present original issues.	Able to identify issues with minimum evidence to support and 3 issues identified.	Acceptable issues identification but lack of evidence to support and 2 issues identified.	Vague issues identification and less than 2 issues identified.	Missing or no show or plagiarism.	2	8
Analyze the issues/critical thinking	Comprehensive analysis. <i>(Uses evidence appropriately and sufficiently, providing sufficient evidence and explanation to convince)</i>	Good analysis of the issues. <i>(Supported with various kind of evidence. Interpret evidence and connect evidence and main idea)</i>	Sufficient analysis of the issues. <i>(Depend on unsupported opinion or assume that evidence speak for itself.lapse in logic)</i>	Vague analysis. <i>(Uses irrelevant detail and lack of supporting evidence)</i>	Missing or no show or plagiarism.	3	12
Organization and Coherence	Excellent coherence of ideas. <i>(Have a chain of reasoning or progression of ideas)</i>	Good coherence of ideas. <i>(Have a logical progression of ideas)</i>	Some coherence of ideas.	No coherence of ideas.	Missing or no show or plagiarism.	2	8
Presentation and style	Excellent presentation. <i>(Precise words, sentence structured, and focus.almost entirely free of spelling, punctuation and grammatical error)</i>	Good presentation. <i>(Accurate words,clear sentence, may have awkward or ineffective sentences.contain a few grammatical errors)</i>	Moderate presentation. <i>(relatively vague and general words, inappropriate language, wordy sentences, unfocused, repetitive or confusing.contain several grammatical errors)</i>	Poor presentation. <i>(Vague,ungrammatical sentences, monotonous sentence structured. Many grammatical errors and a few major grammatical errors)</i>	Missing or no show or plagiarism.	1	4
Reference, citation and format	Sufficient, substantial and current reference, citation from reliable and credible sources. Follow the prescribed format.	Sufficient reference, with reliable citations. Follow and comply with prescribed format.	Sufficient reference with some reliable citations and a few missing citations.	Poor reference with unreliable sources and missing citations.	Missing or no show or plagiarism.	2	8

Total Marks 40