Reasons for Fake News Dissemination: A Systematic Review

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Abstract
Fake news has lately gained popularity, yet little study has been done on the topic. Social media platforms facilitate the quick dissemination of this false information and make determining the reliability of internet sources more challenging. Therefore, the purpose of this study is to perform a thorough literature analysis on the factors that contribute to the spread of false information. Five key methodological steps were used in the review processes: formulation of research questions, guided by the review protocol; systematic search strategies based on identification, screening, and eligibility on several reputable databases, including Scopus, Science Direct, Google Scholar, and Dimension; quality assessment; and data extraction and analysis. Four main themes were developed in this review, namely (1) information seeking and sharing, (2) poor media literacy; (3) trustworthiness; and (4) misuse of AI technology. These four themes are divided into 10 sub-themes.
Keywords: Systematic Review, Fake News Dissemination, Causes

Introduction
An urgent global response was triggered by worries about the spread of misinformation online. Numerous research have tried to define false news and explain how it impacts people since it has been adopted as a measurement unit for these occurrences (Aguilar, 2013; Hobbs, 2017; Lazer et al., 2018; Mihailidis & Viotty, 2017). It is important to draw attention to Derakhshan and Wardle's (2017) taxonomy of the most prevalent types of "fake news," which they define as an information disorder with a variety of formal characteristics and intentions: satire/parody (material that uses irony and ridicule to critique aspects of society without intending to cause harm), false connection (headlines, photos, or captions do not confirm the content), and misleading content (misleading use of information).

Fake news is such a remarkable aspect of social media that its spread and influence can lead to terrible events. Cheng & Chen (2020) understate public support and three crucial effects of consumer engagement, self-efficacy, and impulsiveness on alleged fake news. Several conditions have influenced society, resulting in contributions of both benefits and threats in certain instances. Due to the damage it poses to society, the outbreak of fake news is one of the most passionately contested issues of the day. A study by Gracia et al (2020) proved the current importance of fake news, a significant global trend relevant to many scientific areas. The findings revealed that publishers not only rely on assessing the veracity but also follow a new line of investigation targeted at promoting educational literacy and restricting the usage of this type of news on the Internet. It is common for fake news to spread quickly and go unnoticed. If fake news was formerly prevalent in a paper, it is now more ubiquitous in social media, particularly the Facebook News Feed. Post-truth politics and political extremism have been linked to the spread of fake news. An article by Vosoughi et al (2018) examined a data collection of rumors cades on Twitter from 2006 to 2017 to better comprehend how fake news spreads. The authors also identified the extensive dissemination of fake news. Three million people spread around 126,000 rumors. False information reached a greater audience than the truth.

Therefore, early detection of fake news can combat its negative impacts and stop society from becoming a mysterious component of spreading fake news. However, prior to this, we need to first understand why do people disseminate and spread fake news. There are several studies that have looked into why people disseminate fake news, such as those by (Ali et. Al., 2021; Al-Zaman et. al., 2020; Aphiwongsophon and Chongstitvatana, 2018; Apuke & Omar, 2021; Balakrisnan, 2022; Bastick, 2021; Chauhan and Palivela, 2021; Cheng et. al., 2020). These studies have benefited us in understanding methods and ways to disseminate fake news; however, a significant number of existing studies also might create confusion and misunderstanding if it is not reviewed systematically. The main aim of this study is to develop a systematic literature review on an issue related to why people disseminating fake news. A systematic literature review needs to be developed on this issue as it offers several benefits related to a clear and comprehensive overview of available evidence on a given topic and identifying research gaps in our current understanding of a field (Shaffril et al., 2021).

Methodology
Review Protocol
ROSES directs the SLR (Reporting Standards for Systematic Evidence Syntheses). Haddaway et al (2018) built ROSES intending to improve and maintain a promising approach for creating an SLR through improved transparency and guaranteeing and managing the review's quality. Although the review methodology is environmental science in nature, nevertheless, Haddaway et al (2018) claimed that it's appropriate for the other field of studies as it accommodates the intricacies and variability across many situations and research addressing the synthesis approach.

The SLR process, which was guided by ROSES, started with formulating the research questions using the 'PICo' technique, which stands for Problem or Population, Interest, and Context. The document search approach was devised in three systematic phases: identification, screening, and eligibility. Following that, a quality evaluation was carried out using the modified (Hong et al., 2018). Before being included in this evaluation, the quality of each chosen item was assessed. Finally, data extraction and analysis were performed after processing the chosen articles. The main research question guided the data extraction procedure, and theme synthesis was used to analyse the extracted data. The authors ensured the review process

complied with the review's objectives by evaluating alternatives when it was appropriate to do so and then implementing the recommendations.

Formulation of the Research Question

The formulation of the research question was based on the mnemonic PICo. PICo stands for "Population or Problem," "Interest," and "Context" (Lockwood et al., 2015). Based on these ideas, the authors included two critical elements in their review: the people, fake news, and dissemination of fake news(context). These two elements guide the authors to the primary research question for this study: " why do people disseminate fake news? ".

Systematic Searching Strategies

To find the pertinent publications, three systematic procedures for identification, screening, and eligibility that were suggested by Shaffril et al (2018) were used. By using these procedures, the authors were able to discover and summarise all of the studies in order to carry out an efficient and open SLR.

Identification

Two core keywords—fake news and dissemination—were determined by the research questions that were developed. By using an online thesaurus like thesaurus.com, consulting previous research keywords, consulting Scopus's suggested keywords, and seeking the advice of experts, the authors were able to develop these keywords further. A few keywords, fake news, community behavior, media literacy, trust on a network, misuse of AI technology, credibility in sharing, deepfake, awareness, alert, and precaution, were checked. These keyword combinations were analyzed in two databases, Scopus and Web of Science, utilizing search tools such as field code functions, phrase searching, wildcards, truncation, and Boolean operators (see Table 1). Moreover, a manual search, namely handpicking in databases such as Science Direct, Emerald, Taylor Francis, Springer Link, and Sage Journals, was utilized. After extensive searching, a total of 5083 possible articles were found from the chosen databases.

Screening

The second step, screening, involved including or excluding articles from the research based on a predetermined set of criteria, either with the use of the database or manually by the authors (see Table 2). This review restricted the screening process to only include the articles published between 2018 and 2022 in consideration of the idea of "research field maturity" highlighted by (Kraus et al., 2020). This time frame was selected because there were enough published studies to evaluate thoroughly. Since empirical research publications present primary data, the writers chose to review them. Notably, only those written in English were considered to prevent confusion. Furthermore, to be in tandem with the research question, only studies related to social sciences were chosen. Within this process, a total of 5031 articles were excluded and a total of 24 articles were maintained.

Table 1

Search string used in the selected databases

Database	String
Scopus	TITLE-ABS-KEY ((behaviour* OR attitude* OR action* OR act* OR role*)AND (fake AND news* OR deep* AND fake*))
Web of Science	TS= ((behaviour* OR attitude* OR action* OR act* OR role*) AND (fake AND news* OR deep* AND fake*))

Table 2

Inclusion and exclusion criteria

Criterion	Inclusion	Exclusion
Timeline	2018 – 2022	2017 and earlier
Document Type	Article (with empirical data)	Review article, chapter in a book, book, conference proceeding, etc
Language	English	Non-English
Subject Area	Social Science	Medical, Public Health, Environmental Science, Engineering, Geography, and Other Non-Social Science Studies

Eligibility

The authors manually reviewed the remaining publications to determine (either by reading the title, abstract or complete text) whether the papers fulfilled the predetermined inclusion criteria. During the title screening stage, the authors excluded 52 articles, while five were disqualified during the abstract screening stage. After the authors had read the content of the chosen articles, two additional articles were rejected. As a result of their lack of attention to fake news, lack of knowledge of fake news, review-style format, and scientific foundation, a total of 47 articles were eliminated at this stage. Twenty-four articles proceeded to the quality assessment phase (see Fig. 1).

Quality appraisal

The study relies on a quality appraisal process to ensure that the methodology and analysis of the chosen studies were of the highest quality. The Mixed-Method Appraisal Tool (MMAT) created by Hong et al (2018) is used in this study. MMAT is a tool that allows researchers to assess systematic mixed-methods reviews, as well as qualitative research, randomised controlled trials, non-randomized studies, quantitative descriptive studies, and mixed-methods studies (Hong et al., 2018). Two screening methods were completed before each selected study was subjected to the quality evaluation. The study design's five crucial criteria were applied to assess the quality of the chosen articles. The MMAT emphasises factors including the research questions' suitability for producing enough data, the suitability of qualitative data collection to answer the research questions, and the coherence of qualitative data sources, data collection, analysis, and interpretation. The authors drew on assessment criteria for quantitative research design, including the sampling strategy's relevance to the study aims, the sample's representativeness of the population, the appropriateness of the measurement, and the appropriateness of the analysis done. In the interim, MMAT provided guidance in evaluating the efficacy of the various research designs to address the research questions, the reason for employing the mixed method to do so, and the integration of qualitative and quantitative.

The corresponding author then evaluated each publication's methodological and analytical rigour with the aid of two co-authors. Each publication was thoroughly studied, particularly concerning the methodology section and analysis. Following the MMAT guidelines, the authors carefully examined the publications, comparing random sampling to inferential analysis and looking for consistency in the sampling and analysis processes (Table 3). Each article was evaluated according to five criteria, with the alternatives "yes," "no," and "don't know/can't tell" for displaying the results. It was considered for review if an article met at least three requirements. Any disagreement was immediately resolved by discussion among the authors, and all assessment-related choices were based on mutual agreement. Based on this procedure, all writers agreed that every chosen article satisfied the standards for methodology and analysis. In total, 22 articles met every requirement, seven articles met at least four requirements, and six more articles met at least three requirements (Table 4).

Data Extraction and Analyses
Given that the review used a variety of research designs, Flemming et al (2019) suggests that the selected papers be thematically analysed. The thematic analysis seeks to recognise and alert the pattern of previous research by spotting any resemblances or connections that might be present in the data at hand (Braun and Clarke, 2019). The thematic process was based on suggestion by (Kiger and Varpio, 2020). First, the researchers looked through the entire dataset numerous times to become comfortable with it. The researchers received a helpful introduction to the raw data throughout this phase, laying the groundwork for all further steps. The second step entailed creating the initial codes. The researchers used a detailed and focused level of data organisation here. The researchers reviewed each of the papers they had chosen and noted any information pertinent to their primary research question during this phase. The development of themes was the third step.

IDENTIFICATION

Records retrieved using databases (Scopus, Web of Science, Science Direct, Google Scholar and Springer Link) (n = **5083**)
The search was based on keys such as behaviour, factor, youth, teens, Fake news, deep fake, rumors,

SCREENING

Records excluded due to being published in 2014 and earlier; published in the form of a review article; chapter in a book; a book' conference proceedings; published in non-English; medical, public health, environmental science, engineering, geographic, other non-social science studies (n = **5031**)

Total record after screening (n = **52**)

Duplicates records remove (n = **5**)

ELIGIBILITY

Full-text article assessed for eligibility (n = **47**)

Records excluded (title screening - 5 articles)
Records excluded (abstract screening - 16 articles)
Records excluded (content screening - 2 articles)
Full-text articles were excluded due to not focusing on fake news, not deep fakes and media literacy, or review paper and published articles were science-based (Total number of records excluded, n = 23)

ARTICLE READY FOR REVIEW

Studies included in the qualitative synthesis (n = **24**)
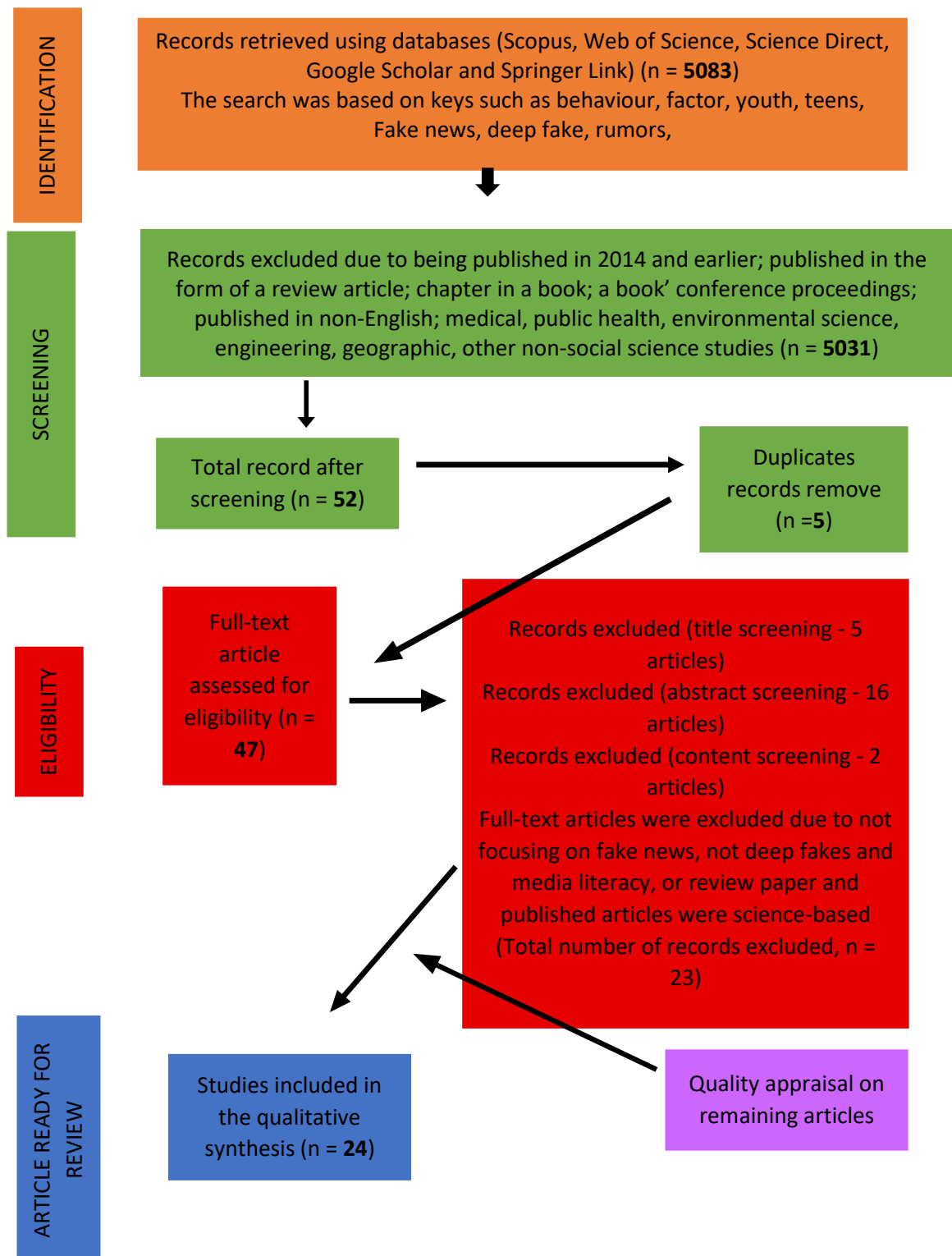
Quality appraisal on remaining articles

Fig. 1 Flow diagram of the search process

The researchers used inductive coding frameworks to practice their attempts to identify any themes, connections, or points of interest in the retrieved data based on the coded data. The themes were extracted from the coded data, and the synthesis was based on an inductive coding methodology (Braun and Clarke, 2019). Nine key topics emerged during this process. To find any potential sub-themes for each theme, the researchers underwent the same procedure again for each topic, yielding 10 sub-themes. The researchers here re-evaluated the relevance of the primary themes and sub-themes, and decided to reduce the main themes

into four, namely information seeking and sharing, poor media literacy, trustworthiness and misuse of AI while maintaining the other 10 sub-themes. Two specialists in qualitative synthesis and community development were then shown the themes and sub-themes. The topics and sub-themes were sent to the experts for approval. Regarding the themes' applicability to the study topics, both experts were questioned. Following this procedure, all four themes as well as ten sub-themes were kept.

Table 3
The criteria used to determine the rigour of the methodology and analysis used in the selected articles

Research Design	Assessment Criteria	
Quantitative	QA1:	Is the sampling strategy relevant to address the research question?
	QA2:	Is the sample representative of the target population?
	QA3:	Are the measurements appropriate?
	QA4:	Is the risk of nonresponse bias low?
	QA5:	Is the statistical analysis appropriate to answer the research question?
Qualitative	QA1:	Is the qualitative approach appropriate to answer the research question?
	QA2:	Are the qualitative data collection methods adequate to address the research question?
	QA3:	Are the findings adequately derived from the data?
	QA4:	Do data sufficiently substantiate the interpretation of results?
	QA5:	Are qualitative data sources, collection, analysis, and interpretation coherence?
Mix Method	QA1:	Is there an adequate rationale for using a mixed methods design to address the research question?
	QA2:	Are the different components of the study effectively integrated to answer the research question?
	QA3:	Are the outputs of the integration of qualitative and quantitative components adequately interpreted?
	QA4:	Are divergences and inconsistencies between quantitative and qualitative results adequately addressed?
	QA5:	Do the different components of the study adhere to the quality criteria of each tradition of the methods involved?
Source: Hong et al (2018)		

Table 4
Result of the Quality Assessment

Study	Research Design	QA1	QA2	QA3	QA4	QA5	Number of criteria fullfiled	Inclusion in review
Ali et. al (2021)	MM	√	√			√	3/5	√
Al-Zaman et. al (2020)	QN	√	√	√		√	4/5	√
Aphiwongsophon & Chongstitvatana (2018)	QN			√	√		2/5	√
Chauhan and Palivela (2021)	QN	√	√	√		√	4/5	√
Cheng et. al (2020)	QN	√	√	√	√	√	5/5	√
Chesney & Citron (2019)	QN		√	√			2/5	√
Chu et. al (2021)	QN	√		√		√	3/5	√
Cinelli et. al (2020)	QN			√	√	√	3/5	√
Duffy et. al (2019)	QN		√	√			2/5	√
Herrero-Diz et. al (2020)	QN	√	√	√		√	4/5	√
Ibrahim et. al (2021)	QN	√	√	√	√	√	5/5	√
Kumar et. al (2022)	QN				√		1/5	√
Lampos et. Al (2020)	QN	√			√	√	3/5	√
Mercier (2020)	QN		√	√			2/5	√
Nazari et. al (2022)	QL	√	√	√	√	√	5/5	√
Pérez-Escoda et. al (2021)	QN	√	√	√		√	4/5	√
Plotnick et al. (2018)	QN	√	√	√		√	4/5	√
Robazzi et. al (2022)	QN			√	√	√	3/5	√
Shao et. Al (2018)	QN	√				√	2/5	√
Stefanone et. al (2019)	QN		√	√		√	3/5	√
Tandoc et. al (2018)	QL		√	√			2/5	√
Torres et. al (2018)	QN	√	√	√		√	4/5	√
Zhou et. al (2020)	QN	√		√		√	3/5	√

QA=Quality assessment; **QN**=Quantitative descriptive; **QL**=Qualitative; **MX**=Mixed-Method

Results
Background of selected studies
From 24 articles, a total of ten papers focused their studies on the USA Ali et. al (2021); Chesney & Citron (2019); Cinelli et. al (2020); Lampos et. al (2020); Mercier (2020); Plotnick et. al (2018); Shao et. al (2018); Stefanone et. al (2019); Tandoc et. al (2018); Torres et. al (2018) two in India Chauhan and Palivela (2021); Kumar et. Al (2022), two in Spain Herrero-

Diz et. al (2020); Pérez-Escoda et. Al (2021) and China (Chu et al., 2021; Zhou et. al., 2020). Meanwhile, each research study also focused on Bangladesh Al-Zaman et al (2020) Brazil Robazzi et al (2022), Iran Nazari et al (2022), Japan Cheng et. al (2020), Singapore Duffy et. al (2019), Thailand Aphiwongsophon & Chongstitvatanaand (2018) and United Kingdom (Ibrahim et al., 2021) (see Fig. 2).
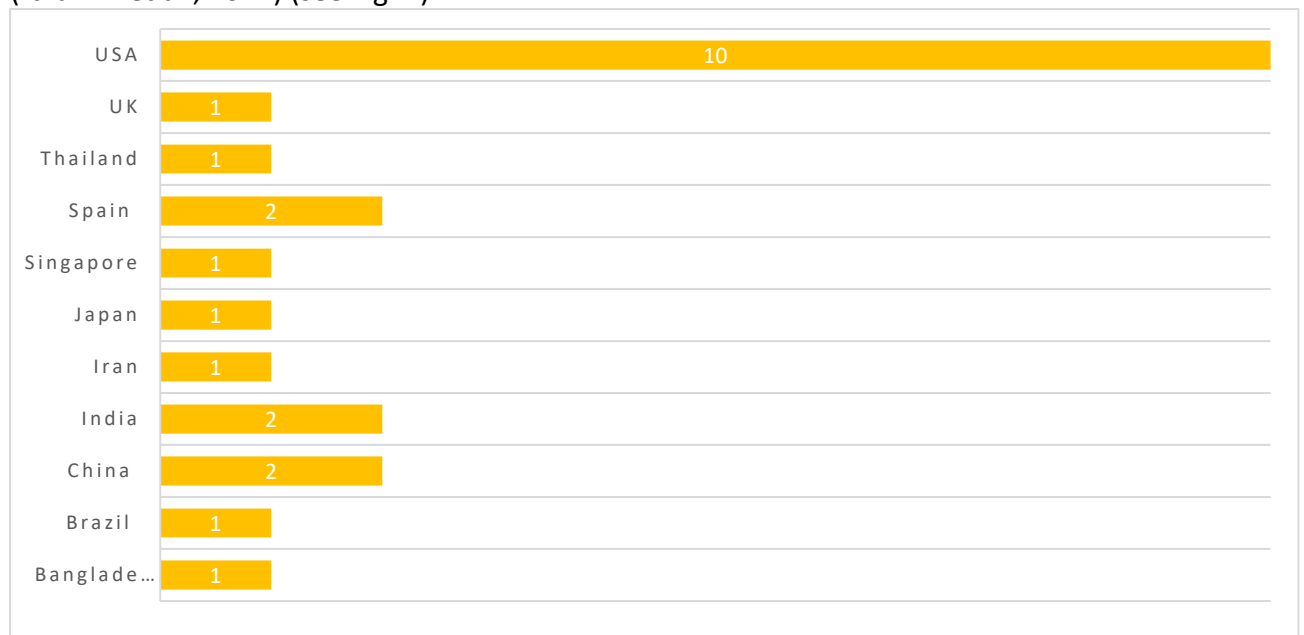

Fig. 2 Countries where the selected studies were conducted

It was recorded that 20 studies focused on quantitative analyses Al-Zaman et al (2020); Robazzi et al (2022); Chu et al (2021); Zhou et. al (2020); Chauhan and Palivela (2021); Kumar et. al (2022); Cheng et. al (2020); Duffy et. al (2019); Herrero-Diz et. al (2020); Pérez-Escoda et. al (2021); Aphiwongsophon & Chongstitvatana (2018); Ibrahim et. al (2021); Chesney & Citron (2019); Cinelli et. al (2020); Lampos et. al (2020); Mercier (2020); Plotnick et. al (2018); Shao et. al (2018); Stefanone et. al (2019); Torres et. al (2018) while the other two studies focused on qualitative analyses (Nazari et al., 2022; Tandoc et. al., 2018). Two studies employed the mixed-method approach Ali et al (2021) (see Fig. 3).
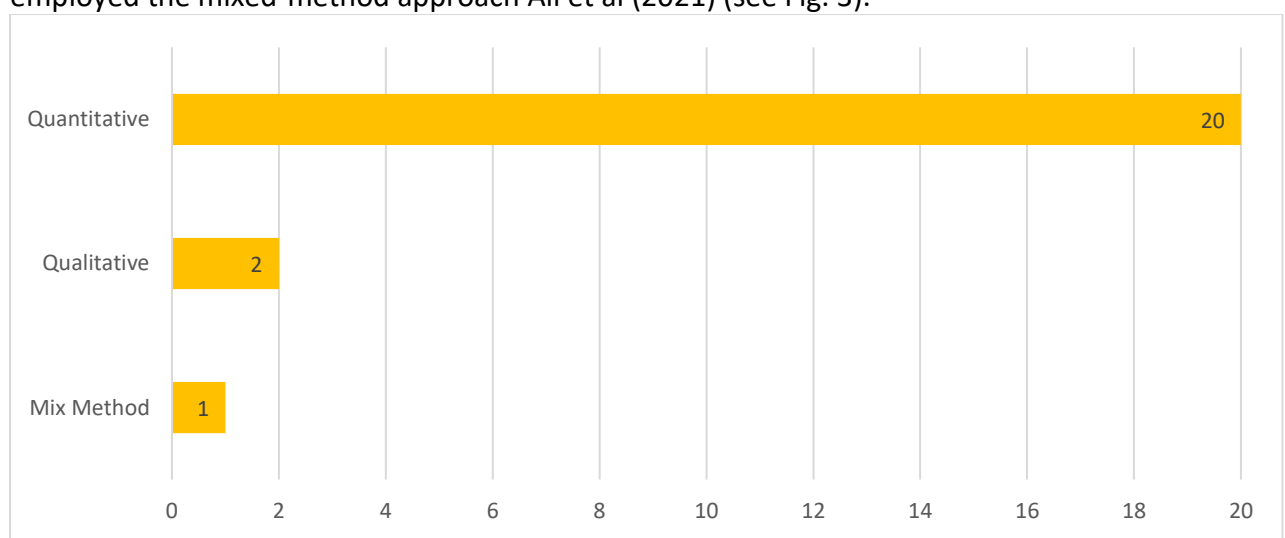

Fig. 3 Research design of selected studies

Regarding the year of publication, five articles were published four papers were published in 2018 Tandoc et. al (2018); Aphiwongsophon & Chongstitvatanaand (2018); Plotnick et. al (2018); Shao et. al (2018); Torres et. al (2018), three studies were published in 2019 Duffy et. al (2019); Chesney & Citron (2019); Stefanone et. al (2019), seven studies were published in (2020) Al-Zaman et al (2020); Zhou et. al (2020); Cheng et. al (2020); Herrero-Diz et. al (2020); Cinelli et. al (2020); Lampos et. al (2020); Mercier (2020), four studies were published in 2021 Ali et. al (2021); Chu et. al., (2021); Chauhan & Palivela (2021); Pérez-Escoda et al (2021) and three were published in 2022 Robazzi et. al (2022); Kumar et. al (2022); Nazari et. al (2022) (see Fig. 4).
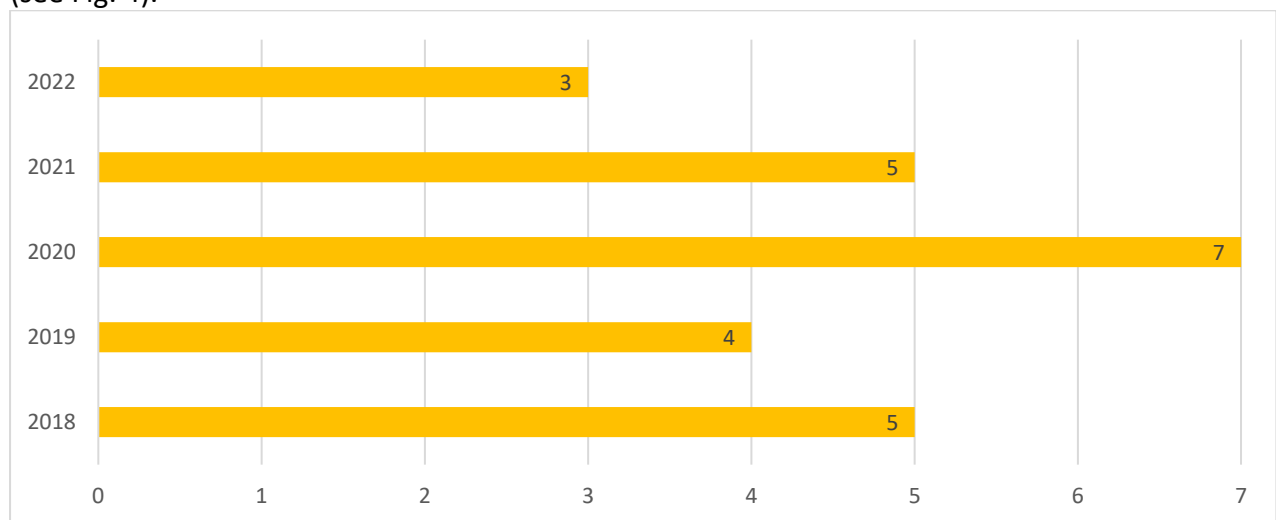

Fig. 4 Publication years of selected studies

Furthermore, the review revealed that 2 articles were published in the Journal of Information Science Theory and Practice (Al-Zaman et. al., 2020; Nazari et. al., 2022) and Social Media and Society (Stefanone et. al., 2019; Herrero-Diz et. al., 2020). In contrast, only one article was published in the following journals: Applied Journalism and Media Studies (Ibrahim et. Al, 2021), Computer and Education: Artificial Intelligence Ali et al (2021), Computers in Human Behavior Bastick (2021), Corpus Journal of Clinical Trials Robazzi et al (2022), Data and Information Management Chu et al (2021), Digital Medicine Lampos et. al (2020), Electrical Engineering/ Electronics, Computer, Telecommunications and Information Technology Aphiwongsophon & Chongstitvatana (2018), Foreign Affairs Chesney & Citron (2019), Global Transitions Proceedings Kumar et. al (2022), Information Communication and Society (Duffy et. al (2019), Information Management Data Insight Chauhan and Palivela (2021), Journalism Practice (Tandoc et. Al, 2018), Mathematical Biosciences and Engineering Zhou et. al (2020), Nature Communications (Shao et. Al, 2018), Princeton University Press (Mercier, 2020), Publication Pérez-Escoda et. al (2021), Scientfic Report Cinelli et al (2020), social media and Community Engagement Plotnick et. al (2018), System Sciences Torres et. al (2018), and Telecommunications Society Cheng et. al (2020) see Table 5.

Table 5
Selected Journals

Journal	Total number of selected articles
Applied Journalism and Media Studies	1
Computers and Education: Artificial Intelligence	1
Corpus Journal of Clinical Trials (CJCT)	1
Data and Information Management	1
Digital Medicine	1
Electrical Engineering/ Electronics, Computer, Telecommunications, and Information Technology	1
Foreign Affairs	1
Global Transitions Proceedings	1
Information Communication and Society	1
Information Management Data Insight	1
Information Science Theory and Practice	2
Journalism practice	1
Mathematical Biosciences and Engineering	1
Nature Communications	1
Princeton University Press	1
Publication	1
Scientific Report	1
Social Media and Community Engagement	1
Social Media and Society	2
System Sciences	1
Telecommunications Society	1

The Developed Themes
To answer the research question which is why do people disseminate fake news? the current review views it from six different themes namely (1) information seeking and sharing (2) poor media literacy; (3) trust network; and (4) misuse of AI technology. These four themes further produced 10 sub-themes (see Table 6).

Information Seeking and Sharing
The first sub-theme is to be the first, which reveals that being the first to disseminate the information positively correlates with people's satisfaction. Being the first person might result in others crediting and acknowledging them and therefore, it is not a surprise that people will try their best to be the first people to share the information (Al-Zaman et al., 2020; Mercier, 2020; Ali et al., 2021). There is nothing wrong to be the first in disseminating the information, but the pressure to be the first might force that person to share the information without verifying its sources first. (Zhou et al., 2020; Tandoc et al., 2018). In the case of Covid-19, for example, people experienced a highly dangerous epidemic; therefore, some of them want to be the first to share information about safety precautions and how to deal with the virus without necessarily validating the messages before sharing, which could result in fake news and misinforming the public (Zhou et al., 2020).
The second sub-theme is to 'be in the know'. It has been proven that people's desire to "be in the know" leads to the consumption and spread of false news on social networking sites

(Duffy et al., 2019). Some people want others to acknowledge them as knowledgeable people, and the pressure to be that knowledgeable person causes some of them to not be interested in verifying what they want to share on social media. This occurs as some of them are desperate for others recognition that they have knowledge and expertise in certain matters (Chu et. al., 2021; Kumar et. al., 2022; Lampos et al., 2020; Robazzi et al., 2022).

The third sub-theme is conspiracy and speculation sharing. Conspiracies and speculations are certainly interesting because they often raise questions that give rise to differences in views and opinions (Stefanone et. al., 2019; Nazari et. al., 2022). However, most conspiracies and speculations are not credible sources because they are never or difficult to verify and a study by Robazzi et. al (2022) proves that conspiracy and speculation cause disconnections in communities and psychological problems. Even so, they still attract interest and cause many people to share both.

Table 6
Findings

Author/Theme	Information Seeking and Sharing			Poor Media Literacy		Trustworthiness		Misuse Technology		
Sub Theme	**BF**	**BK**	**KS**	**ANA**	**FN**	**TN**	**TP**	**SB**	**CB**	**DF**
Ali et. al (2021)	√			√	√				√	
Al-Zaman et. al (2020)	√									
Aphiwongsophon & Chongstitvatana (2018)								√		
Chauhan and Palivela (2021)					√					
Cheng et. al (2020)									√	
Chesney & Citron (2019)									√	
Chu et. al (2021)		√								
Cinelli et. al (2020)				√						
Duffy et. al (2019)		√								
Herrero-Diz et. al (2020)									√	
Ibrahim et. al (2021)						√			√	
Kumar et. al (2022)		√								
Lampos et. Al (2020)		√								
Mercier (2020)	√									
Nazari et. al (2022)			√				√			
Pérez-Escoda et. al (2021)					√					
Plotnick et al. (2018)						√	√			
Robazzi et. al (2022)		√	√	√						
Shao et. Al (2018)								√		
Stefanone et. al (2019)			√							
Tandoc et. al (2018)	√									

Torres et. al (2018)			√		√		
Zhou et. al (2020)			√				

Information Seeking and sharing		Poor Media Literacy		Trustworthiness		Misuse AI Technology	
BF	Being the first	**ANA**	Access and analyze	**TN**	Trust on Network	**SB**	Social Bots
BK	Be in the know	**FN**	Creating fake news	**TP**	Trust on Photography	**CB**	Click Bait
CS	Conspiracy and speculation sharing					**DF**	Deep Fake

Poor Media Literacy

The first sub-theme is the inability to assess and analyze. Poor media literacy causes people tend to believe and share fake news (Ali et. al., 2021). Weak media literacy results in the inability to assess and analyse media messages which then makes them believe whatever news they received without reflecting and taking action on its authenticity (Robazzi et. al, 2022; Cinelli et. al., 2020).

The second sub-theme is creating fake news. A weak media literacy denotes the possibility of creating fake news and using the power of information and communication for a bad purpose (Torres et. al., 2018; Chauhan and Palivela, 2021). Without media literacy, it is likely that they will share inaccurate things and think that their actions are not a serious offense (Ali et al., 2021; Pérez-Escoda et al., 2021). Referring to Ali et al (2021), consistent training in media literacy is needed as it can inform the on the do's and don't of information sharing.

Trustworthiness

The first sub-theme on trustworthiness is network trust. The public values the credibility of social media and other sources of information. If that one social media is frequently used, it will increase the their trust in that social media (Plotnick et. al, 2018). As long as their level of trust is high, the less likely they are to verify any news they want to share from that social media, as they feel that the social media, they regularly use is safe and the source is reliable (Ibrahim et al., 2021; Torres et. al., 2018).

The second sub-theme of the trusted network is trust in social media photos. People especially the youth are also very fond of sharing information, especially if it is information with pictures and indeed, visual information is more important compared to textual information (Nazari et al., 2022; Pérez-Escoda et. al., 2021). Within the context of political campaign for example, infographic information can make a person believe more and draw their attention to a piece of information without verifying it first (Plotnick et. al., 2018).

The Misuse of AI Technology

The emergence of new technology especially Artificial Intelligence (AI) has made it more interesting for certain people to create and spread fake news (Aphiwongsophon & Chongstitvatana, 2018). The Numerous studies have established the effects of these two technologies on social networks: (1) social bots, which AI technology has enabled easy to design and use; and (2) clickbait. A social bot is the first sub-theme under the heading of abuse of AI technology. According to Shao et al (2018), social bot-based automated accounts were mostly impacted by the first stage of distributing false news, and the style of fake news transmitted by social bots plays a role in fake news propagation. This is so that the general

public cannot easily tell whether such authentic accounts are phoney. It also requires effort to systematically reduce the usage of social bots because they are not prohibited marketing tools and are widely used by businesses. Depending on their programming, not all bots are inherently dangerous. These are mostly trained to influence people's thinking, such as on behalf of manipulators; they are taught to disseminate misleading material on social media. (Aphiwongsophon & Chongstitvatana, 2018).

Social media clickbait is the second sub-theme. Writing sensationalised or deceptive headlines to entice readers to click on a piece of content is known as clickbait. To increase traffic, it frequently relies on making exaggerated statements or omitting crucial details. Typically, the phrase is used in a contemptuous manner. Users were interested in the information provided by the authentication tools and willing to go through the outcomes. The availability of authentication tools did not alter opinions regarding their importance. (Ibrahim et. al., 2021). This is because of a need for more access to technical prerequisites and computational resources (Ali et. al., 2021). For instance, people are hesitant to show their faces in clickbait-style YouTube material depicting a kid being beaten (Herrero-Diz et al., 2020). Young people see digital news as being more engaging and honest, which makes it more likely to go viral than content with a different structure, like YouTube content (Herrero-Diz et al., 2020). The potential for disseminating false information utilising technology as a tool increases with the number of social media applications. (Chauhan & Palivela, 2021).

Artificial intelligence called Deepfake is used to produce convincing photo, audio, and video hoaxes. The name is a combination of the words deep learning and fake, and it refers to both the technology and the phoney information that results from it. Through AI technology, it is now feasible to alter or duplicate the information in 2D or 3D. The two main types of false news that catch people's attention are misinformation and phoney images and videos (Cheng et al., 2019). Deepfakes, which significantly affect communication through misinformation, are now easier to generate and disseminate on social networks because to developments in generative machine learning. (Chesney & Citron, 2019). It is challenging to identified discern factual versus fake media. It allows certain people to contribute and be witnesses to the spread of misinformation. The potential harm of Deepfakes is people can impersonate crimes and spread information as harmful (Ali et. al, 2021).

Discussion

Using the power of information and communication to change the world, media literacy is an expanded conception of literacy that also includes the capacity to access and evaluate media messages and create, reflect, and act. It has been suggested that the problem of "fake news" can be solved by promoting media literacy, or "active inquiry and critical thinking about the messages we receive and create". The problem of spreading fake news cannot necessarily be resolved by merely teaching people how to read media better. The story's falsehood may have been known to the sharer in many instances, but they still decided to spread it because of its ability to signal their identity. Teaching and learning about digital literacy are challenging because it requires the integration of several academic disciplines, including sociology, politics, and technology (Ali et al., 2021). Considering stakeholders other than the producers and users of technology governmental or corporate policies is an alternative to focusing only on media literacy (Ali et al., 2021). A fake news article must be as effective as possible within its limitations, which include being shared on social media, read through a screen, and read quickly.

Within the context of the misuse of technology, the emergence of fake news employing Deepfake technology, for example, has brought to light a significant social issue that was

previously unimaginable. Due to the widespread use of picture and video sharing on social media, these media types have become the primary way people consume news. Deepfake technology is developing and used in many contexts for photos and videos. Deepfake detection models like ours can be used as an additional layer of verification to stop fraud and identity theft as governments and corporations employ facial recognition technology as a form of identification (Kolagati et. al., 2022).

Environmental and health awareness should be promoted or developed to assist people in reducing and filtering negative news and halting its spread based on little scrutiny of information sources and faith in any information shared on social media (Salas-Paramo & Escandon-Barbosa, 2022). Environmental and health awareness are important for persons who spend more time online as they are more likely to be exposed to fake news. This exposure can be problematic given the rapid transmission and the time-consuming work required to verify the accuracy of every news item found on social media. Moreover, someone who spends more time on social media tends to share false content due to ignorance of the consequences of fake news dissemination or is too lazy to check the veracity of news (Balakrisnan, 2022). For instance, when news and information about the COVID-19 pandemic spread quickly online, it has been referred to as an "infodemic" - an abundance of information containing certain inaccuracies that make it difficult for the general population to find trustworthy information and solid guidance when needed. As a result, people who spend more time online are exposed to this information more frequently, which can be problematic given how quickly this information spreads (and grows) and how time-consuming it is to verify the accuracy of each news item posted on social media.

Conclusion and Recommendation

Fake news is such a worrying aspect of social media that its spread and influence can lead to terrible events. Therefore, early detection of fake news can combat its negative impacts and stop society from becoming a mysterious component of spreading fake news. Prior to this, however, we need to first understand why people disseminate fake news. The present SLR offers an understanding of this issue from four diverse perspectives namely information seeking and sharing, poo media literacy, trustworthiness, and misuse of technology.

The appropriate authorities should take action to raise awareness of the effects of fake news distribution among the public, especially the younger generations who are known to spend much time online each day. The importance of timely education is underscored by the fact that once someone has accepted fake news, particularly those that support their opinions, it can be challenging to change their perception. It is also necessary to educate the general people so that they possess the fundamental knowledge and abilities needed to evaluate and confirm any piece of information, particularly questionable ones.

Furthermore, relevant authorities should take action to raise public awareness of the dangers of fake news dissemination, especially among younger generations who are known to spend much time online each day. For the general people to examine and validate any information, incredibly shady, they must also be educated. Including generatively altered media with potentially detrimental ramifications in digital media literacy curricula. The vigorous promotion of media literacy targets people of all ages (Watanabe et al., 2017). Such programmes and interventions should be designed to encourage ethical sharing behaviour among internet consumers and raise users' responsibility so that everyone understands their roles and duties in sharing accurate information, especially during the epidemic.

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