Knowledge, Perception and Attitude of Students at Uitm Terengganu towards the Use of Alternative Media Communication

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Abstract
Alternative media refers to media channels that serve as social networking platforms offering a different perspective from mainstream media. The proliferation of alternative media further enriches the media landscape and enables the public to make more informed decisions. Due to its fast nature in accessing the latest information, this media has gained a place in the community. Young people, especially university students, are seen as popular users of alternative media compared to other groups. Although alternative media brings many benefits in enriching communication and increasing access to various perspectives, users need to be careful to avoid unethical use. Therefore, this study was conducted to examine the knowledge, perception, and attitude towards the use of alternative media by university students in their daily communication. This purposive study used a quantitative method with a student population of 287 and a sample of 258 people. To analyze statistics descriptively, Structural Equation Modeling (SEM) was used, and further data was generated using Smart PLS version 4.0.9.2. This quantitative data was also tested using SPSS 26, specifically using a t-test to examine differences by gender and ANOVA to test demographic differences in the programs followed by the students. Based on using Smart PLS to directly test the relationship of factors on the level of communication, it was found that three variables showed a significant effect for the t-value: the knowledge factor, the perception factor, and the attitude factor. Students who use alternative media wisely and ethically are able to develop healthy social relationships, achieve academic success, and prepare themselves for a better life.
Keywords: Knowledge, Perception, Attitude, Communication, Alternative Media.

Introduction
The way someone communicates exerts an influence on how others apprehend him. This is because effective communication can help build a good reputation and a more positive self-

image. Communication is a process of exchanging information, ideas, or emotions between individuals or groups. This aspect is pivotal in daily human life and contributes to shaping interpersonal relationships, relaying messages and comprehending the world within human environments.The expansion of the digital world provides humans with plentiful choices and expansive space for easier and faster interactions. However, unethical use of alternative media gives rise to serious predicaments affecting social, emotional and moral developments of man. Alternative media such as text messaging or various other online platforms can precipitate numerous phenomena such as cyberbullying, cyber insecurity and fake news when used irresponsibly and without discipline. Individuals may use these platforms to go about tattling, offend, or harrass others, thus having serious psychological effects on the victims. Perpetrators may be involved in the publicizing or use of contents such as violent, pornographic, or hate-filled images or videos, which can impair their discernment of moral and social norms (Rasyid, A., & Sikumbang, 2022).

This phenomenon which is identified as cyberbullying is a form of communication using technology to denounce, humiliate, harass, or threaten victims through any form of negative speeches, spreading false information about the victims, and even exposing demeaning images or videos of the victims (Shaari & Kamaluddin, 2019). The openness to the internet by sharing confidential information online, such as location or other private data, can increase security risks, leading to identity theft, online fraud, or misuse of personal information by imprudent parties (Hassan & Salleh, 2022). Moreover, excessive use of alternative media can lead to dependence on technology and reduction in in-person social interactions. An individual may take up too much time in front of his display screens, failing to care for personal relationships and other healthier outdoor activities (Fuad et al., 2022). Ethical students, in using alternative media, has the potential to making more economical and vigilant decisions in various situations both in academic and off-campus contexts.

Therefore, this study was conducted to examine the level of knowledge and perception of students at UiTM Terengganu in relation to alternative media, and to analyze their attitudes in using alternative media. This study is crucial for students because ethical use of alternative media can help build a positive personal character, such as nurturing self control, creating more responsible individuals and promoting collaboration, especially in academic environments and beyond.

Alternative Media: The Concept
Alternative media refers to methods or communication techniques used by individuals facing difficulties or restrictions in conventional communication. It incorporates various strategies and instruments to aid individuals in facing communication obstacles, particularly in interconnecting with others. The digital evolution has made alternative media a preferred choice for educators in disseminating instructional information to students due to its recognized ease and speed. Among the alternative communication forms educators use in teaching and learning (PdP) today include online forums, instant messaging, discussion boards, and interactive blogs (Hashim, & Soopar, 2022). In relation to this, Moehtar (2022), states that alternative media caters as an instrument used to produce, disseminate, and relay information outside the mainstream media.

Alternative media is seen to play a crucial role in sustaining everyday interactions, dealing with others, and meeting their necessities and aspirations (Akbar, 2021). Indeed, alternative media helps individuals become more independent in interaction and conveying their own piece of information without depending on others to articulate their circumstances. Simultaneously, this situation can enhance personal overall well-being, decrease social isolation, improve interpersonal relationships and facilitate participation in diversed social and cultural activities (Ibrahim et al., 2021). Moreover, alternative media can be employed as a medium to expedite various forms of learning that also contribute to human intellectual growth.

By extending numerous media entries to communicate with the world around them, individuals have the opportunity and impetus to learn various disciplines that enhance their lives. While empowering individuals to interconnect with others, alternative media helps stimulate social inclusivity and expands their possibilities to connect in various walks of community life (Mohd Sukis et al., 2023). On the other hand, consumers of alternative media are able to fulfil basic human necessities covering aspects of healthcare, education, job-seeking and any form of relevant social support (Bimantara et al., 2023). To sum up, alternative media facilitates to empower individuals in facing communication difficulties or limitations and to actively involve in their lives and become meaningful contributors to society.

The Use of Alternative Media in Learning
The use of alternative media in learning refers to the use of different methods or communication tools to accommodate individuals confronting with difficulties or limitations in engaging in the learning process. Among the popular alternative methods in Teaching and Learning (PdP) are the use of Duolingo, Kahoot, YouTube Edu, podcasts, WhatsApp, Facebook and others. In this respect, teachers adjust or modify learning materials to meet individual necessities by providing alternative texts, audio, or visual aids for students with different abilities or learning styles (Zaharon Lai et al., 2021). It is crystal clear that the employment of alternative media in teaching and learning (PdP) intends for ensuring that all students have the inclusive accessibility to success by being able to approach the technology used. At the same time, educational methods using various forms of alternative media are more inclusive compared to conventional methods. By using alternative media in learning, schools can create a more non-discriminatory environment that advocates all students, assuring that each individual has similar opportunity to education and potential development.

Ethics in Communication
Ethics in communication refers to a set of principles or values that guide human behavior, fulfilling as a base to differentiate between what is considered right and wrong, both in social interactions and decision-making. It circumscribes facets such as moral standard, justice, responsibility, civility, uprightness and abiding with laws (Hassan et al., 2020). In the meantime, ethical communication through alternative media involves a set of moral standards and norms of behavior adopted when using alternative communication techniques or tools. These ethical principles targets to guarantee that communication using alternative media is administered with due regard, carefulness and responsibility towards the individuals. Those communicating through alternative media have autonomy to convey their thoughts and make decisions in communication. However, it is important for communicators

to preserve privacy and confidentiality of information obtained through communication tools. At the same time, communicators should remain acceptant and honest in their communication (Afriani & Azmi, 2020). On top of that, communicators must respect and appreciate differences among others, especially in cross-cultural, linguistic, and religious interactions. The use of alternative media must also be executed with trustworthiness to avoid misuse or manipulation of these tools or methods (Muslimah et al., 2022). Efficient communication includes participants cohering to communication ethics, respecting each other, caring for, and taking responsibility for the tools used (Amalia, 2020).

As for students, utilizing ethically healthy communication through alternative media perpetuates a more positive academic ecosystem. Students can appreciatively exchange ideas, indulge in healthy discussions, and resolve disagreements effectively. Observing good ethics in communication through alternative media helps moulding more effective interaction skills, enhances lucidity in expressing ideas, and fosters empathy towards others' issues (Nurulaisyah et al., 2022). Furthermore, the use of alternative media stimulates student-centred, collaborative learning. Students can exchange information and share experiences from different perspectives, enriching their learning experiences and preparing them to become effective future leaders (Bernard et al., 2021). Positive collaboration among students, faculty and university staff strengthens bonds, boosts institutional pride and sets up opportunities for better careers, assisting students in accomplishing goals in their professional lives (Ali al., 2023). Ethical use of alternative media as a communication medium helps sustaining students' mental and emotional health by establishing a safe, supportive, and empathetic environment at universities. This minimizes the risk of stress, anxiety, and depression caused by interpersonal conflicts or unfair treatment. Ethical communication practices give rise to building an non-discriminatory, stately and discerning academic environment at universities, thereby creating a more meaningful learning experience for students to succeed in their professional and societal lives in the future.

Ethics of Disseminating Information in Islam

Islam stresses on the importance of uprightness in relaying information. Therefore, a Muslim is expected to always speak the truth and must not spread falsity or misleading information. Every individual has the right to receive correct information, and that there should be no biased or unfair treatment in any promulgation of information. Islam promotes the importance of courtesy in communication. A Muslim is presumed to convey information in a courteous manner, both in language and behaviour. In addition, a Muslim is expected to maintain the privacy of entrusted information and must not disclose sensitive information without consent. Information disseminated must have good values and should bring advantage to others, instead of effecting damage or disorientation. Islam forbids spreading slander or groundless allegations (Ku Mohd Syarbaini et al, 2023). A Muslim should verify the truth of information before extending it and should not spread rumors or gossip that cannot be substantiated. A Muslim is anticipated to always seek the truth and convey information that is truthful and honest, even if it is not popular or beneficial for oneself.

Highlights of Past Studies

There have been several past studies discussing on aspects related to the use of alternative media. A study by Hisham et al. (2020) compared conventional communication with communication through alternative media. The use of alternative media occurs in numerous

contexts such as social media, digital platforms, or other new technologies like Facebook, Youtube, Instagram, and Twitter; which are more contemporaneous as compared to traditional media that require time to appreciate ongoing scenarios. Hisham's study disclosed patterns, trends and the impact of using alternative media on society. On the other hand, a study by Rahman et al (2022), investigated concerns and challenges related to the use of alternative media, such as the spread of fake information, cyberbullying, cyber fraud, and sexual harassment. They recommended effective strategies or policies to address these issues. Among the suggested preventive measures to cater social media misconduct are law enforcement, establishing guidelines, enhancing digital education and promoting digital ethics and standards. As for Dewi et al (2021), they elucidated the integration of new theories and models that contribute to the growth of communication science and understanding communication dynamics in the digital era. This integration considers disciplinary characteristics, activity levels, creativity development, information speed, collaboration, values and responsibilities. Faradilah et al.'s study (2020) highlighted on innovation and the development of new technologies in alternative media. In developing alternative media technologies and innovations, they suggested communicating market needs, recognizing user trends and appraising potential technical issues. Based on these studies, there exist a comprehensive overview of the roles, effects, and challenges associated with the use of alternative media together with technology in contemporary society. Taking into consideration of innumerable present challenges in the digital world, appropriate strategies and policies should be expanded to manage communication using alternative media for more positive and sustainable benefits.

Research Methodology
This study is quantitative in nature, with data collected through a survey distributed online. The actual population consisted of 287 individuals, specifically students enrolled in the Ethics and Civilization course (CTU554) at UiTM Terengganu Branch, in both Dungun and Kuala Terengganu campuses. According to the table issued by Krejcie and Morgan (1970), for a population size of 290, a sample size (n) of 165 is sufficient. Therefore, obtaining a sample size of 258 indicates that this number exceeds the target suggested by Krejcie and Morgan (1970). The study employed data collection techniques through online survey forms that were reviewed by experts. Researchers distributed the survey forms to respondents to gather feedback on the provided questions. The survey was divided into three parts: Part A: Respondent Profile Information, Part B: Respondent's Knowledge Level about Alternative Media, Part C: Respondent's Perception of Alternative Media, and Part D: Respondent's Attitude towards Alternative Media. The data obtained were analyzed descriptively using SPSS 26 for t-tests on gender variables and One-Way ANOVA for demographics. Descriptive statistical data analysis was used to analyze items from the survey questionnaire. Smart PLS software version 4.0.9.2 was utilized to test and analyze the data. The data analysis involved direct testing methods with three independent variables (Knowledge, Perception, and Attitude) and the dependent variable Communication Level (CL).

Research Findings
Respondents' Biography
The respondents consisted of 258 individuals, comprising of 57 male students (22.1%) and 201 female students (77.9%). Among them, 145 students (56.2%) acknowledged residing in urban areas, while 113 students (43.8%) agreed that they originated from rural areas. They

were distributed across faculties as follows: 66 students (25.6%) from the Faculty of Hotel Management, 114 students (44.2%) from the Faculty of Business Management, 69 students (26.7%) from the Faculty of Computer Science and only 9 students (3.5%) from the Faculty of Accounting.

Validity and Reliability of Questions

A total of twenty questions were constructed for respondents regarding their knowledge, perception, and attitude towards communication using alternative media. The questions related to knowledge are as follows:

1. I know that alternative media is a method of communication involving facial expressions, the use of symbols, images, writing, signals to convey a message.
2. I know that alternative media is used to replace individual oral communication methods.
3. I know that alternative media tools can consist of low-tech or high-tech devices.
4. I know that low-tech media tools can consist of high-tech tools such as using electronic communication aids that can produce sound for communication purposes.
5. I know that with alternative media, the delivery given is either uni-directional, bi-directional or not centralized.

The questions related to perception are:
1. I feel that alternative media has various functions such as disseminating information.
2. I feel that alternative media can be an entertainer that helps us deal with life pressures.
3. I feel that alternative media can be a medium to reconnect with long-lost friends and foster brotherhood among people.
4. I feel that alternative media plays a role in providing a platform for entrepreneurs to market their products or services.
5. I feel that unrestricted interaction through alternative media can lead to disruption of family institutions, causing marital rifts and divorces.
6. I believe that the use of alternative media tools in education poses challenges due to their high cost.
7. I feel that the use of alternative media tools in education reduces the effectiveness of knowledge delivery.
8. I believe that alternative media telecommunication tools expose users to scams, cyberbullying, and 'tall poppy syndrome' (negative comments).
9. I acknowledge that the authenticity of news or information read on social media is susceptible to manipulation.
10. I acknowledge that the authenticity of news or information read on social media is exposed to various forms of fake news or misinformation.

As for attitude, the questions are as follows:
1. I ensure that the information received is accurate before sharing it with others.
2. I use polite language when interacting through alternative media.
3. I share embarrassing pictures of others in WhatsApp groups.
4. I often share religious information without verifying its accuracy.
5. I frequently share information received without investigating its authenticity first.

After collecting 40 survey questionnaires, validity and reliability testing of the data was conducted using Cronbach's alpha coefficient. According to Sekaran (1992), McMillan and Schumacher (2006), Cronbach's alpha value should exceed 0.60 for each variable, while factor loading values less than 0.5 are considered inadequate and should be discarded (Hair et al., 2014). Table 1.1 presents the validity and reliability testing results.

Table 1.1
Validity and Reliability Test

Variables	Items	Validity	Reliability
		Koef's Correlation	Cronbach's Alpha
Knowledge	KNLG1	0.838	0.718
	KNLG2	0.730	
	KNLG3	0.730	
	KNLG4	0.573	
Perception	PCP1	0.776	0.898
	PCP3	0.837	
	PCP4	0.870	
	PCP5	0.622	
	PCP8	0.850	
	PCP9	0.818	
	PCP10	0.719	
Attitude	ATD1	0.847	0.889
	ATD2	0.780	
	ATD3	0.882	
	ATD4	0.763	
	ATD5	0.879	
CL*	CL1	0.855	0.758
	CL2	0.864	
	CL3	0.658	
	CL4	0.663	

*CL is Communication Level
(Source: Quoted from data analysis using Smart PLS 4.0.9.2 software on 10th February 2024)

Then, multicollinearity and factor loading tests were conducted on the survey items using VIF values and factor loading test as measures. The VIF values should not exceed 10 because values below 10 do not indicate serious multicollinearity issues. However, if the VIF value exceeds 10, the item will be dropped. Meanwhile, the factor loading test should be above 0.50 (Hair et al., 2012). Table 1.2 shows the results of the multicollinearity test using VIF values.

Table 1.2
Multicollinearity Test

No.	INDEPENDENT VARIABLE	VIF BEFORE CORRECTION	Factor Loading Test (items to be dropped)	STATUS
1	Communication Level (CL) CL1 CL2 CL3 CL4	2.269 2.346 1.322 1.305		There is no multicollinearity in the inner and outer models The remaining items CL1, CL2, CL3,CL4,

No.	INDEPENDENT VARIABLE	VIF AFTER CORRECTION		STATUS
2	Knowledge (KNLG) KNLG1 KNLG2 KNLG3 KNLG4 KNLG5	1.35 1.752 1.763 1.261 1.092	KNLG5 (0.450	Multicollinearity exists in the inner and outer models. The remaining items KNLG1, KNLG2, KNLG3, KNLG4,
3	Perception (PCP) PCP1 PCP2 PCP3 PCP4 PCP5 PCP6 PCP7 PCP8 PCP9 PCP10	4.314 2.238 5.061 5.924 2.393 1.450 1.695 5.552 4.394 4.126	PCP2 (0.463) PCP6 (0.225) PCP7 (0.239)	There is no multicollinearity in the inner and outer models The remaining items PCP1,PCP3,PCP4, PCP5, PCP8,PCP9,PCP10
4	Attitude (ATD) ATD1 ATD2 ATD3 ATD4 ATD5	2.684 2.289 3.008 2.151 2.979		There is no multicollinearity in the inner and outer models The remaining items ATD1,ATD2, ATD3, ATD4, ATD5

Direct Relationship Analysis

This test examines factor loading values (CV), Cronbach's alpha (α), CR, AVE, R^2, β, p-value, and t-value. Table 1.3 shows the results of these tests. Table 1.3 displays the factor analysis test results for independent and dependent variables involving CV, Cronbach's alpha, CR, AVE, R^2, β, p-value, and t-value.

Table 1.3
Factor Analysis Test

NO.	FACTOR	ITEM	(CV)	α	CR	AVE	R^2	β	p-Value	t-Value
1	CL	CL1 CL2 CL3 CL4	0.801 0.793 0.656 0.628	0.723	0.725	0.547	0.869			
2	Knowledge KNLG	KNLG1 KNLG2 KNLG3 KNLG4	0.816 0.883 0.842 0.810	0.859	0.874	0.703		0.319	0.000	6.367*
4	Perception PCP	PCP1PCP2 PCP3 PCP4 PCP5 PCP8 PCP9 PCP10	0.811 0.687 0.813 0.825 0.728 0.765 0.803 0.797	0.907	0.908	0.608		0.557	0.000	11.578*
5	Attitude ATD	ATD1 ATD2 ATD3 ATD4 ATD5	0.854 0.825 0.763 0.760 0.747	0.860	0.913	0.626		0.201	0.000	5.703*

(Source: Quoted from data analysis using Smart PLS 4 software on 20th Feb 2024)

Based on the analysis in Table 1.3, the data is abstracted into a direct effects model shown

in Diagram 1.1. In this diagram, the direct relationships towards CL are depicted.
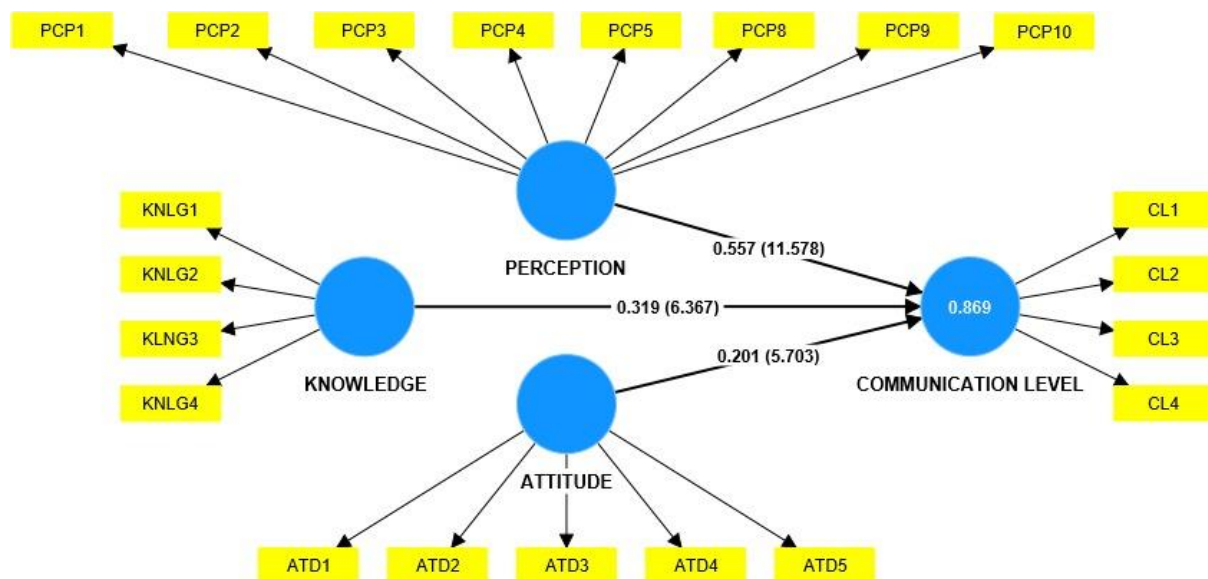
Diagram 1.1: Direct Relationships Towards CL
(Source: Quoted from data analysis using Smart PLS 4 software on 20th Feb 2023)

Table 1.4
Direct Relationship Test on CL

Latent Variables	Co-efficient of Determination (β)	p-Value	t-Value	Hypothesis	Sig*
KNLG - CL	0.319	0.000	6.319	Support	*
PCP - CL	0.557	0.000	11.578	Support	*
ATD - CL	0.201	0.000	5.703	Support	*

Based on the direct factor relationship test on CL, three variables showed significant effects with t-values as follows: knowledge factor (6.319), perception factor (11.578), and attitude factor (5.703).

Knowledge, Perception, and Attitude Based on Gender Variables
The results of the t-Test on knowledge, perception and attitude based on gender variables are shown in Table 1.5, Table 1.6 and Table1.7 below:

Table 1.5

t-Test on Knowledge Based on Gender Differences

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Knowledge	Male	57	3.8526	.61936	.08204
	Female	201	3.9154	.50021	.03528

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Knowledge	Equal variances assumed	2.794	.096	-.792	256	.429	-.06279	.07932	-.21899	.09341
	Equal variances not assumed			-.703	77.886	.484	-.06279	.08930	-.24058	.11500

Table 1.5 above shows that the mean for male students is 3.85 with a standard deviation (SD) of 0.619, which is lower than the mean for female students, which is 3.92 with a standard deviation of 0.500, with a difference in means of only 0.07 points. Based on the findings, the Sig. (2-tailed) value of 0.096 > 0.05 indicates that there is no significant difference between the mean levels of knowledge among male and female students regarding alternative media.

Table 1.6

t-test on Perception Based on Gender Differences

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Perception	Male	57	3.8860	.55176	.07308
	Female	201	3.9279	.46746	.03297

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Perception	Equal variances assumed	2.358	.126	-.573	256	.567	-.04190	.07310	-.18586	.10206
	Equal variances not assumed			-.523	80.187	.603	-.04190	.08018	-.20145	.11765

Table 1.6 above shows that the mean for male students is 3.89 with a standard deviation (SD) of 0.551, which is lower than the mean for female students, which is 3.92 with a standard deviation of 0.467, with a difference in means of only 0.03 points. Based on the findings, the Sig. (2-tailed) value of 0.126 > 0.05 indicates that there is no significant difference between the mean perceptions of male and female students regarding alternative media perspectives.

Table 1.7
t-test on Attitude Based on Gender Differences

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Attitude	Male	57	3.1754	.75316	.09976
	Female	201	2.8090	.61913	.04367

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Attitude	Equal variances assumed	4.198	.041	3.753	256	.000	.36648	.09766	.17416	.55881
	Equal variances not assumed			3.365	78.710	.001	.36648	.10890	.14972	.58325

Table 1.7 above shows that the mean for male students is 3.18 with a standard deviation (SD) of 0.753, which is higher than the mean for female students, which is 2.81 with a standard deviation of 0.619, with a difference in means of 0.37 points. Based on the findings, the Sig. (2-tailed) value of 0.041 < 0.05 indicates that there is a significant difference between the mean attitudes of male and female students in using alternative media.

Analysis of Variance (ANOVA) by Factor Based on Demographics

Next, the results of the Analysis of Variance (ANOVA) for the mean level of knowledge among students based on faculty, is shown in Table 1.8 below:

Table 1.8

Analysis of Variance (ANOVA) for Demographic Program Type

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Program Knowledge	Between Groups	11.110	12	.926	1.434	.151
	Within Groups	158.180	245	.646		
	Total	169.291	257			
Perception	Between Groups	11.281	21	.537	.802	.716
	Within Groups	158.010	236	.670		
Attitude	Total	169.291	257			
	Between Groups	11.621	15	.775	1.189	.281
	Within Groups	157.670	242	.652		
	Total	169.291	257			

The demographic programs followed by students show the results of Analysis of Variance (ANOVA) on students' knowledge level with an F-value of 1.434 and p-value = 0.151, where p > 0.05 indicates non-significance. Based on Table 1.8 above, the ANOVA results on students' perception with an F-value of 0.802 and p-value = 0.716 also indicate non-significance (p > 0.05). Similarly, for ANOVA analysis on students' attitude with an F-value of 0.775 and p-value = 0.281, p > 0.05 indicates non-significance as well. Therefore, the findings indicate that there is no significant difference among students based on program categories in terms of knowledge, perception, and attitude.

Discussions

Taking into account that the majority of present-day's adult population belongs to the Y generation, they would significantly use alternative media communication methods from daily activities up to formal learning in classrooms. The study results indicate that factors like exposure to digital devices, educational environment, and surroundings are significant contributors to students at UiTM Terengganu in choosing alternative media, which is at a high level. According to Hisham et al. (2020), alternative media is favored by Generation Y due to its user-friendly nature, accessibility via smartphones, interactive features, speed, and affordability.

The multiplication of numerous social network platforms such as Telegram, Instagram, TikTok and others has created close company for student groups. Today, humans predominantly use digital communication, particularly digital media, to facilitate their activities; and the impact of using these media depends mostly on how individuals smartly supervise and control their usage. From one perspective, the abundance of alternative media has considerably thrived various aspects of human knowledge, including in education itself. Nonetheless, the allocation and employment of digital amenities incur expenses that can be burdensome, especially for the B40 (economically under-privileged) group. Generally, students at UiTM Terengganu are aware of the risks of uncurbed and obscure details in the everyday use of alternative communication. This situation leaves students unprotected to

online scams, cyberbullying, and other insecurities. This study corresponds with a research conducted by Karsodikromo et al. (2022), which discovered that the social relationship paradigm of society is evolving as the internet becomes a new medium for social interaction. Despite the numerous benefits, uncontrolled internet use is also instrumental to cyberbullying issues, especially among adolescents.

In conclusion, the development of information technology and social change processes have exposed today's adolescents to numerous transformations in everyday life, culture, and interaction. The norms, culture, and identity of today's adolescents appear to be different from the core values (*adab*) that once shaped the attitudes of earlier generations (Omar, 2017). As digital media is considered a significant platform for social interaction, moral obligations must be taken into account. This involves ensuring that shared information is errorless, using chivalry in expression, avoiding from uploading embarrassing images and others. From the perspective of Islam, the goal of communication is to invite people to truth, therefore Muslims must verify the sources of messages before sharing it with others. Eventhough the above study discloses positive aspects of students' attitudes towards commemorating alternative media, the findings however, are contradictory to a study by Shaari & Kamaluddin (2019) which found that the issue of discourtesy in language use is prevailing when using alternative media.

Conclusion

The level of university students' access to communication through alternative media in their daily lives is high. This is because of their exposure to innumerable digital forms from a young age which has made the use of digital platforms inseparable from them. The study findings indicate that knowledge, perception, and attitude towards the use of alternative media are high. However, the analysis shows that there are no significant differences in the level of knowledge and perception of alternative media between male and female students. Nonetheless, there is a significant difference in the attitude variable towards alternative media, with the mean attitude of male students being higher compared to that of female students.

In order to sustain alternative media as a civilized interaction medium among students, continuous actions can be taken, such as corroborating the verification of accurate information sources, media literacy to appreciate sources, disseminating information contextually and explicitly, obtaining comprehensive views on issues by consulting experts, investigating before sharing, and reporting to authoritative agencies if shared news carries elements of fraud, cyberbullying, or 'tall poppy syndrome'. Further studies suggested could inspect the impact of alternative media on students' academic performance, the role of new technological innovations affecting the use of alternative media among students, and the impact of alternative media on their thinking.

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